Appendix B Cultural Resources Evaluation

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Placeworks
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Santa Ana, California 92707

Cultural Resources Evaluation Letter Report for Grand View Elementary School, Manhattan Beach, Los Angeles County, California

Dear Mr. Mears,

This Letter Report summarizes a cultural resources study conducted by ASM Affiliates, Inc. (ASM) for the Grand View Elementary School Project (Project), located at 455 24th Street in the City of Manhattan Beach, Los Angeles County, California. Both an archaeological and architectural history survey were conducted for the study. The Project area contains 11 buildings constructed more than 45 years ago; as such, their potential for historical significance must be considered in compliance with the California Environmental Quality Act (CEQA). The property within this Project area is proposed for redevelopment and modernization. The 11 buildings within the Project area were evaluated for their eligibility for listing in the California Register of Historical Resources (CRHR) and as historical resources under CEQA. The results of this analysis will assist the Manhattan Beach Unified School District (District) in determining whether the Project has the potential to cause significant impacts as defined by CEQA.

Under the themes of Education and Architecture, this evaluation recommends the original 1930s Grand View Elementary School (ES) campus (Upper Campus) eligible as a historic district under CRHR Criterion 3 for its Streamline Moderne architecture. Additionally, the original Grand View campus retains sufficient overall integrity for eligibility. This report recommends the former Ladera Elementary School campus not eligible, either individually or as a historic district, under any criteria.

This Letter Report is divided into the following sections: Introduction, Methodology, Archival Research, Cultural and Environmental Setting, Brief History of Manhattan Beach, Survey Results, Eligibility Criteria, Evaluation of Eligibility, Impacts Assessment, Recommended Mitigation, and Conclusion. References are included as Attachment A; figures and photographs as Attachment B; a summary of the California Historical Resources Information System (CHRIS) South Central Coastal Information Center (SCCIC) records search as Attachment C; correspondence with the Native American Heritage Commission (NAHC) and tribal contacts in Attachment D; Sanborn maps as Attachment E; and architectural drawings as Attachment F.

INTRODUCTION

Grand View ES is located at 455 24th Street in the City of Manhattan Beach (Figures 1 and 2). The site comprises two elementary school campuses, the original Grand View ES (including buildings A, B, D, E, and G), constructed in 1939, and Ladera ES (including classroom buildings J and K, and the Multi-Purpose Room [MPR]), all constructed in 1963. The two campuses were merged in the 1990s, with the name Grand View ES assigned to the combined properties (MBUSD 2015:317). The 1930s buildings are referred to as the Upper Campus, and the 1960s buildings are referred to as the Lower Campus. The irregular site is bounded by Bell Avenue to the east, 24th Place and 24th Street to the south, Vista Drive and Grandview

Avenue to the west, and 26th Street and Sand Dune Park to the north (Figure 3). The Project area encompasses five Assessor's Identification Numbers (4177-002-900, 4177-010-900, 4177-011-900, 4177-011-901, and 4176-005-901). The Project site is located in a residential area, containing both single-family and multi-family properties. For the purposes of this report, ASM assumed that the Area of Direct Impact (ADI) is limited to the site plan provided to us by the Project planners (DLR Group 2019) (Figure 4).

ASM prepared this report to assess the potential for cultural resources to be impacted by the Project. In support of this effort, ASM conducted a pedestrian archaeological survey of the vacant portions of the parcel and evaluated the historical and architectural significance of the buildings within the project area that are at least 45 years old. These consist of seven classroom buildings, an administration building, and ancillary buildings on the 1930s-era portion of the campus and four classroom buildings and an MPR on the 1960s portion of the campus.

None of the buildings have previously been listed as individually significant resources on the CRHR or the National Register of Historic Places (NRHP), nor are they listed as a California Point of Historical Interest or California Historical Landmark. Neither of the two original campuses has previously been recommended as a potentially eligible historic district. In this Letter Report, ASM evaluates the extant buildings located within the proposed Project site for their eligibility to the state register as individual resources and as potential contributors to a historic district.

METHODOLOGY

ASM began the cultural resources study by requesting a records search from the SCCIC on January 17, 2019, the results of which were received on January 24, 2019. A search of the Sacred Lands File (SLF) held by the NAHC was requested on January 17, 2019; the response from the NAHC was received on January 24, 2019 (Attachment D).

ASM then conducted both an archaeological and architectural history field survey on January 30, 2019, to determine the presence of any previously undocumented cultural resources. The intensive-level field survey of Grand View ES was conducted by ASM Architectural Historian Marilyn Novell, M.S., and ASM Senior Archaeologist Sherri Andrews, M.A., RPA.

For the archaeological survey, all accessible portions of the parcel were walked in transects spaced approximately 15 m apart. Documentation of the buildings included multiple photographs from the public right-of-way and within the site to document the resources and their setting. The buildings' plans, architectural features, condition, and historical integrity were noted. In order to determine whether the buildings might be associated with a potential historic district or districts, a brief windshield survey of elementary schools and a preschool in Manhattan Beach was conducted to identify comparable campuses, focusing on preschool and elementary schools constructed in the 1950s and earlier.

ASM conducted archival research to develop a general historic context for Manhattan Beach and site-specific information. As a public school, city building permits are not available for the campus, and the Los Angeles County Assessor's records do not include year-built data for the school buildings. Original architectural drawings were provided by the architectural firm working on the modernization of the campus. Partial Sanborn Fire Insurance maps of the parcels were used to confirm the construction timeline of the school and earliest possible date of construction (Attachment E). Historical photograph collections, including those in the archives of the Manhattan Beach Historical Society, were consulted to determine the alterations of the schools and the buildings. Newspaper databases provided confirmation of years of construction of the two campuses. City directories were not produced for the area. ASM also consulted historic maps and aerial photos to further understand the development of the area over time.

ARCHIVAL RESEARCH

SCCIC Records Search

The SCCIC records search was conducted to determine whether the Project area has been previously subject to survey as well as to detect the presence or absence of previously documented cultural resources within the Project area. The search included all records and documents on file with the SCCIC, as well as the National Register of Historic Places, the Office of Historic Preservation (OHP) Historic Property Directory, and the OHP Archaeological Determinations of Eligibility list.

A total of 18 previous reports were identified as a result of the records search (Table 1). The SCCIC summary letter indicates that one of the reports (LA-02904) involves the Project area; however, this report only documents a records search conducted for a large area within which Grand View ES lies, but did not involve any cultural resources survey. Most of the reports within the 1-mi. radius are for small-scale cellular tower installations.

Table 1. Previous Cultural Resource Projects Conducted within the 1-Mile Records Search Radius

Report No. (LA-)	Year	Author(s) / Affiliation	Title
01543	1986	Wlodarski, Robert J. / Caltrans	Negative Archaeological Survey Report for O7-la-1 23.4/25.2
01625	1987	Woodward, Jim / California Department of Parks and Recreation	Archaeological Survey of Manhattan State Beach, Los Angeles County, California
02904	1993	Stickel, Gary E. / Environmental Research Archaeologists: A Scientific Consortium	Draft Report: A Phase I Cultural Resources Literature Search for the West Basin Water Reclamation Project
02950	1992	Peak & Associates, Inc.	Consolidated Report: Cultural Resource Studies for the Proposed Pacific Pipeline Project
04190	1998	McLean, Deborah K. / LSA Associates, Inc.	Archaeological Assessment for Pacific Bell Mobile Services Telecommunications Facility La 859-03, 2616 Manhattan Avenue, City of Manhattan Beach, County of Los Angeles, California
04761	1999	Gray Deborah / LSA Associates, Inc.	Cultural Resource Assessment for Pacific Bell Mobile Services Facility La 859-05, in the County of Los Angeles, California
04836	2000	Science Applications International Corporation	Phase I Archaeological Survey along Onshore Portions of the Global West Fiber Optic Cable Project
05758	2002	Duke, Curt / LSA Associates, Inc.	Cultural Resource Assessment AT&T Wireless Services Facility No. 05002a Los Angeles County, California
06239	2000	Wesson, Alex, Bryon Bass, and Brian Hatoff / URS Corporation	El Segundo Power Redevelopment Project Cultural Resources (Archaeological Resources) Appendix J of Application for Certification
06240	2000	Bunse, Meta, and Stephen D. Mikesell / JRP Historical Consulting Services	El Segundo Power Redevelopment Project Historic Resources (Built Environment) Appendix K of Application for Certification
06242	1999	Duke, Curt / LSA Associates, Inc.	Cultural Resource Assessment for Pacific Bell Mobile Services Facility La 859-05, in the County of Los Angeles, California
06902	2001	Budinger, Fred E., Jr. / Tetra Tech, Inc.	Verizon Wireless, Inc. Proposed for Installation of Unmanned Cellular Telecommunications Facility at 1500 Sepulveda Blvd in Manhattan Beach, Ca 90266 (Polliwog Site Name)
07716	2005	Bonner, Wayne H. / Michael Brandman Associates	Cultural Resources Records Search Results and Site Visit for Sprint Candidate La70xc314d (el Porto Building) 312 Rosecrans Avenue, Manhattan Beach, Los Angeles County, California
07722	2005	Maki, Mary K. / Conejo Archaeological Consultants	Records Search Results for the Chevron El Segundo Refinery, El Segundo, Los Angeles County

Report No. (LA-)	Year	Author(s) / Affiliation	Title
10160	2008	Harper, Caprice D., and Francesca Smith / SWCA Environmental Consultants	Preliminary Cultural Resources Survey for the Formation of the Wiseburn Unified School District Project, Cities of El Segundo and Hawthorne, and Unincorporated Los Angeles County, CA
10369	2009	Wlodarski, Robert / C.A.R.E.	Proposed Bechtel Wireless Telecommunications Site LA0140 Located at 2727 Glendora Avenue, Manhattan Beach, Los Angeles County, CA
11055	2009	Fulton, Phil / LSA Associates, Inc.	Cultural Resource Assessment Verizon Wireless Services Marine Facility, City of Manhattan Beach, Los Angeles County, California
11138	1987	Pierson, Larry, Gerald Shiner, and Richard Slater / PS Associates	California Outer Continental Shelf, Archaeological Resource Study: Morro Bay to Mexican Border, Final Report

The search also revealed that eight resources have been previously documented within the 1-mi. records search radius, none of which are within or in direct proximity to the Project area. All of the previously recorded resources are historic structures; no prehistoric resources have been previously documented within 1 mi. of the Project area (Table 2).

Table 2. Resources Previously Recorded within the 1-Mile Records Search Radius

Primary # (P-19-)	Date (Recorded by)	Description	Attribute Codes
150438	1984; 1995 (M. Lortie)	OHP Property Number 028151; Manhattan Beach State Pier and Pavilion; CHL - SHL 1018	HP39. Other
189240	2008 (Robin Kirk, Manhattan Beach Cultural Heritage Conservancy)	OHP Property Number 171213; Scott House	HP3. Multiple family property
189242	2008 (Robin Kirk, Manhattan Beach Cultural Heritage Conservancy)	OHP Property Number 171215; Mueller House	HP2. Single family property
189243	2008 (Robin Kirk, Manhattan Beach Cultural Heritage Conservancy)	OHP Property Number 171212; Dearden House	HP2. Single family property
189244	2008 (Robin Kirk, Manhattan Beach Cultural Heritage Conservancy)	OHP Property Number 171211; Salaman House	HP2. Single family property
189245	2008 (Robin Kirk, Manhattan Beach Cultural Heritage Conservancy)	OHP Property Number 171214; Bailey House	HP2. Single family property
192401	2015 (Megan Wilson, Cogstone)	Southern Pacific Railway Harbor Subdivision and Redondo Lines; Atchison Topeka & Santa Fe Railroad; Burlington Northern Santa Fe Railroad	HP4. Ancillary building; HP39. Other
192402	2015 (Megan Wilson, Cogstone)	Standard Oil Spur & El Segundo Line; Pacific Electric Railway / Southern Pacific Railroad / Union Pacific Railroad	HP4. Ancillary building; HP39. Other

Historical Image Research

Historical aerials from 1953, 1963, 1972, 1980, 1994, 2003, 2004, 2005, 2009, 2010, and 2012 were analyzed on historicaerials.com, as were historic topographic maps dated 1896, 1899, 1905, 1910, 1916, 1922, 1924, 1926, 1927, 1930, 1934, 1941, 1942, 1952, 1957, 1965, 1975, 1982, 2012, and 2015.

Historical imagery provided minimal additional information regarding the use of the Project area over time, with documentation only starting in the mid-twentieth century.

The earliest topographic maps dating from 1896-1922 show the Project area as an entirely undeveloped landform. However, with the 1924 map, a significant number of roads, structures, and features, including a railroad, appear surrounding the Project area, suggesting that this development likely began a number of years earlier, while the Project area itself remained undeveloped. The maps through 1942 reflect the same land use patterns, with the 1952 map depicting the presence of "Grandview Sch" at the Project location. The footprint of the school had expanded to the northeast by the time of the 1965 map; all subsequent maps reflect essentially the same configuration.

The first available aerial photograph is from 1953, and this image shows the school in much the same configuration as suggested by the 1952 topo. The 1963 aerial shows the expansion of the campus reflected in the 1965 topo. The areas surrounding the school appear fully residentially developed. No additional significant changes are evident through the most recent aerial taken in 2012.

NAHC Sacred Lands File Search

A request for a search of the Sacred Lands File held by the California Native American Heritage Commission (NAHC) was made by ASM on January 17, 2019. This search was undertaken to supplement the SCCIC records search to inquire as to whether resources important to local Native American groups may exist within the proposed Project area that may not appear within the CHRIS system. The NAHC response of January 24, 2019, reported negative search results for the Project location. A list of five tribal entities who may have interest in the Project area was included. A query letter was sent to each; no responses have been received to date, but any results received after the submission of this report will be forwarded. The NAHC response and a sample of the query letter are provided with this memo as Attachment D.

CULTURAL AND ENVIRONMENTAL SETTING

Natural Setting

The City of Manhattan Beach (City) is located in southwestern Los Angeles County, approximately 12 mi. southwest of downtown Los Angeles, and bounded on the west by the Pacific Ocean, on the north by El Segundo, on the south by Hermosa Beach, and on the east by Lawndale. The City is largely urbanized and surrounded by other developed cities; the setting surrounding the Project area is primarily residential. The Grand View ES site is situated approximately four blocks east of The Strand, the path that parallels the Pacific coastline. The majority of the Project site has been heavily modified by the construction of the school and its attendant walk ways and drive ways, parking lots, play lots, and athletic fields.

Prehistoric Background

The prehistoric occupation of southern California can be roughly divided into four temporal phases or periods (Wallace 1955). This chronology had been successfully applied to inland Los Angeles County (e.g., McIntyre 1990), and is now recognized as having applicability to a wide area of mesic (i.e., that area west of the xeric desert zone) Los Angeles, Ventura, Riverside, San Bernardino, and Orange counties. Due to the widespread application of this chronological scheme, Wallace's framework is employed for the purposes of this discussion.

Late Pleistocene Period (Pre-10,000 B.P.)

Wallace's chronology for southern California includes four time periods, the earliest of which (Early Man/Big Game Hunting period) was considered speculative, and correlated with the end of the Pleistocene, or Ice Age. This would represent an occupation prior to about 10,000 years before present (B.P.). Although it is likely that inhabitation of the southern California coastal region occurred during this early time period, evidence for such is currently extremely limited. To date, Late Pleistocene archaeological remains in southern California comprise two kinds of evidence. First, in the inland Mojave Desert region, petroglyphs (rock engravings) and surface stone tools have been dated back to approximately 20,000 and 30,000 B.P., respectively (Whitley and Dorn 1993). These may well reflect the initial human occupation of North America. The contexts of these dated finds provide only limited kinds of archaeological information and, while there is much more to be discovered about this earliest prehistoric culture, existing data nonetheless suggest that these earliest inland Californians may have dwelled along the shores of Pleistocene lakes; that they exploited chert quarries to make relatively crude stone chopping tools; and that they also made rock art, perhaps as part of shamanistic religious practices.

Second, a limited number of large fluted projectile points have been found in isolated locales in the Mojave Desert and along the California coast. These projectile points functioned as parts of spears and are known to date between 11,200 and 10,000 B.P., falling within what is called the Paleoindian Period on the Great Plains. On the Plains, such points are associated with the hunting of extinct Pleistocene fauna, such as the Columbian Mammoth. Although it is likely that these spear points were similarly used in southern California, the isolated nature of the discovered artifacts precludes any certain inference about their use or function in the California region.

Uncertainty concerning these early prehistoric cultures results from the characteristic geomorphological instability of the California coastline and the general youthfulness of the southern California interior, combined with the major change in erosional/degradational regimes that occurred at the end of the Pleistocene (Whitley and Dorn 1993). These factors, singularly and in combination, are unfavorable to the preservation of remains from this period. It is therefore likely that Late Pleistocene human occupation of Los Angeles is under-represented in the local prehistoric record, simply due to problems in site preservation.

Early Millingstone Period (10,000 - 3500 B.P.)

An adaptation referred to as the Early Millingstone Period or Horizon began with the transition toward a modern environment which started approximately 9,000 to 10,000 years ago. This is particularly evident along the coast, where many such sites are found, although a few examples are known from the inland region. Most sites of this period date to between 8,500 and 3,500 years in age.

Recent studies by Erlandson (1988; see also, Erlandson and Colton 1991) provide evidence of a significant, even if small, population of coastal hunter-gatherers in the region before 7000 B.P., or essentially at the beginning of this Early Millingstone Period. He has shown that these were neither Big Game hunters, nor specialized, hard-seed gatherers, but instead generalized foragers that relied on a variety of different kinds of terrestrial, coastal and marine resources, and that they were adapted to estuarine embayments that have long since disappeared from the local environment. Further, his evidence indicates that their primary protein sources were shellfish and other marine resources. Extending a pattern first identified by Meighan (1959) on the Channel Islands, in other words, this suggests that the adaptation to the seashore is a very ancient and long-lived tradition in local prehistory.

In the inland region, perhaps the earliest evidence of the Early Millingstone Period is provided by so-called Los Angeles Woman, a female skeleton found in the La Brea Tar Pits that has been radiocarbon dated to 9000 B.P. Lacking clearly associated artifacts or other remains, it is difficult to interpret the Los Angeles Woman beyond observing simply that her discovery signals the fact that the inland region was in use shortly after the end of the Late Pleistocene.

Later Early Millingstone sites (post-dating approximately 6000 B.P.) are dominated by assemblages containing large numbers of ground stone artifacts, along with crude choppers, scraper planes, and other core/cobble tools. These are thought to represent an adaptation to gathered plant foods, especially a reliance on hard-shelled seeds. Accordingly, it has been common practice to identify any site with a dominance of these plant processing implements as Early Millingstone in age. More recently, it has also been suggested that scraper planes, in particular, may have served in the processing of agave (Kowta 1969; Salls 1985); that the association of ground stone and core/cobble tools represents a generalized plant processing toolkit, rather than one emphasizing hard-seeds, per se (Whitley 1979), and that this toolkit was used in appropriate environmental settings throughout the prehistoric past. That is, that the so-called millingstone toolkit is environmentally rather than chronologically specific and reflects localized exploitative patterns, rather than a chronologically specific adaptational strategy (Kowta 1969; Leonard 1971; McIntyre 1990). Thus, many inland sites identified as dating to the Early Millingstone Period solely on the basis of their ground stone toolkits may, in fact, not be of such age at all. However, on the coastal strip there continues to be evidence that such sites date to the earlier end of the time-frame. These sites are generally located on terraces and mesas, above the coastal verge, near permanent streams.

Although Early Millingstone Period sites are relatively common along the coast, there is little evidence for the occupation of the inland region during this early time period. That is, although the millingstone adaptation to seeds and plants, and toolkits dominated by plant processing tools, are present in the inland zone, they appear to date to a later time period, with true Early Millingstone Period occupation apparently restricted to the coastal strip proper (Whitley and Beaudry 1991; cf. Leonard 1971; McIntyre 1990). Again, it is currently unclear whether this pattern reflects real differences in inland versus coastal settlement distributions, or is simply a function of site preservation problems in the inland region. Whatever the cause, it is worth noting that there are currently very few reliable or plausible chronometric dates from inland sites that are Early Millingstone in age. All current temporal assignments of inland sites to the Early Millingstone Period are based on putative diagnostic artifacts, but, when these are examined critically, the verity of the early age assignments become dubious. And, too often, such early age assignments are based on functional/adaptive traits rather than stylistic criteria, thus confusing adaptive patterns for temporal ones.

A good example of the confusion of millingstone functional and adaptational patterns for Early Millingstone chronological diagnostics in inland Los Angeles County is provided by the so-called "Topanga Culture," as exemplified by excavations at CA-LAN-1, the "Tank Site" (cf. Heizer and Lemert 1947; Treganza and Bierman 1958; Treganza and Malamud 1950), located in the Santa Monica Mountains immediately south of the San Fernando Valley. This is widely regarded as "Early Millingstone" chronologically, and its base ("Phase I") has been assigned 10,000 years of age, essentially due to the large numbers of millingstones, crude choppers and "cog stones" (see Treganza and Bierman 1958:75, Table 1). But, as Johnson (1966) has rightly pointed out, Phase III of the Topanga Culture is only 3,000 years old, as demonstrated by his excavations at CA-LAN-2. That is, it is Intermediate and not Early Millingstone in age. It then must follow that the preceding Phase II can only be considered 3,500 to 3,000 years old, due to the presence of (Intermediate Period) mortars and pestles in the Phase II assemblage. That is, Phase II of the Topanga Culture also can only be Intermediate period in age. Since Phase I lies conformably and immediately below Phase II stratigraphically, it likewise must follow that it immediately predates the Intermediate period Phase II remains. At best, then, Phase I of the Topanga Culture is terminal Early Millingstone or transitional Early Millingstone/Intermediate, but not necessarily of any great antiquity.

This fact is emphasized when it is recognized that one of the key classes of temporal diagnostics said to support the very early age assignment for Phase I at the Topanga Site, the cog stones, were all recovered from the Phase II deposit, even though Treganza and Bierman (1958) incorrectly assign them to the Phase I assemblage (Eberhart 1961:366-367). Thus, there is currently no evidence to suggest any great antiquity for Phase I of the Topanga culture; instead it may simply be 4,000, rather than 10,000 years in age, and may represent an early manifestation of the Intermediate Period movement of a millingstone adaptation into the interior, rather than a manifestation of a coastal Early Millingstone culture in the inland zone.

Intermediate Period (3500 California *800 B.P.)*

As implied above, a transitional stage followed the Early Millingstone, which is referred to as the Intermediate Period (Wallace 1955). It is believed to have begun about 3,500 years ago, and to have lasted until about 800 B.P. (according to the latest revisions; cf. Arnold 1987). It is marked on the coast by a growing exploitation of marine resources, the appearance of the hopper mortar and stone bowl/mortar, and a diversification and an increase in the number of chipped stone tools. Projectile points, in particular, are more common at sites than previously, while artifacts such as fish hooks and bone gorges also appear.

As noted above, cog stones also first appear during the Intermediate Period, although they are widely misinterpreted as Early Millingstone in age. These are relatively small, flat cobbles, about the size of a large biscuit, that were shaped to resemble a kind of mechanical cog or gear. Although the function of these is unknown, it is likely they served as ceremonial objects, and their geographical distribution has an important implication for regional prehistory. As first identified by Eberhart (1961), cog stones are only found from Los Angeles County south and eastward; that is, they are absent in the areas of the Santa Barbara Channel region (Ventura and Santa Barbara counties) that, historically, were occupied by Chumash-speaking groups. Although speculative, this suggests that the initial distinction between the Hokan Chumash and Takic-speaking groups (which included the Gabrieliño) may have developed as early as 3,500 years ago (cf. Kowta 1969:50; McIntyre 1990:5), rather than only 1,500 years ago, as Kroeber (1925) first hypothesized. That is, the distribution of these "ceremonial" artifacts essentially follows the boundaries of ethnolinguistic groups during the historical period, suggesting that such boundaries may have been more-or-less stable for about 3,500 years. Notably, this hypothesis is supported by excavations at Intermediate Period site CA-LAN-2233, in the Santa Clara River Valley to the north. At this site, osteometric and DNA analyses indicate that the resident population was non-Chumash genetically (Waugh 1999).

As also implied above, there is growing evidence that it was at the beginning of this Intermediate Period that inland sites, such as those found in the Conejo area on the north side of the Santa Monica Mountains, the upper Santa Clarita Valley, the Antelope Valley, and western Riverside and San Bernardino counties, were first established and occupied. Whether this pattern holds for the interior Los Angeles Basin has yet to be determined, but it seems likely. This suggests the exploitation of more varied environments and perhaps an increase in population at this time and, again, it may correlate with Kroeber's "Shoshonean Wedge" moving into mesic southern California at ca. 3500 B.P. (Kroeber 1923, 1925; cf. Whitley and Beaudry 1991). In general, however, the Intermediate Period can be argued to have set the stage for the accelerated changes that took place immediately following it.

Late Prehistoric (800 - 200 B.P.)

With the transition to the Late Prehistoric Period at 800 B.P. (A.D. 1200), we can correlate local prehistory with the ethnographic societies as described (even if in abbreviated form) by early chroniclers and missionaries. However, this is not to suggest that local societies and cultures were in any way static, for the transition to this period was marked by the evolution and eventual dominance of a sophisticated maritime economy. Further, among the Chumash to the west, a rise in social complexity has been shown to have been associated with the development of craft specialization, involving the use of standardized micro-drills to mass produce shell beads on Santa Cruz Island (Arnold 1987), which occurred during this period. This apparently contributed to, if not caused, the appearance of a simple chiefdom in the southern Chumash region (cf. Whitley and Clewlow 1979; Whitley and Beaudry 1991).

Although we do not have evidence that the Gabrieliño developed into a chiefdom like the neighboring Chumash, this period nonetheless witnessed a fluorescence of local aboriginal culture paralleling the Chumash case. This included a substantial growth in population, the establishment of permanent settlements on the coast (and probably at favored locales in the inland area), a high degree of sociopolitical complexity, and the development of a very sophisticated maritime economy. It was during this period that the occupants of the Santa Barbara Channel and Los Angeles County region achieved levels of cultural and social

sophistication perhaps unrivaled by hunter-gatherer-fisher groups anywhere else in the world (Brown 1967; Johnston 1962; Landberg 1965; Wallace 1955).

Ethnographic Background

The Project is situated within an area that was inhabited by the Tongva (also known as Gabrieliño) people who were present during the time of European contact. The names Gabrieliño and Fernandeño refer to the two major missions established in Gabrieliño territory: San Gabriel and San Fernando (Bean and Smith 1978). The Mission San Gabriel de Archangel was originally located in the Whittier Narrows area but relocated shortly after its founding because of unstable ground along the Rio Hondo/San Gabriel River channels. Gabrieliño/Tongva villages were depopulated due to impacts from the Spanish mission settlements at San Fernando Rey and San Gabriel and diseases that were introduced by the Spanish. However, many Gabrieliño/Tongva currently survive in a population that is dispersed throughout the Los Angeles area.

Gabrieliño/Tongva traditional territory included the watersheds of the San Gabriel, Santa Ana, and Los Angeles Rivers; portions of the Santa Monica and Santa Ana Mountains; the Los Angeles Basin; the coast from Aliso Creek to Topanga Creek; and San Clemente, San Nicolas, and Santa Catalina Islands. The Gabrieliño language is classified as belonging to the Takic family (or "Cupan"), Uto-Aztecan stock, and is subdivided into four or more separate dialects (Shipley 1978). The dialect spoken in the Project area was noted as being very similar to that spoken on Santa Catalina Island (Harrington 1962).

The Gabrieliño/Tongva are reported to have been second only to their Chumash neighbors in terms of population size, regional influence, and degree of sedentism (Bean and Smith 1978). The Gabrieliño/Tongva are estimated to have numbered around 5,000 in the pre-contact period (Kroeber 1925). Maps produced by early explorers indicate the existence of at least 40 Gabrieliño/Tongva villages in fertile lowlands along streams and rivers and in sheltered areas along the coast, but as many as 100 may have existed prior to contact with Europeans (Bean and Smith 1978; McCawley 1996; Reid 1968). The larger permanent villages most likely had populations averaging 50 to 200 persons. Sedentary villages also had smaller satellite villages located at varying distances that were connected to the larger villages through economic, religious, and social ties (Bean and Smith 1978).

The Gabrieliño/Tongva lived in domed, circular structures covered with plant material, followed patrilineal kinship networks, were politically organized under a village chief, and spiritually directed by community shamans (Bean and Smith 1978). Their subsistence was based on a composite hunting and gathering strategy that included large and small land animals, sea mammals, river and ocean fish, and a variety of vegetal resources. Generally, settlements were created at the intersection of several ecozones. The majority of the population drifted as families to temporary hillside or coastal camps throughout the year, returning to the central location on ritual occasions or when resources were low and it was necessary to live on stored foods.

Offshore fishing, as well as travel between the mainland and the southern Channel Islands, was accomplished from boats made of pine planks sewn together and sealed with asphaltum or bitumen. Much of the fishing, shellfish harvesting, and fowling took place along the ocean shoreline or along freshwater courses. Sea mammals were taken with harpoons, spears, and clubs. River and ocean fishing was undertaken with the use of line and hook, nets, basket traps, spears, and poisons (Hudson and Blackburn 1982).

Land animals were hunted with bow and arrow and throwing sticks, and were trapped or clubbed. Smaller animals such as rabbits and ground squirrels were driven with grass fires and taken with deadfall traps. Seasonal grass fires may have had the additive effect of yielding new shoots attractive to deer. Burrowing animals could be smoked from their lairs. The primary plant resources were acorns, which were gathered in the fall and processed with mortar and pestle, and various seeds that were harvested in late spring and summer and ground with manos and metates. The seeds included chia and sages, various grasses, and islay or holly leafed-cherry (Reid 1968). Transportation of plant and other resources was accomplished through

the use of burden devices such as coiled and woven baskets and hammock carrying nets commonly made from spun grass and other plant fibers.

BRIEF HISTORY OF MANHATTAN BEACH

Except where indicated, the following text is from *Manhattan Beach California* (Dennis 2001).

In its earliest days, the land that is now Manhattan Beach was part of the 10-mile ocean frontage of Rancho Sausal Redondo, which means "round clump of willows." Before the Civil War, in 1861, Scotsman Sir Robert Burnett purchased the Centinela and Sausal Redondo ranchos from the heir of Ygnacio Avila for $33,000. The two ranches encompassed 24,678 acres. By May of 1885, Daniel Freeman, who had been leasing the ranch from Burnett, acquired the property for $140,000. A few years later, Freeman encountered financial problems and was forced to sell off much of the ranch. By May of 1887, the Redondo Land Company owned part of the former Freeman ranch. The company filed for an agreement of partition of the subdivision of those sections, five of which determined the boundaries of Manhattan Beach.

George Peck, who owned a section of the north end of town, called it "Shore Acres." In 1901, John Merrill bought the southern portion and called his section Manhattan after his previous home in New York City. Peck and Merrill, unable to agree on a city name, flipped a coin and Manhattan won.

Two wooden piers were built in 1901, one at Center Street and one at Marine Avenue. The Center Street pier supported a wave motor to generate power for the Strand lighting system. It was destroyed in a winter storm in 1913-1914. A second pier that extended about 922 feet into the ocean was built on the same site. Engineer A. L. Harris developed the concept of the circular end of the pier for less exposure and damage to the pilings by the waves. That pier was completed and dedicated on July 5, 1920.

Manhattan Beach did not join the other South Bay areas in rapid growth until 1888, with the arrival of the Atchison, Topeka, and the Santa Fe Railroad. Through an agreement between Charles Silent, a major shareholder in the Redondo Land Company, and the Redondo Beach Railway Company, the railroad acquired a right-of-way for the construction and operation of a steam railroad line. The railroad's main purpose was to carry freight, but tourists also used it to travel to the beach. An 1897 schedule shows a railway stop at a community called "Potencia." In 1903, it was renamed Manhattan Beach.

Soon, promoters were touting property in Manhattan Beach and nearby coastal cities, hoping to lure new homeowners. Citing "splendid views of the ocean" and "many pretty homes," including cottages "noted for their architectural beauty," a *Los Angeles Herald* story cites unusual activity in real estate and "signs of a healthy increase." Amenities included the bathhouse on Center Street and extension of the gas system as far north as 17th Street (*Los Angeles Herald* 1905).

In 1902, tracks were laid to bring the Pacific Electric Railway "Red Car" interurban line to Manhattan Beach, connecting it to downtown Los Angeles as well as a network of cities in Los Angeles, Orange, San Bernardino, and Riverside counties. This marked the true beginnings of the City of Manhattan Beach. The official date of incorporation was December 2, 1912.

Education of their children was a major concern of the new city's residents. Before incorporation, Manhattan Beach children had attended schools in surrounding communities. The city's first school was housed in the F. S. Daugherty Building at the northeast corner of Marine Avenue and Ocean Boulevard. Later, classes were taught in a back room of the Community Church. C. E. Jenkins and James Cortyou, among other residents of the new city, formed the school district on February 13, 1913. On April 30, 1914, Manhattan Beach Grammar School, the first permanent elementary school in Manhattan Beach, opened at the corner of Center Street and Pacific Avenue. The school became Center Street School. The construction of Grand View school came later, with the aid of the federal Works Progress Administration (WPA) and a supportive community that voted for school bonds even during the lean years of the Great Depression (Davids 1979).

Development of Manhattan Beach required addressing the difficulties presented by the ever-present sand. Among the methods tried to control the constantly drifting sand, barley was planted and baled straw was strewn about. The solution turned out to be the non-indigenous but prolific ice plant, which was in abundant supply, having been thrown overboard by sailing ships that used it to cool cargo brought from Africa. An organization called the Neptunian Woman's Club of Manhattan Beach pitched in to plant regular rows of the ground cover on the dunes.

After World War II a large influx of people arrived, partly as a result of the desirability of the area for year-round living, but primarily because of the employment opportunities offered by the development of the defense industry in the South Bay. Much of the land east of Sepulveda Boulevard was developed to house the booming population in the postwar years.

Site-Specific History

The Grand View campus encompasses 11 buildings on a portion of Los Angeles County Assessor tract no. 2356, which was subdivided in 1915, and tract no. 8125, which was subdivided in 1931, in the City of Manhattan Beach (Figures 5 and 6). The irregular site is generally L-shaped, with the original Grand View ES occupying the southwest portion and the former Ladera ES occupying the northeast portion.

The only Sanborn Fire Insurance Map to cover the project parcels dates to 1928, with a new sheet showing Grand View Grammar School dated 1938 (Attachment E). At that time, classroom buildings D and G are shown, but not Building E. Two individual administration buildings are shown in the approximate location of the current administration building, suggesting the two might have been joined. Two additional classroom buildings are shown, in the approximate location of the current combined library and staff lounge building (Building B), suggesting the two might also have been joined. At the time, small parcels occupied the area east of Vista Drive and north of 24th Street, which mark the current boundaries of the campus. Only one dwelling is shown in the area around the school that later became part of the campus, and the surrounding neighborhood shows sparse development of dwellings, a few marked as multi-family flats. The area east of the core buildings, in the location of the Ladera portion of the campus, is not shown on any available Sanborn maps.

An atlas of land use maps prepared in 1936-1937 by the Regional Planning Commission of the County of Los Angeles in conjunction with the WPA for use in preparing the County's Master Plan of Land Use shows a school in the location of Grand View ES with Standard Oil Company Reservoirs occupying the northeast corner of Manhattan Beach. The alignment of North Valley Drive is shown as the Santa Fe Railroad. Residential development is concentrated along the coast and sparse near the school, with fewer than 50 percent of parcels developed. The land is subdivided but with little development to the east (Figures 7–9).

Grand View ES is located atop sand dunes four blocks from the Pacific Ocean. When construction began, the site was just under 11 acres, including a 10-acre tract purchased from the city. Nine parcels on Vista Drive on the west side of the property were later purchased from Howard Sadler for $2,250, giving the campus street access on that side. The district purchased an additional five parcels west of Grandview Avenue between 24th Place and 24th Street, completing the consolidation of the original campus site. Construction began in October 1937, enabled by financial assistance from the WPA. The cost to the district for the project was $45,638, with the remainder of the $108,559 budget provided by the federal government under the (*Manhattan Beach News* 1937).

By fall of 1938, although the original plan was to complete the entire campus before occupying the buildings, the district was so pressed for classroom space that superintendent Foster Begg insisted that the first two classroom buildings (Buildings G and D), each with four classrooms, be ready as soon as possible. "We must have those eight classrooms, and the third unit will have to wait until they are completed," Begg said. As soon as the first two classroom buildings were ready for occupancy, construction began on the third classroom building (Building E) (*Manhattan Beach News* 1938a) (Figures 10–13).

School design in the Era of Reform (1933-1945) was moving away from the traditional, self-contained, multi-story single-building monolith toward integration of classrooms with the outdoors. To expose students to the benefits of fresh air, natural light, and nature, it was desirable to create single-level classrooms with plentiful space between buildings. Campuses during the 1930s and 1940s incorporated the indoor-outdoor qualities of modern architecture, and in Southern California notable Modern architects actively participated in school design. Throughout the United States, Public Works Administration (PWA, an agency of the WPA) buildings, including dozens of schools, became known for their distinctive Moderne styling (Sapphos 2014:49-51). Streamline Moderne became a popular style during the Great Depression and World War II period. Its clean lines and minimalist ornament both celebrated the modern machine age and signaled the period of austerity triggered by the Great Depression. Compared with its more ornamental predecessor, the Art Deco style, Streamline Moderne is more restrained in its ornamental program and emphasizes the horizontal rather than the vertical. Reference to aerodynamic design is a signature of the style (Sapphos 2014:123).

Designed by notable architects Plummer, Wurdeman, and Becket of Los Angeles, the core architecture was described as featuring "the most modern innovations in school building construction," expressing experiments in design of the reform era in which schools became more child-centered and flexible. Major elements of the design included "sunlight, fresh air, and a cheery, healthful environment for the children" (Sapphos 2014:49). Each classroom has a full southern-sun exposure with wide glass panel openings onto individual study courts for each classroom, separated from the adjoining courts by hedges," according to a news report covering the opening of the school (*Manhattan Beach News* 1938a). The new campus was to be ready to open on September 12, in the fall term of 1938. It served grades 1 through 8, with "an extra room to be used for music, rhythmics, and visual aid" (*Manhattan Beach News* 1938b). The school was officially dedicated the following spring, on April 17, 1939 (*Manhattan Beach News* 1939). A kindergarten building and a third classroom building were added (Building E) north of the original two in about 1954 (Attachment F). The architectural firm responsible for these additions to the campus was Daniel, Mann, Johnson & Mendenhall of Los Angeles, one of southern California's largest and most active firms (PCAD 2019).

In the 1960s, School No. 9 (Ladera ES) was built at a lower level on the northwestern slope of the sand dune and operated as a separate elementary school for several decades before being shuttered in the 1990s. It is now considered a part of the Grand View campus, and is partially used by Grand View Elementary students and partially leased to a private school. The Grand View part of the campus was renovated in 2000-2001, retaining its Streamline Moderne design elements while expanding capacity through relocatable classroom buildings and various new site features including a small amphitheater and a garden plot.

SURVEY RESULTS

Archaeological Survey

The majority of the Grand View ES Project area has been heavily modified over time by construction of the school, which largely took place in two major phases – one in 1939 and the other in the early 1960s. School-related modification has included administration buildings, classrooms, paved and grass-covered playing fields, parking lots, walkways and driveways, and ornamental landscaping (Figures 14 and 15). Historical maps and aerial imagery indicate that the school represents the only land use during the twentieth and twenty-first centuries. It is evident that the school was built directly upon a large remnant sand dune, as most exposed ground surface is sand, with a number of areas where sand erodes from hill slopes and from under landscaping or slope stabilization plantings (Figures 16 and 17). The school is situated within a neighborhood surrounded by residences on all sides, including multiple new residences currently under construction immediately adjacent to the campus. The largest amount of remaining open space is found in the northern extension of the campus in an area known as the "dog park" where broken, no-longer-used asphalt playing courts are currently covered with graffiti and stencil art by locals (Figure 18).

Pedestrian archaeological survey was conducted throughout the school property, and all accessible areas or areas with visible ground surface were surveyed. No previously undocumented cultural materials or resources were observed during the pedestrian survey.

Architectural Descriptions

Grand View ES is located four blocks from the Pacific Ocean and is sited on a former sand dune. The first buildings were built in 1939 by the WPA, and the campus is a good example of Streamline Moderne architectural design. Grand View was the only Manhattan Beach public school located west of the Pacific Coast Highway at the time of construction. In the 1960s, School No. 9 (Ladera) was built on the northwestern slope of the sand dune and operated as a separate elementary school for several decades before being shuttered in the 1990s. The Grand View part of the campus was renovated in 2000-2001, retaining its design elements while expanding capacity through relocatable classroom buildings and various new site features including a small amphitheater and a garden plot.

There are 11 permanent structures located on the site, seven of which are part of the original Grand View campus, and four that were part of the Ladera ES campus before the two schools were merged. Of these, two buildings on the Grand View part of the campus were not surveyed because the Project will not affect them. The two original campuses differ markedly in year of construction, architectural style, and location on the topography. The core of Grand View ES is a post-Long Beach Earthquake campus constructed in 1939 on a relatively flat parcel, and all of the buildings display strong Streamline Moderne elements including single-story buildings with a horizontal orientation and curvilinear/rounded corners. Windows are plentiful and lack surrounds, creating a sleek appearance with the smooth stucco surfaces. The flat roofs and detailing emphasize the horizontality. The former Ladera ES campus, in contrast, was constructed in 1963 and is an example of Mid-Century-Modern school architecture. Details are sparse, corners are angular, and the main four-level classroom building is constructed on a steep slope with footpaths that meander through lush landscaped hillsides.

Grand View Area of Campus

The Grand View portion of the campus is a classic example of Streamline Moderne architectural style, which came into vogue during the Great Depression and World War II periods. Its clean lines and minimal ornament both celebrated the modern machine age and signaled the period of austerity triggered by the Great Depression. Compared with the more ornamental and geometrical Art Deco style, Streamline Moderne is more restrained and emphasizes the horizontal rather than the vertical. This is achieved through incorporation of horizontal stringcourses, smooth wall surfaces, usually clad in stucco, rounded corners, flat roofs, and recessed windows with no surrounds (Sapphos 2014:123). The Grand View buildings display all of these character-defining features.

The classrooms are housed in three linear, one-story buildings. On the north façade, covered corridors provide circulation. On the south façade, sliding glass walls provide direct access to outdoor play areas and classrooms. Landscaping creates divisions between classrooms, and wide roof eaves provide shelter and transitional space. With these features, the classrooms integrate the inside with the outside and presage the ways in which postwar architects would create seamless indoor-outdoor spaces. With a band of partially operable high clerestories on one side and nearly full-length glazing on the other, the classrooms enjoy natural light and air.

The Grand View portion of the campus comprises an administration building (A), a connected building housing the library and staff lounge (B), a kindergarten building, a cafeteria/multi-purpose building, three classroom buildings (E, D, and G), and several portable classroom buildings. All of the buildings are connected by a covered arcade (corridor) or interior hallways. The three main classroom buildings (E, D, and G) are similar, with single-loaded open corridors at the north, and windows and awnings at the south. The north façades consist of a flat canopy over an open corridor with operable clerestory windows above.

The south façades have walls dominated by multi-light steel windows with a center section that slides to open the wall to a patio. The patios are paved in red brick in a basket-wave pattern. Landscaping between the patios separates one from the other. The two 1938 classroom buildings (D and G) are defined by a high wing wall with raised horizontal bands on curved corners at each end.

Building A was shown as two separate detached buildings in a 1928-1938 Sanborn Fire Insurance map, and Building B is shown as two separate classroom buildings. All of the buildings throughout campus are shown connected by an open corridor. Architectural drawings are provided in Attachment F.

Building A: Administration

The Administration Building displays multiple character-defining features of the Streamline Moderne architectural style. Generally horizontal in orientation, the single-story flat-roofed building has a double-height pylon marking the primary entrance. The pylon has a set of raised simple horizontal bands encircling it. The recessed entrance is a pair of double two-light doors recessed beneath a deep flat-roofed canopy. The horizontal lines of the canopy extend to the west, where a bank of five three-light windows is recessed between two curved wall elements. The name of the school is spelled out in cut-out metal letters characteristic of the Moderne style above the windows. The building continues to the east of the entrance pylon, where a bank of four windows is recessed below a continuation of the horizontal lines of the canopy. Farther to the east, the curved corner of the building houses a series of vertically oriented windows and a curved canopy above a porch. A breezeway with a concrete grille connects the Administration Building to a classroom building to the east. At the interior are a reception area and a series of small offices. The interior consists of a lobby/reception area and several offices. The ceilings are dropped with acoustical tile and recessed fluorescent lighting fixtures. The walls are smooth plaster.

An interior hallway connects the Administration Building to Building B to the north. The west façade faces a playground. It has no windows in a three-part massing of orthogonal and curved sections. A double door recessed beneath a flat canopy provides access between the playground and the administration building (Figures 19–26).

Building B: Library and Staff Lounge

As indicated on the Project site plan, Building B comprises two separate buildings connected by an arcade. The exterior of Building B (also known as Building 1) continues the architectural motifs of the Administration Building. Two-tiered flat roofs run between tall rectangular pylons, each adorned with the same type of raised simple bands used in the Administration Building. At the juncture of the building with the Administration Building are a curved wall with two sets of glass blocks and a double door recessed beneath a flat canopy. The roofs have slightly projecting fascias, emphasizing the horizontality of the building. Between the two levels of the roof is a series of two-light windows arranged in groups of four and set into simple, slightly projecting surrounds. The higher wall is deeply recessed below the roofline and has continuous sets of multi-light clerestory windows. Two sets of double doors, each with a single light, provide access to the corridor (Figures 27–32).

Sets of three-by-three sliding steel glass doors open to a patio on the east façade. The windows are deeply recessed beneath a heavy horizontal roof. Beneath the fascia are shallow rows of grilles that echo the larger grilles seen in the corridor and throughout campus.

At the interior, an enclosed single-loaded corridor extends the length of the west side of the building. It has vinyl floor tile and smooth plaster walls. Display cases with curved corners extend from the interior wall. Lighting consists of regularly spaced round fixtures. The library and staff lounge open off the corridor and are accessed through flat doors, each with a single vertical light. A concrete grille between the corridor and the library repeats the motif seen in the Administration Building. The library has a dropped acoustical-tile ceiling and a central element with curved corners housing infrastructure running the length of the ceiling.

Two rows of hanging fluorescent lighting fixtures reflect the light off the ceiling. The room has curvilinear laminate partitions, soffits, and bookcases. Carpeting covers the floor.

Classroom Buildings E, D, and G

The three classroom buildings are long single-story, horizontally oriented buildings situated parallel to one another. All have rectangular plans and sit on poured-concrete foundations. They have shed roofs with the higher side above flat canopies sheltering the open corridors below on the north side of each building and connecting the buildings throughout campus. The ceilings of the single-loaded corridors have exposed wood support beams and narrow boards running the length of the corridors. The corridor floors are poured concrete scored with a grid pattern. At the south façade of each classroom building are continuous sets of multi-light steel sliding glass doors that open to patios.

Building E. Building E (also known as Building 4), the northernmost of three similar classroom buildings, houses five classrooms (18 through 22). Although architectural features are similar among the three classroom buildings, this building was constructed later than the other two and has slightly different massing and details. (Architectural drawings for Building E and the kindergarten building to the west are dated 1954; Attachment F). The corners of the exterior walls are rectangular rather than rounded, as on buildings D and G. The building has a slightly sloped shed roof with two-by-two steel clerestory windows above the canopy at the north façade. The sliding glass doors on the south façade are shorter than are those on the other two buildings—approximately 8 ft. compared with approximately 12 ft.—with each panel having two-by-three lights and a solid metal section below. The glass doors are set below a pair of continuous horizontal metal louvers that span the length of the building. A wood pergola with exposed beams is cantilevered above the concrete patios. Restrooms and a custodian's area are in a separate building across the corridor to the north. A retaining wall is at the base of the steep hillside to the north (Figures 33–36).

Building D. Classroom Building D, aligned with and to the south of Building E, has a similar rectangular footprint and low flat-roofed horizontality as Building E. The exterior walls are clad in stucco and have rounded corners. The building is book-ended by high pylons with curved corners at the south ends and squared corners at the north ends, in keeping with creating the sense of speed associated with the Streamline Moderne style. These pylons are wrapped in slightly projecting horizontal bands. A horizontal cornice and a projecting horizontal coping span the length of the building, further emphasizing the horizontal orientation. Above the flat corridor at the north façade is a continuous series of partially operable clerestory windows in groups of three with vertical mullions. At the south façade, a canvas awning shelters an "activity terrace" with a "brick floor" in a basket-weave pattern associated with each classroom (Attachment F). Each outdoor area is screened from the adjacent one by a full-height stucco partition that functions as an extension of the walls of the classrooms. Plantings further separate the outdoor classroom areas. The south wall consists of a series of steel multi-light sliding glass doors and windows set on deeply recessed walls (Figures 37–40).

At each end of Building D and Building G is a small ancillary building located across the corridor. The exteriors of these buildings continue the horizontal motif established in the larger building, particularly in the continuation of the cornice and coping. They are shorter, flat-roofed buildings with windows on the outside façades and a decorative concrete grille on the south façades. These small buildings house restrooms, as well as boilerff rooms for radiant heat in the 1938 classrooms, as indicated in the Sanborn map for that year.

Building G. Classroom Building G, aligned with and to the south of Building D, is identical to Building E, with the exception of a metal awning at the south façade instead of the canvas awning of Building D or the metal louvers of Building E (Figures 41–43).

Arcade and Landscaping

The Upper Campus buildings are connected by either interior corridors or covered exterior corridors with distinctive stepped flat roofs to accommodate changes in elevation. Heavy coping emphasizes the broken linearity. Four segments connect each end of the three classroom buildings; a fifth connects the Administration Building to the breezeway and classroom Building G. The corridors have poured concrete floors and open wood board ceilings with open beams. The campus buildings are arranged around a central grassy courtyard. At the north end of the courtyard (south of the kindergarten building) is a surfaced playground area. Between classroom buildings E and D is a vegetable garden and two portable (temporary) buildings. Between classroom buildings D and G is a grassy area with a recessed concrete patio at the center. At the front of the campus (south of the Administration Building and classroom Building G) is a grassy area with a variety of trees and bushes. To the west of the campus is a paved play area; three temporary (portable) buildings line the west side of campus on Vista Drive. To the north of the Upper Campus is a steep hillside with a variety of plantings (Figures 43–48).

Ladera Area of Campus

The area of the Grand View ES campus that was formerly Ladera ES contains four buildings that are at least 45 years old and that will be affected by the Project. The campus buildings were constructed in 1963 on the northwestern slope of the sand dune atop which the Upper Campus sits. Ladera (also known as School No. 9) was built on the northwestern slope of the sand dune and operated as a separate elementary school for several decades before being shuttered in the 1990s. The campus is described in the following section.

Classroom Building

The main Ladera classroom building is a Mid-Century Modern, flat-roofed building constructed in four nearly identical sections to accommodate the steep slope of the site. The four sections overlap slightly as they step up the hill. At the northwest façade the roofs extend over walkways and terminate in flat, wide fascias. Flat covered canopies shelter sets of poured-concrete steps connecting the various levels of the building. At the southeast façade is a series of broad paved play areas. Each classroom has two flat doors at the northwest side and a continuous clerestory above. At the southeast sides of the classrooms are multi-light steel windows that slide over in sections to form doors. There is a continuous clerestory above and a length of metal panels below. At the lower end of the building, on Bell Avenue, the building terminates in a windowless stucco-clad wing wall. At the upper level, the windows and the wide overhang of the roofs continue around the ends of the building. To the northwest of the building runs a hillside garden, with a lush mix of banana trees, palms, and other tropical plants. interspersed with retaining walls and a poured-concrete ramp that zig-zags up the hill. A plaque in the garden indicates it was provided by Chevon Products Company .

The interiors of the classrooms are lighted by the wide windows with sliding doors at the southeast side and the continuous clerestories at the northwest side. The ceilings are covered in acoustic tile with attached fluorescent tube lighting boxes. Built-in counter-height cabinets span the sides of some of the rooms. Floors are generally covered in vinyl tiles (Figures 49-62).

Building J

Building J is a single-story office/classroom building that runs parallel to Bell Avenue. A flight of poured-concrete steps runs between the street and the building. The building has a flat roof with a deep cantilevered overhang and a wide, flat fascia. The exterior walls are clad in stucco. Fenestration on the street side consists of doors with transoms and a few windows. The building was not accessible at the time of survey (Figures 63 and 64).

Building K

Building K is situated at a right angle to Building J. It was not accessible at the time of survey, but it appears to have a flat roof with a stucco-clad wing wall at the street side.

Multi-Purpose Room

The Multi-Purpose Room is a freestanding building located on Bell Avenue. It is connected to the Ladera Classroom Building by a covered arcade sitting below the roofline. It has a rectangular plan and sits on a poured-concrete foundation. The main section has a low gabled roof with no eaves, and a flat wing is connected to the northwest side. At the interior is an auditorium in the gabled section, with restrooms and other small rooms in the flat-roofed section (Figures 65–67).

Comparable Manhattan Beach Elementary Schools

Of the Manhattan Unified School District elementary school campuses, only Grand View dates from the era of the post-1933 Long Beach Earthquake schools. The other campuses were built in the mid-twentieth century, constructed to accommodate postwar growth and the Baby Boom population explosion. Many school designs were handled by the region's foremost Modernist architects and builders. The architecture of these schools is typical of the styles widely used throughout southern California, with open corridors connecting separate buildings, a horizontal orientation, plentiful natural lighting, and smooth stucco cladding. Pacific ES includes buildings from Center Street School, constructed in 1914, although the majority of the campus was constructed in 1948.

Manhattan Beach Preschool (1953)
1431 15th Street, Manhattan Beach, California 90266

Originally built in the 1950s as Peck Intermediate School, named after George Peck, an early Manhattan Beach developer, the campus was renamed Foster A. Begg Intermediate School after the District Superintendent. In 1937, Begg headed up an ongoing expansion of school facilities, including Manhattan Heights ES and Mira Costa High School. The campus was re-opened as Manhattan Beach Preschool. Manhattan Beach Preschool has clerestory windows at the sides of an inverted V motif. Covered canopies connect the buildings, and open corridors run the length of the buildings sheltering the classroom entrances (Figures 68 and 69).

Meadows Elementary School (1959)
1200 Meadows Avenue, Manhattan Beach, California 90266

Meadows ES opened as the largest elementary school in the district at the corner of Meadows Avenue and Peck Avenue. It was planned for 18 classrooms, three kindergarten rooms, a multi-purpose room, and an administration and health building. It is a modified "finger-plan" school in which the long classroom buildings extend from a central open corridor. Classroom entrances are sheltered beneath wide cantilevered open canopies. The architecture features overlapping shed roofs at various heights and slopes (Figures 70 and 71).

Pacific Elementary School (1948)
1200 Pacific Avenue, Manhattan Beach, California 90266

Pacific ES was built in 1948 around the site of Center Street School, Manhattan Beach's original public school that opened in 1914. The construction of Pacific ES incorporated some of the early Center School buildings. At the time of the windshield survey, the earlier buildings form the core of the campus, with the later buildings filling the parcel. The architecture of Pacific ES resembles that of the Moderne classrooms at Grand View with multi-light steel window walls beneath shade structures running the length of the building. The classroom buildings have a steep shed roof with no overhang and large operable clerestories above cantilevered canopies sheltering the classroom entrances (Figures 72 and 73).

Robinson Elementary School (1953)
80 South Morningside Drive, Manhattan Beach, California 90266

Originally known as Morningside ES when it opened in 1953, Robinson ES was re-named after former teacher Opal Robinson, who had been the principal of Grand View ES since 1943. A second kindergarten classroom and administration buildings were added in 1955. The architecture features the inverted-V motif seen at Manhattan Beach Preschool, with clerestories at the outside edges. The campus has four classroom buildings connected by a central open corridor (Figures 74 and 75).

Pennekamp ES (1953)
110 South Rowell Avenue, Manhattan Beach, California 90266

Originally known as Curtis Street School when it opened, the campus was renamed after long-time District Nurse Supervisor Aurelia Pennekamp just a few months into its first school year. The original school consisted of two kindergarten and 12 grade-level classrooms, and another three classrooms were added after just one year. The original buildings were constructed with a unique "lift-slab" structure that allows the interior spaces to be reconfigured by moving walls, creating what was known as an "open-plan" school. New methods of construction were partly a result of the post-Long Beach Earthquake California state legislation known as the Field Act, requiring earthquake-resistant techniques in public schools. In a 1942 article on modern trends in school architecture, the overlapping influences of construction methods and educational attitudes were noted: "Much emphasis has been given to the open plan in California. It is possible that this development has not grown so much from changing educational practice as it has from structural needs" (Engelhardt 1942:176). This structural system was subsequently employed for additions to several other District campuses. Unlike other mid-century campuses in Manhattan Beach, the buildings are flat-roofed with L-shaped columns formed from heavy concrete plates that extend beyond the edge of the roof. Walls are clad in red brick, and ribbons of windows run along the tops (Figure 76).

ELIGIBILITY CRITERIA

California Register of Historical Resources Significance Criteria

The CRHR program encourages public recognition and protection of resources of architectural, historical, archaeological, and cultural significance; identifies historical resources for state and local planning purposes; determines eligibility for state historic preservation grant funding; and affords certain protections under CEQA. The criteria established for eligibility for the CRHR are directly comparable to the national criteria established for the NRHP. To be eligible for listing in the CRHR, a building must satisfy at least one of the following four criteria:

1) It is associated with events that have made a significant contribution to the broad patterns of local or regional history or the cultural heritage of California or the United States.
2) It is associated with the lives of persons important to local, California, or national history.
3) It embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of a master or possesses high artistic values.
4) It has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California, or the nation [Public Resources Code, §5024.1(c)].

Historical resources eligible for listing in the CRHR must also retain enough of their historic character or appearance to be recognizable as historical resources and to convey the reasons for their significance. For the purposes of eligibility for the CRHR, integrity is defined as "the authenticity of an historical resource's physical identity evidenced by the survival of characteristics that existed during the resource's period of significance" (California Office of Historic Preservation 2001). This general definition is generally

strengthened by the more specific definition offered by the NRHP—the criteria and guidelines on which the CRHR criteria and guidelines are based upon.

Integrity

To be eligible for listing in the NRHP and CRHR, a property must retain sufficient integrity to convey its significance. The NRHP publication *How to Apply the National Register Criteria for Evaluation*, National Register Bulletin 15, establishes how to evaluate the integrity of a property: "Integrity is the ability of a property to convey its significance" (National Park Service, National Register of Historic Places 1998). The evaluation of integrity must be grounded in an understanding of a property's physical features and how they relate to the concept of integrity. Determining which of these aspects are most important to a property requires knowing why, where, and when a property is significant. To retain historic integrity, a property must possess several, and usually most, aspects of integrity:

1. **Location** is the place where the historic property was constructed or the place where the historic event occurred.
2. **Design** is the combination of elements that create the form, plan, space, structure, and style of a property.
3. **Setting** is the physical environment of a historic property and refers to the character of the site and the relationship to surrounding features and open space. Setting often refers to the basic physical conditions under which a property was built and the functions it was intended to serve. These features can be either natural or manmade, including vegetation, paths, fences, and relationships between other features or open space.
4. **Materials** are the physical elements that were combined or deposited during a particular period or time, and in a particular pattern or configuration to form a historic property.
5. **Workmanship** is the physical evidence of crafts of a particular culture or people during any given period of history or prehistory and can be applied to the property as a whole, or to individual components.
6. **Feeling** is a property's expression of the aesthetic or historic sense of a particular period of time. It results from the presence of physical features that, when taken together, convey the property's historic character.
7. **Association** is the direct link between the important historic event or person and a historic property.

California Environmental Quality Act Significance Criteria

California Code of Regulations, Title 14, §15064.5 *Determining the Significance of Impacts to Archeological and Historical Resources* requires that all private and public activities not specifically exempted be evaluated against the potential for environmental damage, including effects to historical resources. Historical resources are recognized as part of the environment under CEQA. It defines historical resources, in pertinent part, as "[a]ny object, building, structure, site, area, place, record, or manuscript which a lead agency determines to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California[.]"

Lead agencies have a responsibility to evaluate historical resources against the CRHR criteria prior to making a finding as to a proposed project's impacts to historical resources. Mitigation of adverse impacts is required if the proposed project will cause substantial adverse change to a historical resource. Substantial adverse change includes demolition, destruction, relocation, or alteration such that the significance of an historical resource would be impaired. While demolition and destruction are fairly obvious significant impacts, it is more difficult to assess when change, alteration, or relocation crosses the threshold of

substantial adverse change. California Code of Regulations, Title 14, §15064.5(b)(2) provides that a project that demolishes or alters those physical characteristics of an historical resource that convey its historical significance (i.e., its character-defining features) can be considered to materially impair the resource's significance. The CRHR is used in the consideration of historical resources relative to significance for purposes of CEQA. The CRHR includes resources listed in, or formally determined eligible for listing in, the NRHP, as well as some California State Landmarks and Points of Historical Interest. Properties of local significance that have been designated under a local preservation ordinance (local landmarks or landmark districts), or that have been identified in a local historical resources inventory, may be eligible for listing in the CRHR and are presumed to be significant resources for purposes of CEQA, unless a preponderance of evidence indicates otherwise.

Generally, under California Code of Regulations, Title 14, §15064.5(a), a resource is considered by the lead agency to be a "historical resource" if it:

1) Is listed in, or determined to be eligible by, the State Historical Resources Commission, for listing in the California Register of Historical Resources (Public Resources Code, §5024.1; California Code of Regulations, Title 14, §§4850 et seq.).
2) Is included in a local register of historical resources, as defined in Public Resources Code, §5020.1(k), or is identified as significant in an historical resource survey meeting the requirements of Public Resources Code, §5024.1(g).
3) Is a building or structure determined to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California (Public Resources Code, §5024.1; California Code of Regulations, Title 14, §4852).

EVALUATION OF ELIGIBILITY

In evaluating the buildings within the Project area, ASM considered a number of factors relevant to making a recommendation of eligibility, including:

- the history of Manhattan Beach;
- the history of the buildings' construction, use, and association with local development in Manhattan Beach;
- the history of the surrounding community and the buildings' relationship to that community;
- comparable schools in Manhattan Beach
- the buildings' association with important people or events;
- whether the buildings are the work of a master architect, craftsman, artist, or landscaper;
- whether the buildings are representative of a particular style or method of construction; and
- whether the buildings have undergone structural alterations over the years, the extent to which such alterations have compromised their historical integrity, and the current condition of the properties.

ASM considered the buildings' individual significance within the local-level themes of Education and Architecture. ASM also considered whether a potential historic district could be identified and whether any of the campus buildings are eligible as potential contributors to a historic district.

Historic District Eligibility

ASM considered whether the Grand View ES campus is eligible as a historic district for listing in the CRHR. Because the Grand View ES campus comprises two distinct groups of buildings constructed in very different architectural styles during different eras of development of schools in Manhattan Beach, ASM considered each group as a separate potential historic district under the broad themes of Education and Architecture in Manhattan Beach. Both the original Grand View campus and the Ladera portion of the campus incorporate patios, expansive use of glass, exterior corridors, and landscaping, elements that tie indoor spaces with the outdoors, but these characteristics are realized in very different ways in the Ladera campus.

Grand View Elementary School Historic District

In consideration of the potential eligibility of the Upper Campus as a historic district, Grand View ES is the oldest school in Manhattan Beach and is the only remaining school that represents an important early period in the development of Manhattan Beach education. Construction was aided by the WPA, representing the role of the federal government in assisting the nation to recover from the economic hardships of the Great Depression. Therefore, the campus is recommended potentially eligible as a historic district under Criterion 1 of the CRHR under the theme of education. The period of significance for the Grand View Elementary School Historic District begins in 1939, when the core of the campus was constructed, and ends in 1954, when the last of the buildings were constructed.

Although many prominent local citizens were said to have attended the 1930s campus, no specific historically important individuals were identified who were strongly associated with the Upper Campus (*Manhattan Beach Register* 1980). Therefore, the campus is recommended not eligible as a historic district under CRHR Criterion 2.

The original Grand View campus is an outstanding example of Streamline Moderne architecture. Character-defining features (CDFs) of the style are displayed throughout the Upper Campus, including bands of windows, decorative raised horizontal bands, flat or nearly flat roofs, and flat canopies with banded fascia. Other CDFs include smooth wall surfaces clad in stucco, glass block windows, and rounded corners. The style, and similar styles such as Art Deco, were so commonly applied by WPA architects during the 1930s that a variation became known as PWA Moderne, of which few intact examples remain. The stepped covered corridors depart from the smooth, curved lines of most of the school by creating a geometric effect that is a feature of Art Deco. The school buildings were designed by the notable firm of Plummer, Wurdeman, and Becket. The firm was responsible for important Moderne-style buildings, including the demolished Pan-Pacific Auditorium in Los Angeles (1934). Becket, a prolific and important architect in southern California, especially in the postwar years, is now considered a master architect, and the Upper Campus is a good representation of his early work. Therefore, the campus is recommended potentially eligible as a historic district for the CRHR under Criterion 3 for the theme of architecture as a good representation of the Streamline Moderne style for its association with a master architect. The period of significance for the Grand View Elementary School Historic District under Criterion 3 is 1939 the year of construction for the Streamline Moderne buildings.

The Upper Campus is a common property type that does not have the potential to provide information about history or prehistory that is not available through historic research. Therefore, the campus is recommended not eligible as a historic district under CRHR Criterion 4.

Integrity Assessment

The primary façade of the Administration Building (Building A) of the 1930s portion of the campus was modified before 1999. (A photograph dated April 27, 1939, when the school was dedicated, shows the original primary façade (Dennis 1987:146). Regardless of this major alteration, which retained the

important CDFs of the style, the 1930s portion of the campus retains all seven aspects of integrity. The school is in its original location, and its Moderne design is outstanding, retaining the materials and workmanship of the original buildings. Although the setting has been infilled and developed over the years, it remains a residential neighborhood. Overall, the campus continues to convey the feeling of the original school and association with its history.

Contributing Resources

Recommended contributors to the potential Grand View Elementary School Historic District are all of the buildings and structures constructed during the period of significance. These include Classroom Building E, which was constructed later, but still within the period of significance under Criterion 1. The kindergarten building was constructed in 1954, concurrent with Classroom Building E, but it was not surveyed for this evaluation because it will not be impacted by the proposed modernization project; thus, it is omitted for consideration as a potential contributor. In addition to the campus buildings, the Arcade and landscaping together contribute to the potential historic district by linking the buildings together and forming boundaries between classrooms and exterior space assigned to each.

Table 3. Contributors to the Grand View Elementary School Historic District

Building	Description	Year of Construction	Contributor	Within ADI
Building A	Administration	1938	Yes	Yes
Building B	Library and Staff Lounge	1938	Yes	Yes
Building D	Classrooms	1938	Yes	Yes
Building E	Classrooms	1954	Yes	Yes
Building G	Classrooms	1938	Yes	Yes
Arcade		1938	Yes	No
Landscaping		1938	Yes	No

Ladera Historic District

The Ladera buildings were constructed in 1963 and reflect the sensibilities of the postwar era, termed Educating the Baby Boom in the Los Angeles Unified School District Historic Context Statement (Sapphos 2014). The buildings on the Ladera portion of the campus represent an important phase of education in Manhattan Beach, i.e., the postwar years when many new schools were constructed to accommodate increased enrollment. However, the Ladera campus is not a particularly good or rare representation of this period of educational development in Manhattan Beach. Therefore, the Ladera campus is recommended not eligible for listing as a historic district in the CRHR under Criterion 1.

No specific historically important individuals were identified who were strongly associated with the Ladera portion of the campus. Therefore, the campus is recommended not eligible as a historic district for the CRHR under Criterion 2. The Ladera portion of the campus clearly represents the Mid-Century Modern style in its extensive use of glazing, flat roofs, and modular design (Sapphos 2014:127). However, many better examples of the style are seen on campuses throughout southern California and Manhattan Beach. Furthermore, research did not identify the architect of the campus. Therefore, the 1960s-era campus is recommended not eligible as a historic district in the CRHR under Criterion 3.

The Ladera portion of the campus is a common property type that does not have the potential to provide information about history or prehistory that is not available through historic research. Therefore, the campus is recommended not eligible as a historic district under CRHR Criterion 4.

Because the Ladera portion of the campus is not eligible for listing as a historic district under any criteria of the CRHR, integrity is irrelevant to this evaluation. As such, potential contributors and period of significance are not identified.

Individual Significance

None of the buildings surveyed for this report are recommended individually eligible for the CRHR under any criteria.

In consideration of the buildings' individual eligibility, the entire campus is broadly associated with the theme of education in the development of Manhattan Beach. However, the historical significance of the Upper Campus is better conveyed by the buildings as a group. Therefore, none of the Upper Campus buildings are recommended individually eligible for the CRHR under Criterion 1. The buildings on the Ladera portion of the campus represent a later phase of education in Manhattan Beach, during the postwar years when many new schools were constructed. However, the individual buildings are not good or rare representations of this period of educational development in Manhattan Beach. Therefore, the Ladera campus buildings are recommended not individually eligible for the CRHR under Criterion 1.

Although many prominent local citizens were said to have attended the school, no specific historically important individuals were identified who were strongly associated with Grand View ES. (*Manhattan Beach Register* 1980). Therefore, none of the buildings are recommended individually eligible for the CRHR under Criterion 2.

The oldest buildings of the original Grand View portion of the campus are outstanding examples of Streamline Moderne architecture built by a master architect. However, the significance of the Grand View buildings is better conveyed as a group. The main classroom building on the Ladera portion of the campus clearly represents the Mid-Century Modern style. However, many better examples of the style are seen on campuses throughout Southern California and Manhattan Beach. Furthermore, no master architect was identified associated with the Ladera campus buildings. The other Ladera campus buildings were either not accessible at the time of survey (buildings J and K) or are not good examples of the style (Multi-Purpose Room). Therefore, none of the Grand View ES buildings are recommended individually eligible for the CRHR under Criterion 3.

The buildings in both parts of the campus are a common property type that do not have the potential to provide information about history or prehistory that is not available through historic research. Therefore, none of the buildings are recommended individually eligible under CRHR Criterion 4.

IMPACTS ASSESSMENT

California Code of Regulations, Title 14, §15064.5(b)(1) defines a substantial adverse change as one that would materially impair the significance of an historical resource. According to California Code of Regulations, Title 14, §15064.5(2)(C), "[t]he significance of an historical resource is materially impaired when a project … [d]emolishes 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 [CRHR] as determined by a lead agency for purposes of CEQA."

Four buildings as well as the landscaping and corridors of the Grand View ES (Upper Campus) are within the current proposed Project area, all of which are more than 45 years old, and recommended eligible for

the CRHR. As such they are considered CEQA historical resources, meeting the requirements of Public Resources Code §5024.1(g).

The proposed project calls for replacement of the sliding glass doors and windows at the south façades of classroom buildings D and G of the original Grand View campus. Because the sliding glass doors and windows are important character-defining features, the project has the potential to result in significant adverse impacts to historic resources.

The modernization of the campus also calls for air-conditioning units mounted on the ground outside the windows of Building E. A few of the windows will be removed to accommodate the units. This will not result in the loss of character-defining features and does not have the potential to result in significant impacts to historic resources.

RECOMMENDED MITIGATION

The replacement of the sliding glass doors and windows at the south façades of classroom buildings D and G of the original Grand View campus has the potential to result in significant adverse impacts to historic resources. The preferred project alternative would be a redesign of the project to avoid the adverse impact, and/or replace the windows in a method that follows the *Secretary of the Interior's Standards for the Treatment of Historic Properties (Standards)*.

According to Section 15126.4 of CEQA Guidelines, if the project cannot be redesigned to meet the *Standards*, feasible measures should be considered that minimize the significant adverse impacts on the Grand View Elementary School Historic District. The following are mitigation measure options that should be considered to minimize impacts:

Mitigation Measure 1: Prior to removal of the windows, the district shall be documented to Historic American Buildings Survey (HABS) Level 2 standards, according to the outline format described in the *Historic American Building Survey Guidelines for Preparing Written Historical Descriptive Data.* Photographic documentation should follow the Photographic Specification–Historic American Building Survey, including 30-40 archival quality, large-format photographs of the campus, with a focus on Buildings D and G. Construction techniques and architectural details should be documented, especially noting the measurements, hardware, and other features that tie architectural elements to a specific date. Original architectural plans should be archivally reproduced on vellum. Three copies of the HABS documentation package should be produced, with one copy including original photo negative that shall be placed in an archive or history collection accessible to the general public.

Mitigation Measure 2: Alternatively, or in addition to the recommendations under Mitigation Measure 1, interpretative signs might be developed to communicate the significance of Grand View ES to the community. This could consist of a permanent interpretive exhibit that would incorporate information from historic photographs, HABS documentation or other materials in a location accessible to the public. The interpretive exhibit should be developed by a qualified team including a historian and graphic designer. If this mitigation measure is followed, the exhibit should be located somewhere on the school grounds.

The above mitigation measures should be undertaken to lessen the adverse impact. As the Lead Agency, the District will determine the appropriate mitigation.

CONCLUSION

After documentation and evaluation of the history of Grand View ES, and careful consideration of the ability of the resources to reflect the historic themes with which they are associated, the Upper Campus is recommended eligible for the CRHR under criteria 1 and 3 as the Grand View Elementary School Historic District with a period of significance of 1939-1954. As such, the district is a ***historical resource for the purposes of CEQA compliance***. If project redesign is not feasible, the mitigation measures recommended above, in consultation with the Lead Agency, should be undertaken to lessen the adverse impact.

No archaeological resources were identified within the Project area as a result of the current study. Please feel free to contact us as needed if you have questions or concerns.

Sincerely,

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and

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Attachment A: References
Attachment B: Figures and Photographs
Attachment C: SCCIC Records Search Summary
Attachment D: NAHC Response
Attachment E: Sanborn Fire Insurance Maps
Attachment F: Architectural Drawings

ATTACHMENT A: REFERENCES

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ATTACHMENT B: FIGURES

Figure 1. Regional map.

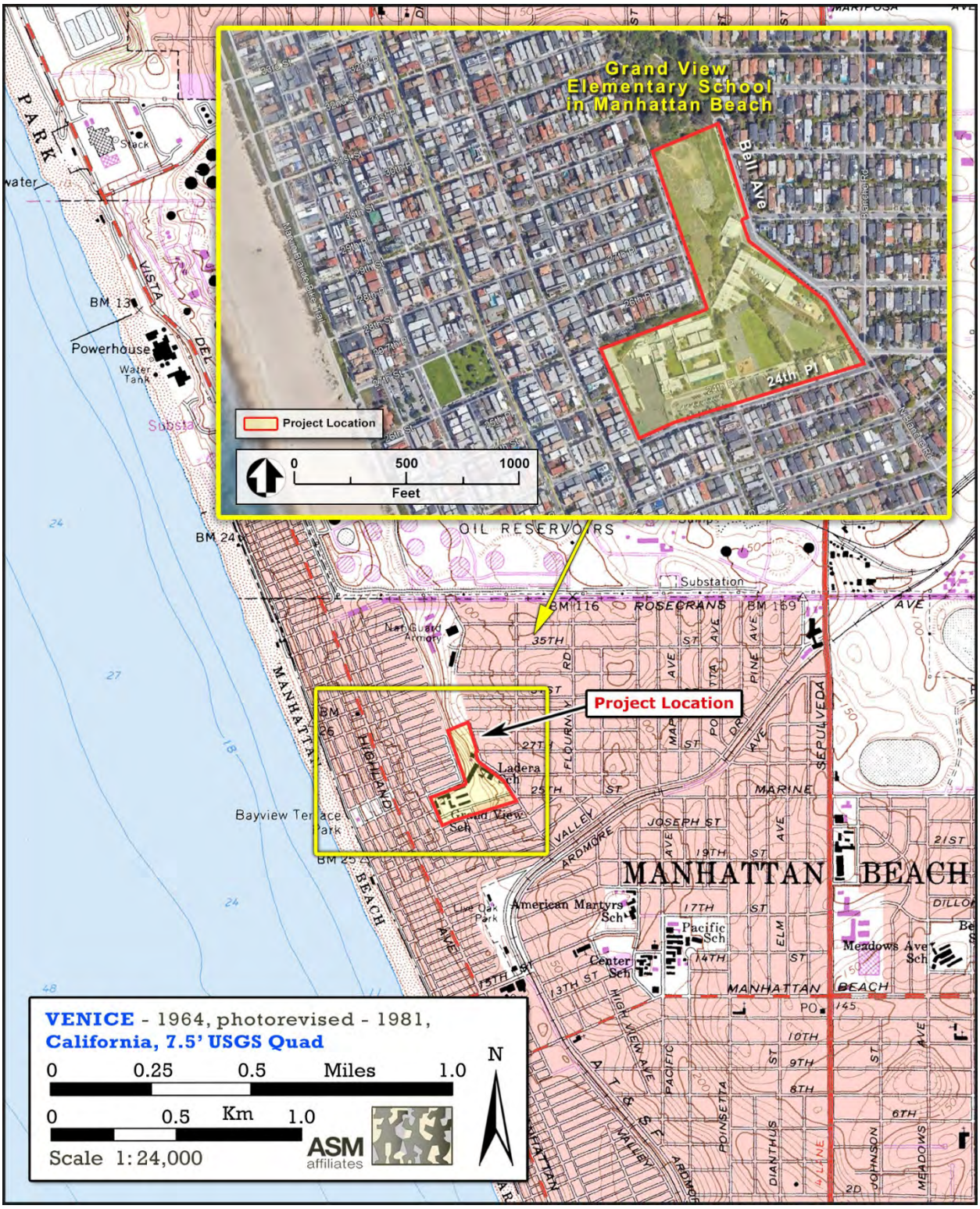


Figure 2. Vicinity map.

Figure 3. Campus map. Source: DLR Group.

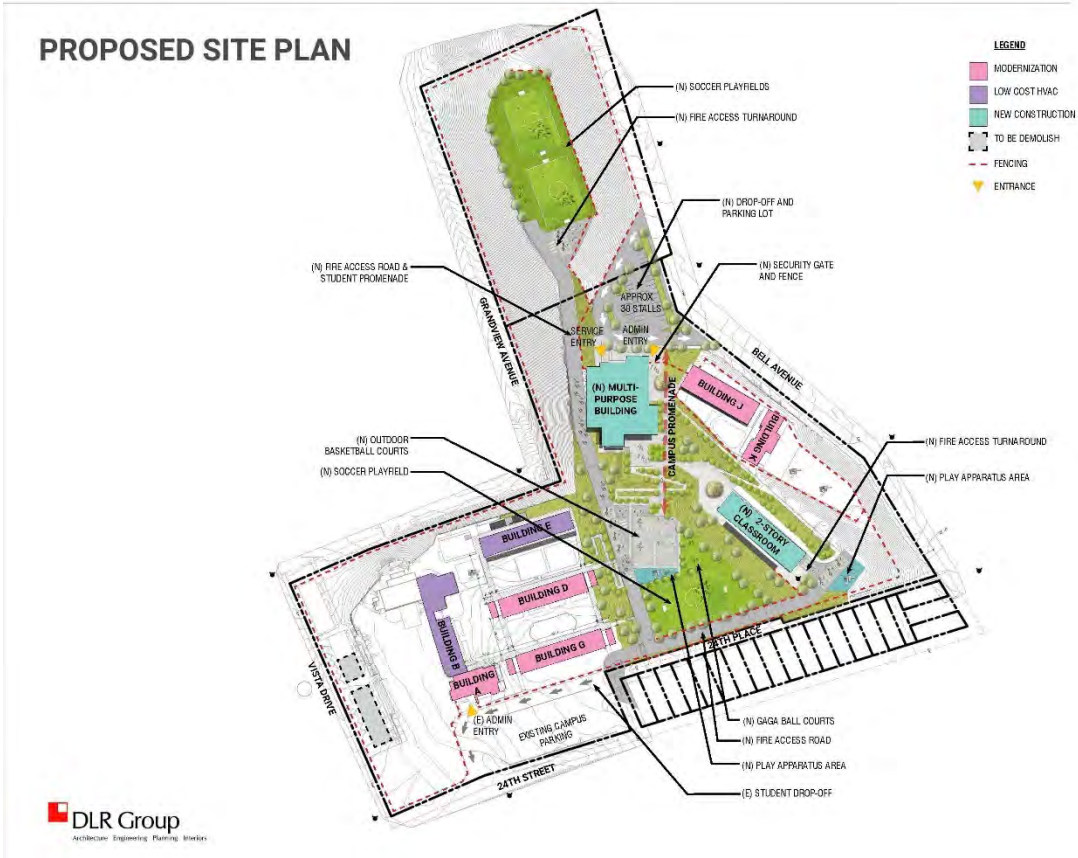


Figure 4. Project plans.

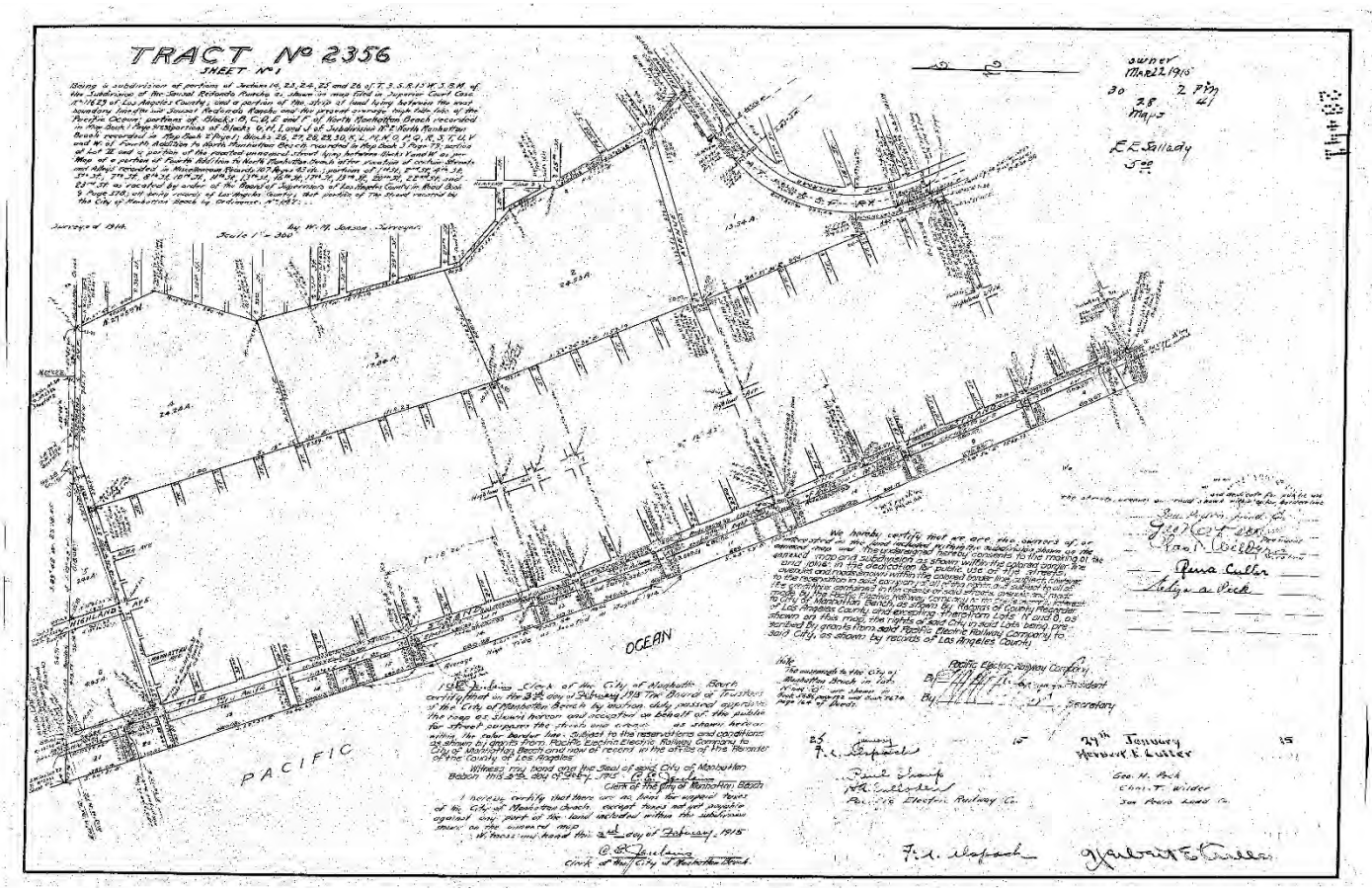


Figure 5a. Tract No. 2356, surveyed 1914. Source: Los Angeles County Assessor.

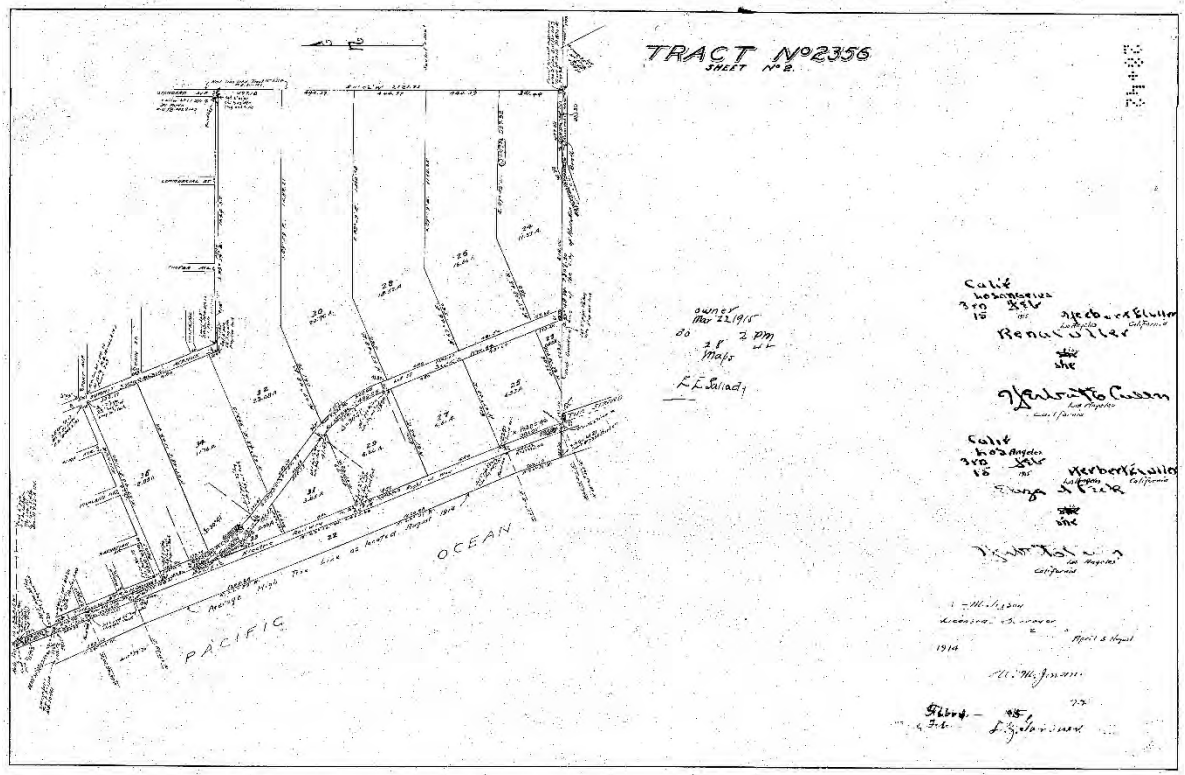


Figure 5b. Portion of Tract No. 2356, surveyed 1914. Source: Los Angeles County Assessor.

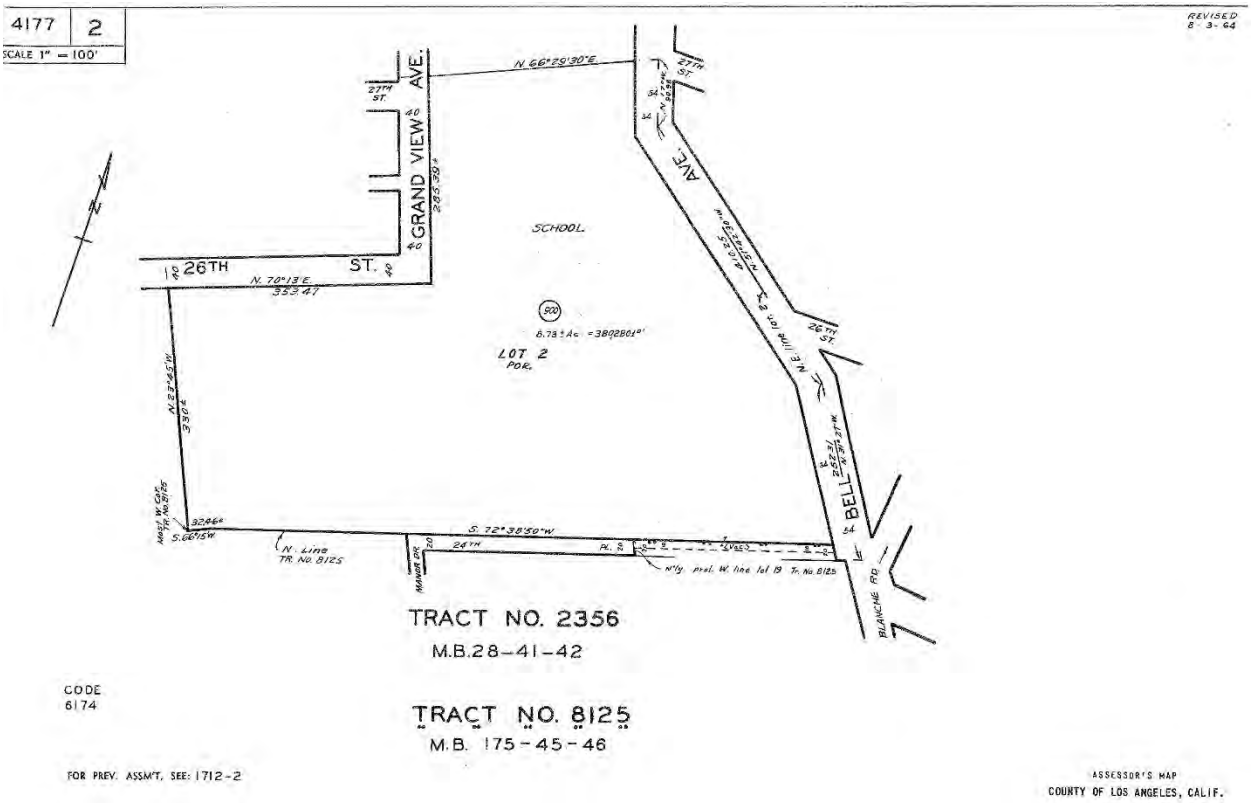


Figure 6. Parcel map of school. Source: Los Angeles County Assessor.

Figure 7. Map showing Manhattan Beach. Source: Atlas prepared by the Regional Planning Commission of the County of Los Angeles (1936-1937). Inglewood insert 1 of book 8.

Figure 8. Map showing Manhattan Beach. Source: Atlas prepared by the Regional Planning Commission of the County of Los Angeles (1936-1937). Inglewood sheet 13 of book 8.

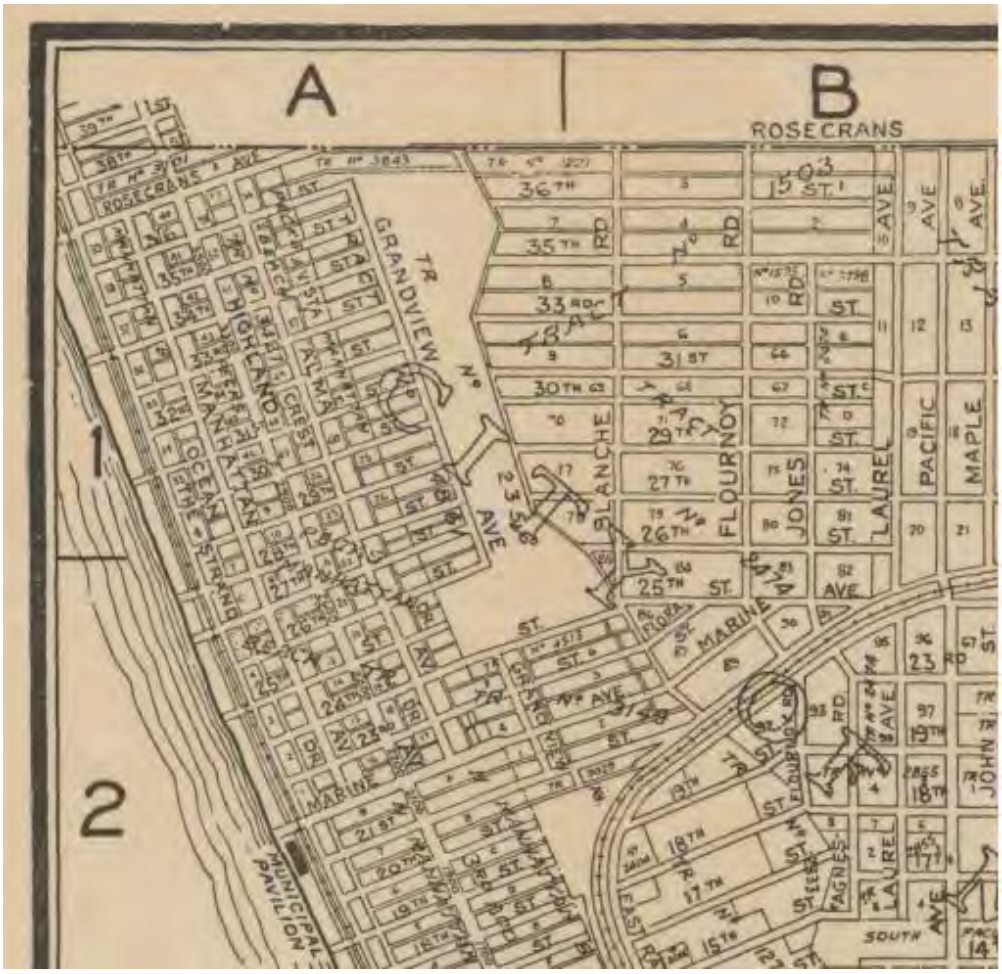


Figure 9. Detail of Thomas Bros. map showing site of Grand View school (ca. 1935).

Figure 10. Grand View Grammar School under construction, 1938.
Source: Manhattan Beach Historical Society.

Figure 11. Manhattan Beach Grammar School, ca. 1939. Source: Manhattan Beach Historical Society.

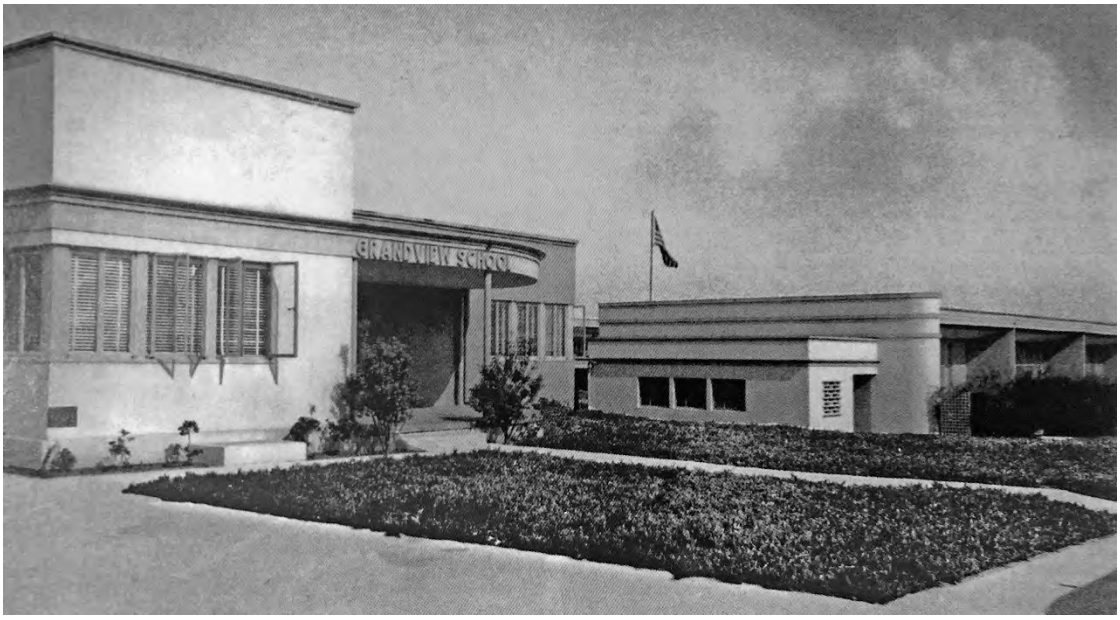


Figure 12. Detail of primary façade of Grandview school, ca. 1939. Source: Jan Dennis.

Figure 13. Detail of south façade of classroom building G, undated.
Source: Manhattan Beach Historical Society.

Figure 14. Typical landscaping within original campus grounds, view toward east-northeast.

Figure 15. Typical hardscaping in slope areas within Ladera campus grounds, view toward southeast.

Figure 16. Sandy slope landscaping.

Figure 17. Close-up of dune remnant.

Figure 18. Overview of “dog park” area within Ladera campus grounds, view toward north-northwest.

Figure 19. Administration Building, view toward the north of the south façade.

Figure 20. Administration Building, detail view looking north at the south façade.

Figure 21. Administration Building, view looking north at the eastern end of the south façade.

Figure 22. Detail view of the primary entrance looking northeast.

Figure 23. Looking north at the breezeway between the Administration Building on the left and a classroom on the right.

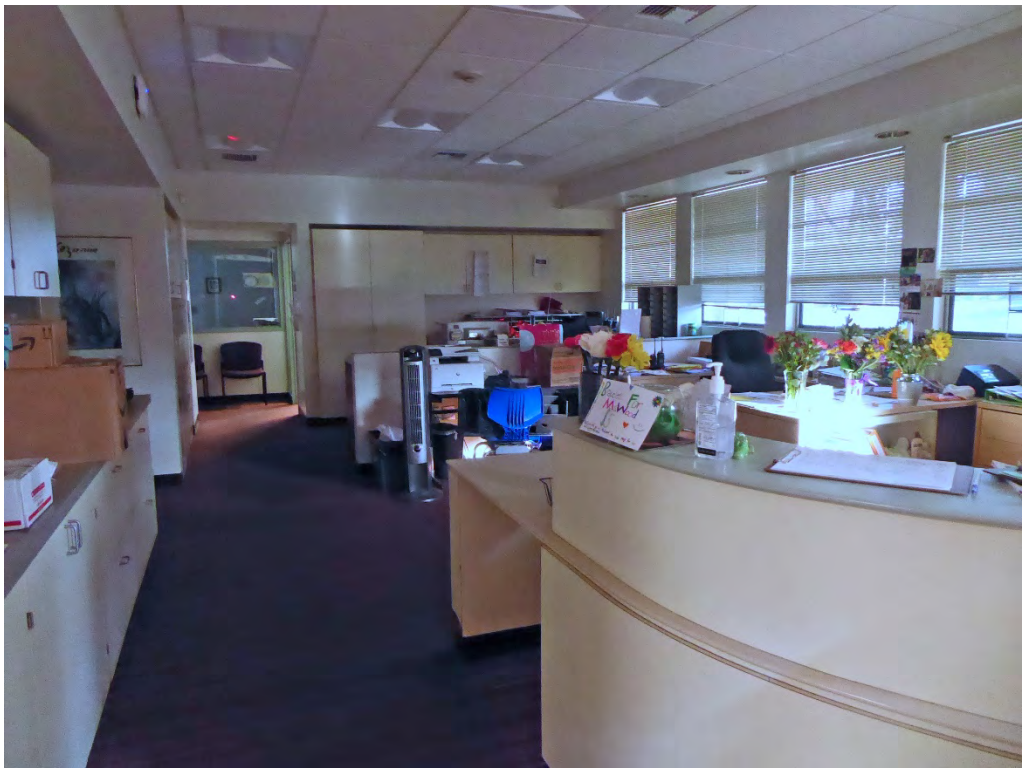


Figure 24. Detail view of the reception area of the Administration Building.

Figure 25. Looking west at the corridor between the Administration Building and Building B.

Figure 26. Detail view looking toward the west at the glass blocks in the corridor between buildings A and B.

Figure 27. View toward the southeast at the west façade of Building B (left) and the Administration Building (right).

Figure 28. View toward the southeast at the west façade of Building B (left) and the Administration Building (right).

Figure 29. View toward the northeast at the west façade of Building B.

Figure 30. View toward the north of the corridor in Building B showing windows on the left and curved display cases on the right.

Figure 31. View toward the northeast of the corridor in Building B showing the concrete grille, a design motif used throughout the campus.

Figure 32. Interior of the library looking toward the south.

Figure 33. View toward the southeast of the north and west façades of Building E.

Figure 34. View toward the southwest of the east and north façades of Building E.

Figure 35. The south façade of Building E, showing metal louvers, pergola, and sliding glass windows and doors.

Figure 36. Interior view from classroom in Building E toward the southeast, showing detail of sliding glass windows and doors.

Figure 37. View toward the southeast of the west and north façades of Building D.

Figure 38. The east end of the south façade of Building D, looking toward the north.

Figure 39. Detail view of the south façade of Building D, showing separate "activity area" for each classroom.

Figure 40. View toward the northeast showing the west and south façades of the ancillary building west of Building D.

Figure 41. The covered corridor at the north façade of Building G, view toward the east.

Figure 42. The covered flat canopy and clerestory windows at the north façade of Building G.

Figure 43. Detail view of the south façade of Building G.

Figure 44. The central courtyard, looking south toward the front of the Upper Campus.

Figure 45. The central courtyard, looking southeast at the ancillary building of Building D and the stepped arcade.

Figure 46. View toward the east of the arcade, with Building D to the left and Building G to the right.

Figure 47. Detail view of the eastern corridor connecting buildings D and G.

Figure 48. View toward the north of the south façade of Building D, showing the sunken patio.

Figure 49. Ladera Classroom Building. View toward the west.

Figure 50. Ladera Building J (left) and Classroom Building (right).
View toward the south.

Figure 51. Ladera Classroom Building.
View toward the southeast of the northwest façade.

Figure 52. Ladera Classroom Building.
Detail view toward the southeast of the northwest façade.

Figure 53. Ladera Classroom Building.
A segment of the staircase at the northwest façade.

Figure 54. Ladera Classroom Building. View from the landscaped area toward the east.

Figure 55. Ladera Classroom Building. Detail view of plaque in landscaped area.

Figure 56. Ladera Classroom Building. southeast façade,
view toward the northwest.

Figure 57. Ladera Classroom Building. View toward the southwest of the southeast façade.

Figure 58. Ladera Classroom Building. Detail view of the southeast façade.

Figure 59. Ladera Classroom Building. Detail view of the southeast façade.

Figure 60. Ladera Classroom Building. Interior view of a classroom looking toward the southeast.

Figure 61. Ladera Classroom Building. Interior view of a classroom looking toward the southeast.

Figure 62. Ladera Classroom Building. Interior view of a classroom looking toward the northwest.

Figure 63. Ladera buildings K, J, and the multi-level classroom building.
View toward the west from Bell Avenue.

Figure 64. Ladera Building J. View toward the southwest from Bell Avenue.

Figure 65. Arcade connecting to Ladera Multi-Purpose Room (right). View toward the northwest.

Figure 66. Ladera Multi-Purpose Room. View toward the west of the southeast and northeast façades.

Figure 66. Ladera Multi-Purpose Room. View toward the east of the northwest façade.

Figure 67. Ladera Multi-Purpose Room. View from above looking north.

Figure 68. Manhattan Beach Preschool. View toward the east of the entrance at the west façade.

Figure 69. Manhattan Beach Preschool. Detail view toward the southeast of clerestory windows and roof lines.

Figure 70. Meadows Elementary School. View toward the north of the south façade of a classroom building at N. Meadows Avenue and 12th Street.

Figure 71. Meadows Elementary School. View toward the east of the entrance on N. Meadows Avenue.

Figure 72. Pacific Elementary School. View toward the east of the entrance on Pacific Avenue.

Figure 73. Pacific Elementary School. Detail view of a typical classroom building showing clerestory windows and steep shed roof.

Figure 74. Robinson Elementary School. View toward the east of the west façade of the entrance on Morningside Drive.

Figure 75. Robinson Elementary School. View toward the north at classroom buildings from Francisco Street.

Figure 76. Pennekamp Elementary School. Detail view toward the east of the entrance on S. Rowell Avenue.

ATTACHMENT C: SCCIC RECORDS SEARCH SUMMARY

South Central Coastal Information Center
California State University, Fullerton
Department of Anthropology MH-426
800 North State College Boulevard
Fullerton, CA 92834-6846
657.278.5395 / FAX 657.278.5542
sccic@fullerton.edu
California Historical Resources Information System
Orange, Los Angeles, and Ventura Counties

1/24/2019 Records Search File No.: 19823.5803

Sherri Andrews
ASM Affiliates, Inc.
20 N. Raymond Av., Ste. 220
Pasadena, CA 91103

Re: Record Search Results for the Grand View ES Cultural Resources Study

The South Central Coastal Information Center received your records search request for the project area referenced above, located on the Venice, CA USGS 7.5' quadrangle. The following reflects the results of the records search for the project area and a 1-mile radius:

As indicated on the data request form, the locations of resources and reports are provided in the following format: ☒ custom GIS maps ☐ shape files ☐ hand-drawn maps

Resources within project area: 0	None
Resources within 1-mile radius: 8	SEE ATTACHED MAP or LIST
Resources listed in the OHP Historic Properties Directory within project area: 0	None
Resources listed in the OHP Historic Properties Directory within 1-mile radius: 5	SEE ATTACHED LIST FOR INDIVIDUAL PROPERTY STATUS CODES – resource locations from the OHP HPD may or may not be plotted on the custom GIS map or provided as a shape file
Resources listed in the Historic Properties Directory that lack specific locational information: 1	SEE ATTACHED LIST FOR INDIVIDUAL PROPERTY STATUS CODES - These properties may or may not be in your project area or in the search radius.
Reports within project area: 1	LA-02904
Reports within 1-mile radius: 17	SEE ATTACHED MAP or LIST

Resource Database Printout (list):	☒ enclosed	☐ not requested	☐ nothing listed
Resource Database Printout (details):	☐ enclosed	☒ not requested	☐ nothing listed
Resource Digital Database (spreadsheet):	☒ enclosed	☐ not requested	☐ nothing listed
Report Database Printout (list):	☒ enclosed	☐ not requested	☐ nothing listed
Report Database Printout (details):	☐ enclosed	☒ not requested	☐ nothing listed
Report Digital Database (spreadsheet):	☒ enclosed	☐ not requested	☐ nothing listed

Resource Record Copies:	☒ enclosed	☐ not requested	☐ nothing listed
Report Copies:	☒ enclosed	☐ not requested	☐ nothing listed
OHP Historic Properties Directory:	☒ enclosed	☐ not requested	☐ nothing listed
Archaeological Determinations of Eligibility:	☐ enclosed	☐ not requested	☒ nothing listed
Los Angeles Historic-Cultural Monuments	☐ enclosed	☐ not requested	☒ nothing listed
Historical Maps:	☒ enclosed	☐ not requested	☐ nothing listed
Ethnographic Information:	☒ not available at SCCIC		
Historical Literature:	☒ not available at SCCIC		
GLO and/or Rancho Plat Maps:	☒ not available at SCCIC		
Caltrans Bridge Survey:	☒ not available at SCCIC; please go to http://www.dot.ca.gov/hq/structur/strmaint/historic.htm		
Shipwreck Inventory:	☒ not available at SCCIC; please go to http://shipwrecks.slc.ca.gov/ShipwrecksDatabase/Shipwrecks_Database.asp		
Soil Survey Maps: (see below)	☒ not available at SCCIC; please go to http://websoilsurvey.nrcs.usda.gov/app/WebSoilSurvey.aspx		

Please forward a copy of any resulting reports from this project to the office as soon as possible. Due to the sensitive nature of archaeological site location data, we ask that you do not include resource location maps and resource location descriptions in your report if the report is for public distribution. If you have any questions regarding the results presented herein, please contact the office at the phone number listed above.

The provision of CHRIS Data via this records search response does not in any way constitute public disclosure of records otherwise exempt from disclosure under the California Public Records Act or any other law, including, but not limited to, records related to archeological site information maintained by or on behalf of, or in the possession of, the State of California, Department of Parks and Recreation, State Historic Preservation Officer, Office of Historic Preservation, or the State Historical Resources Commission.

Due to processing delays and other factors, not all of the historical resource reports and resource records that have been submitted to the Office of Historic Preservation are available via this records search. Additional information may be available through the federal, state, and local agencies that produced or paid for historical resource management work in the search area. Additionally, Native American tribes have historical resource information not in the CHRIS Inventory, and you should contact the California Native American Heritage Commission for information on local/regional tribal contacts.

Should you require any additional information for the above referenced project, reference the record search number listed above when making inquiries. Requests made after initial invoicing will result in the preparation of a separate invoice.

Thank you for using the California Historical Resources Information System,

Isabela Kott
GIS Technician/Staff Researcher

Enclosures:

(X) Custom Maps – 2 pages

(X) Resource Database Printout (list) – 1 page

(X) Resource Digital Database (spreadsheet) – 8 lines

(X) Report Database Printout (list) – 2 pages

(X) Report Digital Database (spreadsheet) – 18 lines

(X) Resource Record Copies – (all) 110 pages

(X) Report Copies – (project area only) 15 pages

(X) OHP Historic Properties Directory – 1 page

(X) National Register Status Codes – 1 page

(X) Historical Maps – 4 pages

ATTACHMENT D: NAHC RESPONSE

NATIVE AMERICAN HERITAGE COMMISSION
Cultural and Environmental Department
1550 Harbor Blvd., Suite 100
West Sacramento, CA 95691
Phone: (916) 373-3710
Email: nahc@nahc.ca.gov
Website: http://www.nahc.ca.gov
Twitter: @CA_NAHC

January 24, 2019

Sherri Andrews
ASM

VIA Email to: sandrews@asmaffiliates.com

RE: Grand View Elementary School Project, Los Angeles County

Dear Ms. Andrews:

A record search of the Native American Heritage Commission (NAHC) Sacred Lands File (SLF) was completed for the information you have submitted for the above referenced project. The results were negative. However, the absence of specific site information in the SLF does not indicate the absence of cultural resources in any project area. Other sources of cultural resources should also be contacted for information regarding known and recorded sites.

Attached is a list of Native American tribes who may also have knowledge of cultural resources in the project area. This list should provide a starting place in locating areas of potential adverse impact within the proposed project area. I suggest you contact all of those indicated; if they cannot supply information, they might recommend others with specific knowledge. By contacting all those listed, your organization will be better able to respond to claims of failure to consult with the appropriate tribe. If a response has not been received within two weeks of notification, the Commission requests that you follow-up with a telephone call or email to ensure that the project information has been received.

If you receive notification of change of addresses and phone numbers from tribes, please notify the NAHC. With your assistance, we can assure that our lists contain current information. If you have any questions or need additional information, please contact me at my email address: steven.quinn@nahc.ca.gov.

Sincerely,

Steven Quinn
Associate Governmental Program Analyst

Attachment

Native American Heritage Commission
Native American Contact List
Los Angeles County
1/24/2019

Gabrieleno Band of Mission Indians - Kizh Nation
Andrew Salas, Chairperson
P.O. Box 393
Covina, CA, 91723
Phone: (626) 926 - 4131
admin@gabrielenoindians.org

Gabrieleno Band of Mission Indians - Kizh Nation
Andrew Salas, Chairperson
P.O. Box 393 Gabrieleno
Covina, CA, 91723
Phone: (626) 926 - 4131
admin@gabrielenoindians.org

Gabrieleno/Tongva San Gabriel Band of Mission Indians
Anthony Morales, Chairperson
P.O. Box 693 Gabrieleno
San Gabriel, CA, 91778
Phone: (626) 483 - 3564
Fax: (626) 286-1262
GTTribalcouncil@aol.com

Gabrielino /Tongva Nation
Sandonne Goad, Chairperson
106 1/2 Judge John Aiso St., #231 Gabrielino
Los Angeles, CA, 90012
Phone: (951) 807 - 0479
sgoad@gabrielino-tongva.com

Gabrielino Tongva Indians of California Tribal Council
Robert Dorame, Chairperson
P.O. Box 490 Gabrielino
Bellflower, CA, 90707
Phone: (562) 761 - 6417
Fax: (562) 761-6417
gtongva@gmail.com

Gabrielino-Tongva Tribe
Charles Alvarez,
23454 Vanowen Street Gabrielino
West Hills, CA, 91307
Phone: (310) 403 - 6048
roadkingcharles@aol.com

This list is current only as of the date of this document. Distribution of this list does not relieve any person of statutory responsibility as defined in Section 7050.5 of the Health and Safety Code, Section 5097.94 of the Public Resource Section 5097.98 of the Public Resources Code.

This list is only applicable for contacting local Native Americans with regard to cultural resources assessment for the proposed Grand View Elementary School Project, Los Angeles County.

ASM affiliates
archaeology
history
ethnography
architectural history

February 4, 2019

Gabrielino-Tongva Tribe
Charles Alvarez, Councilmember
23454 Vanowen Street
West Hills, California 91307
Via email: roadkingcharles@aol.com

Re: Proposed Grand View Elementary School Project, Manhattan Beach, Los Angeles County, California

Dear Councilmember Alvarez,

ASM Affiliates, Inc. (ASM) is conducting a cultural resources study for the proposed Grand View Elementary School Renovation Project, Manhattan Beach, Los Angeles County, California. The address of the school is 455 24th St., Manhattan Beach. The Project area is located on the Venice, California USGS 7.5-minute topographic quadrangle, in an unsectioned portion of Township 3 South, Range 15 West (see attached). This study is being undertaken in compliance with the California Environmental Quality Act; the Manhattan Beach School District is the lead agency.

The Project proposes to demolish and replace some existing school buildings and renovate some others.

A search of the Native American Heritage Commission's (NAHC) Sacred Lands File has been undertaken with negative results. The NAHC response also included the list of additional contacts, upon which you appear. As a result, we would appreciate any information you may have regarding Native American cultural resources located in or near the proposed Project location or concerns you may have regarding the proposed Project. Any information concerning the location, identity, character, and traditional use of cultural places identified will be considered strictly confidential.

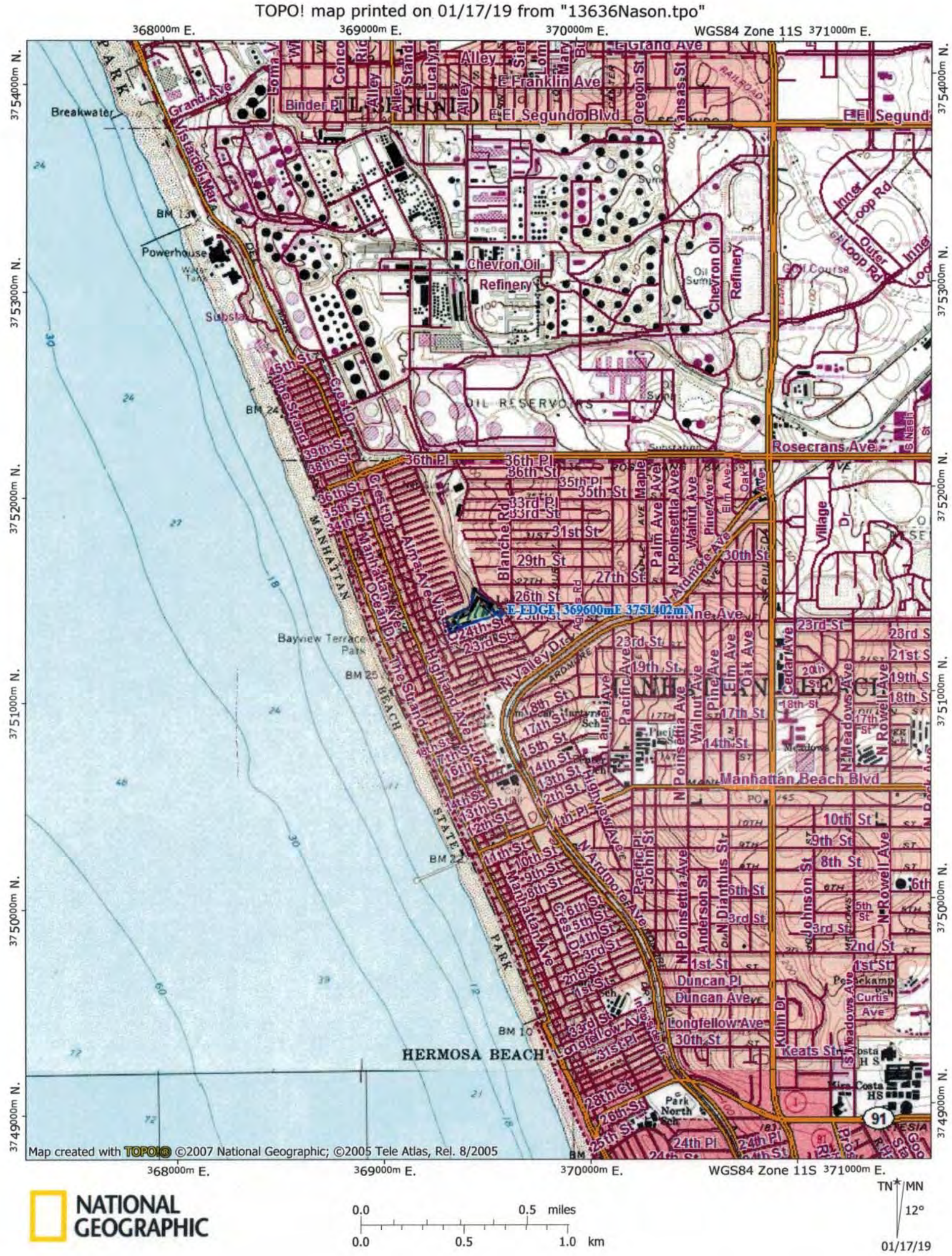
You may contact me at sandrews@asmaffiliates.com, (626) 793-7395, or the Pasadena address provided below. Thank you in advance for taking the time to review this request.

Respectfully yours,

Sherri Andrews, M.A., RPA
Senior Archaeologist

Attachment: Figure 1. Map of the Grand View Elementary School Project area shown on the USGS Venice, California 7.5-minute topographic quadrangle.

2034 Corte Del Nogal, Carlsbad, California 92011 • (760) 804-5757 • Fax: (760) 804-5755
20 N. Raymond Ave., Suite 220, Pasadena, California 91103 • (626) 793-7395
www.asmaffiliates.com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369000m E.
370000m E.
WGS84 Zone 11S 371000m E.
3754000m N.
3753000m N.
3752000m N.
3751000m N.
3750000m N.
3749000m N.
Breakwater
Powerhouse
Chevron Oil
Refinery
OIL RESERVOIRS
Rosecrans Ave
MANHATTAN
Bayview Terrace Park
BEACH
STATE
PARK
HERMOSA BEACH
E-EDGE 369600mE 3751402mN
Manhattan Beach Blvd
Map created with TOPO! ©2007 National Geographic; ©2005 Tele Atlas, Rel. 8/2005
NATIONAL GEOGRAPHIC
0.0
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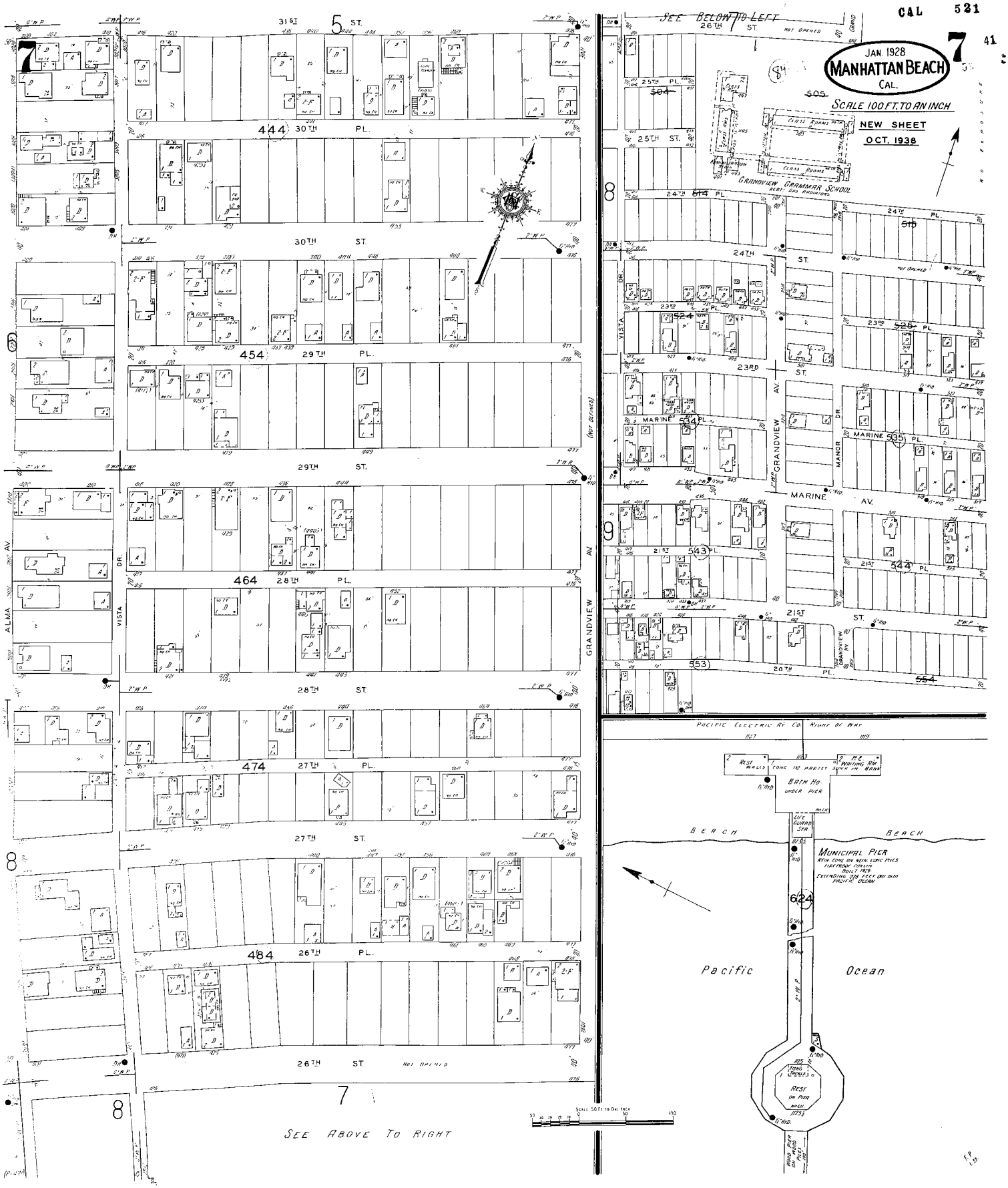
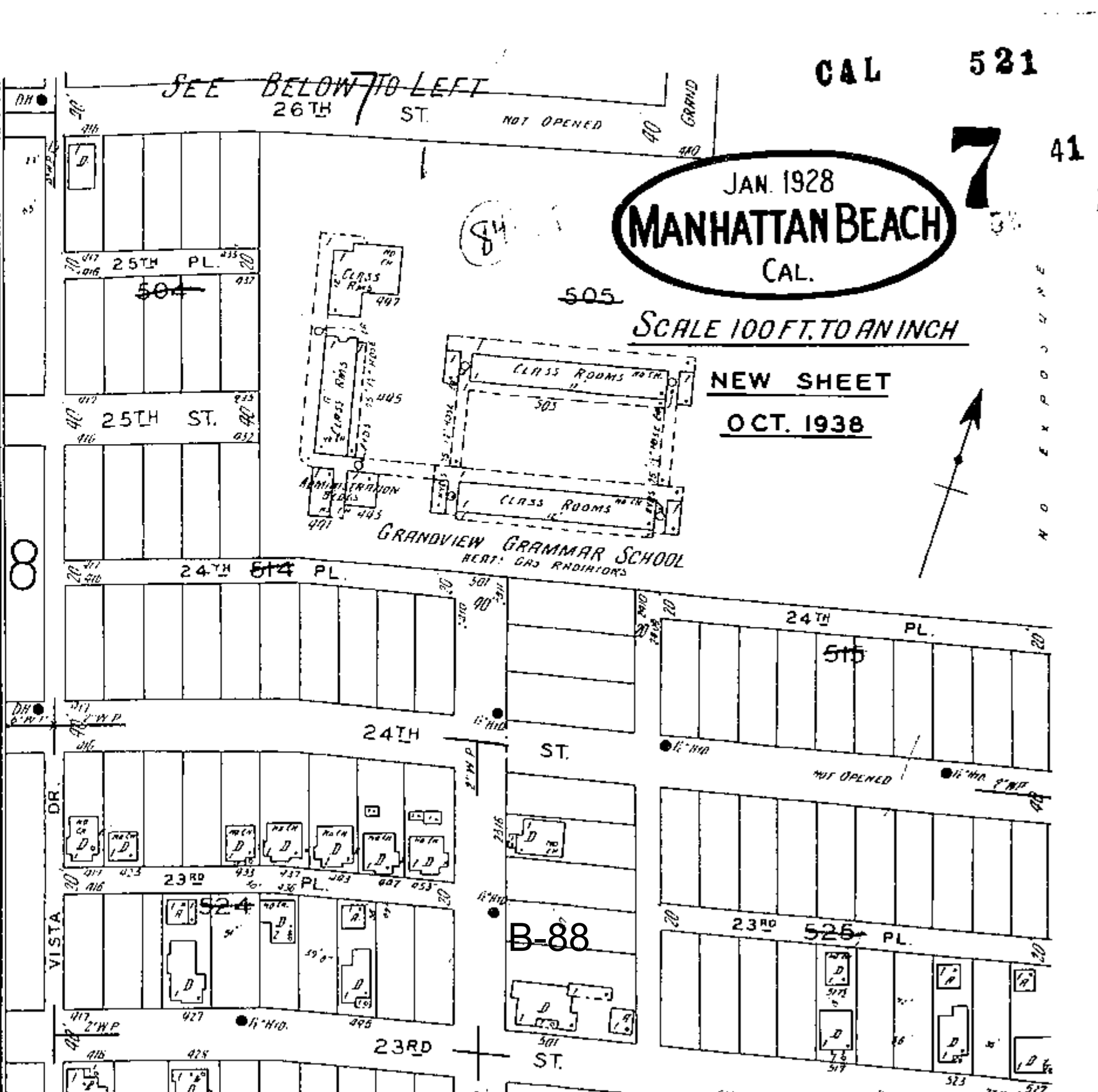
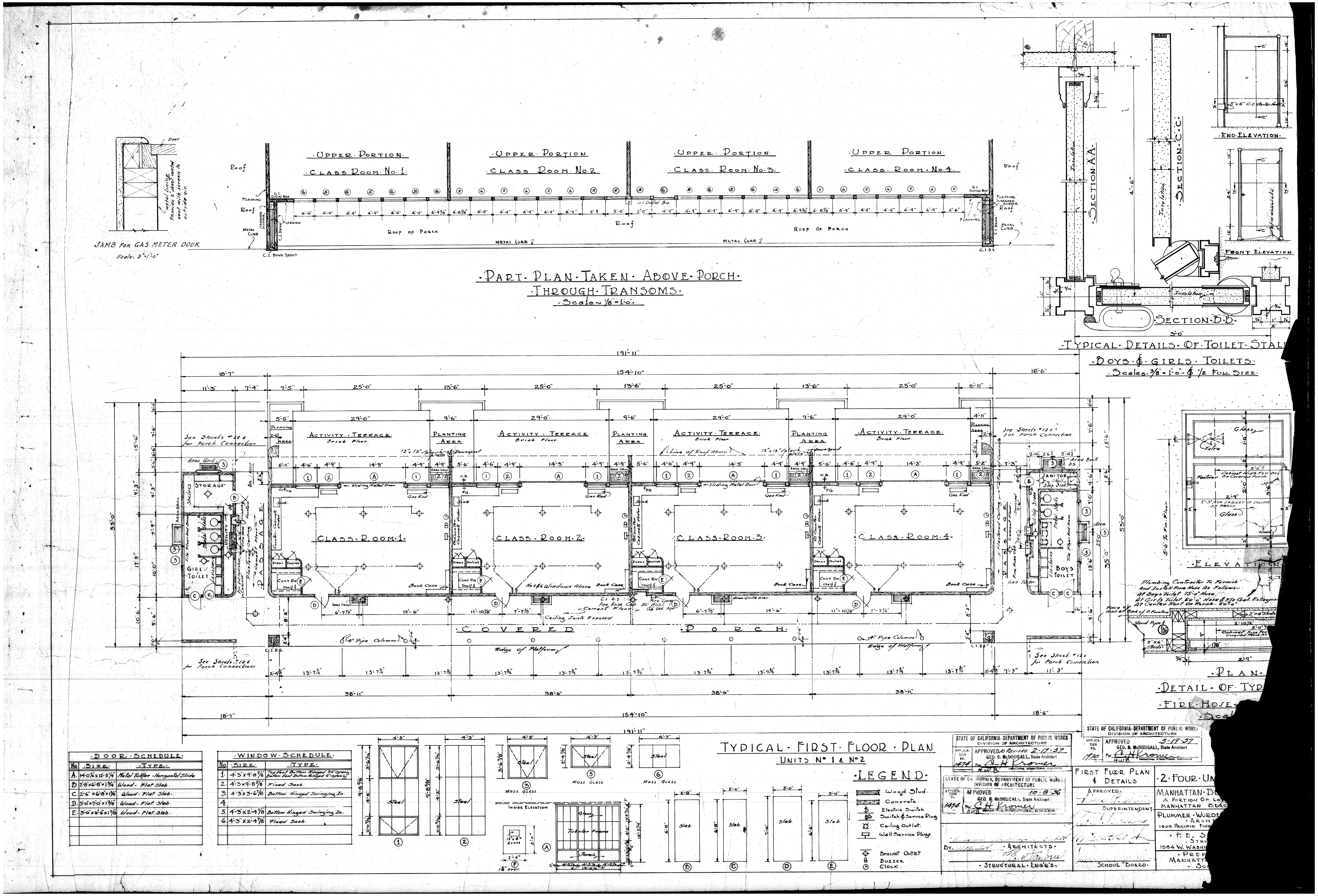
0.0
0.5
1.0 km
TN MN
12°
01/17/19

ATTACHMENT E: SANBORN FIRE INSURANCE MAPS


CAL 521
7 41
JAN. 1928
MANHATTAN BEACH
CAL.
SCALE 100 FT. TO AN INCH
NEW SHEET
OCT. 1938
SEE BELOW TO LEFT
26TH ST NOT OPENED
25TH PL.
25TH ST.
GRANDVIEW GRAMMAR SCHOOL
24TH PL.
24TH ST.
23RD PL.
23RD ST.
MARINE PL.
MARINE AV.
21ST PL.
21ST ST.
20TH PL.
GRANDVIEW AV.
VISTA DR.
MANOR DR.
31ST ST.
30TH PL.
30TH ST.
29TH PL.
29TH ST.
28TH PL.
28TH ST.
27TH PL.
27TH ST.
26TH PL.
26TH ST NOT OPENED
ALMA AV.
444
454
464
474
484
504
514
524
526
534
535
543
544
553
554
624
BATH HO. UNDER PIER
LIFE GUARD STA.
BEACH
MUNICIPAL PIER
REST ON PIER
Pacific Ocean
PACIFIC ELECTRIC RY. CO. RIGHT OF WAY
SEE ABOVE TO RIGHT
SCALE 50 FT. to ONE INCH


CAL 521
7
41
JAN. 1928
MANHATTAN BEACH
CAL.
SEE BELOW TO LEFT
26TH ST.
NOT OPENED
GRAND
25TH PL.
25TH ST.
504
505
SCALE 100 FT. TO AN INCH
NEW SHEET
OCT. 1938
CLASS ROOMS
ADMINISTRATION
GRANDVIEW GRAMMAR SCHOOL
HEAT: GAS RADIATORS
24TH PL.
514
515
24TH ST.
NOT OPENED
23RD PL.
524
525
VISTA DR.
23RD ST.
B-88

ATTACHMENT F: ARCHITECTURAL DRAWINGS


JAMB FOR GAS METER DOOR
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UPPER PORTION CLASS ROOM No. 1
UPPER PORTION CLASS ROOM No 2
UPPER PORTION CLASS ROOM No. 3
UPPER PORTION CLASS ROOM No. 4
Roof
Roof of Porch
PART PLAN TAKEN ABOVE PORCH THROUGH TRANSOMS
Scale: 1/8"=1'-0"
SECTION A.A.
SECTION C.C.
SECTION B.B.
END ELEVATION
FRONT ELEVATION
TYPICAL DETAILS OF TOILET STALL
BOYS & GIRLS TOILETS
Scale: 3/8"=1'-0" & 1/2 FULL SIZE
ACTIVITY TERRACE
PLANTING AREA
STORAGE
GIRLS' TOILET
JANITOR
BOYS TOILET
CLASS ROOM 1
CLASS ROOM 2
CLASS ROOM 3
CLASS ROOM 4
PASSAGE
COVERED PORCH
Edge of Platform
See Sheets #12 for Porch Connection
ELEVATION
PLAN
DETAIL OF TYP
FIRE HOSE
TYPICAL FIRST FLOOR PLAN
UNITS No 1 & No 2
LEGEND
Wood Stud
Concrete
Electric Switch
Switch & Service Plug
Ceiling Outlet
Wall Service Plugs
Bracket Outlet
Buzzer
Clock
STATE OF CALIFORNIA-DEPARTMENT OF PUBLIC WORKS
DIVISION OF ARCHITECTURE
APPLICATION NO. 1474
APPROVED AS REVISED 2-17-37
GEO. B. McDOUGALL, State Architect
Per C H Kromer
STATE OF CALIFORNIA-DEPARTMENT OF PUBLIC WORKS
DIVISION OF ARCHITECTURE
APPLICATION NO. 1920
APPROVED 3-19-37
GEO. B. McDOUGALL, State Architect
Per C H Kromer
STATE OF CALIFORNIA, DEPARTMENT OF PUBLIC WORKS
DIVISION OF ARCHITECTURE
APPLICATION NO. 1474
APPROVED 10-8-36
GEO. B. McDOUGALL, State Architect
Per C H Kromer
ARCHITECTS
STRUCTURAL ENG'R'S
FIRST FLOOR PLAN & DETAILS
APPROVED
SUPERINTENDENT
SCHOOL BOARD
2 FOUR UN
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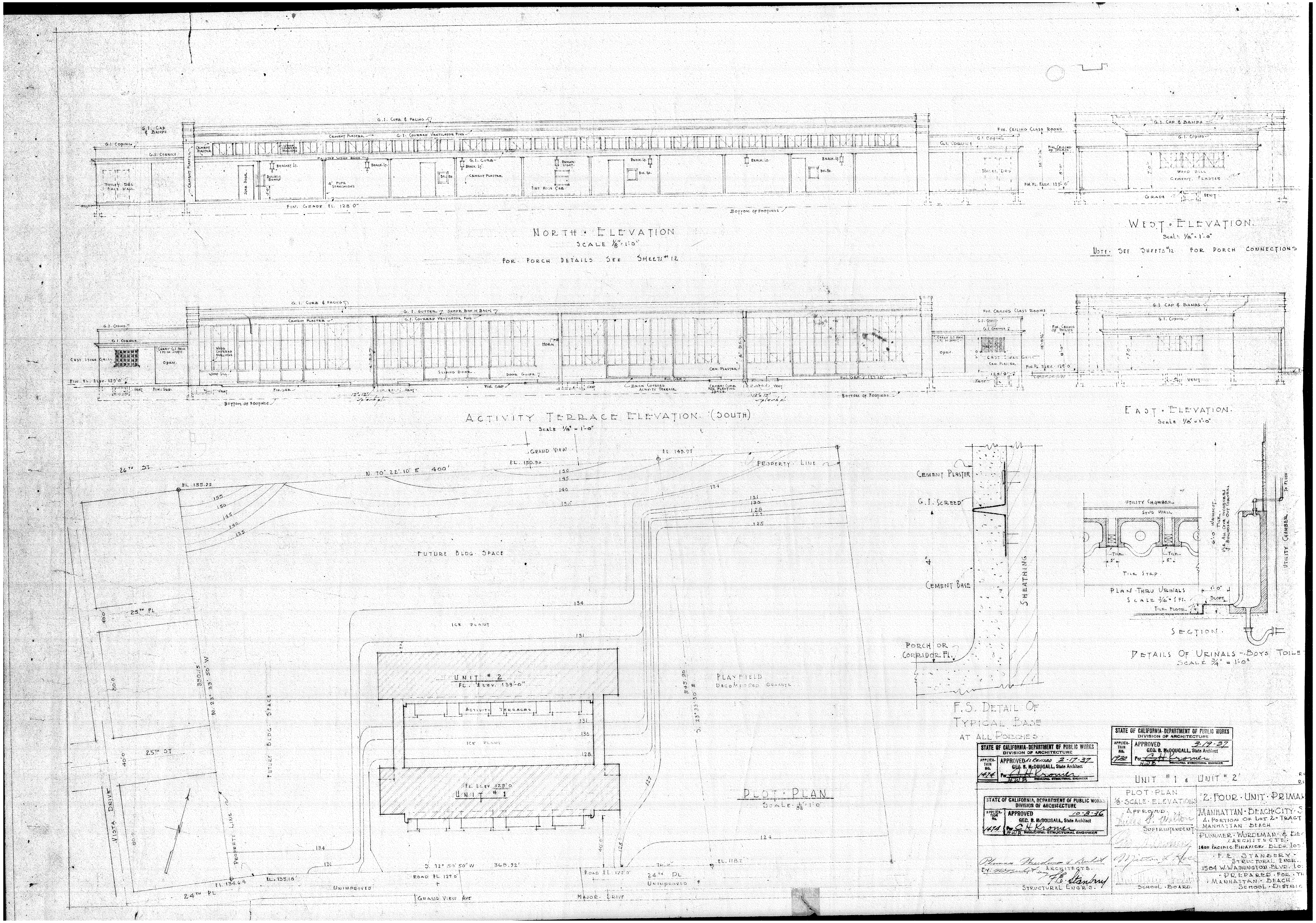
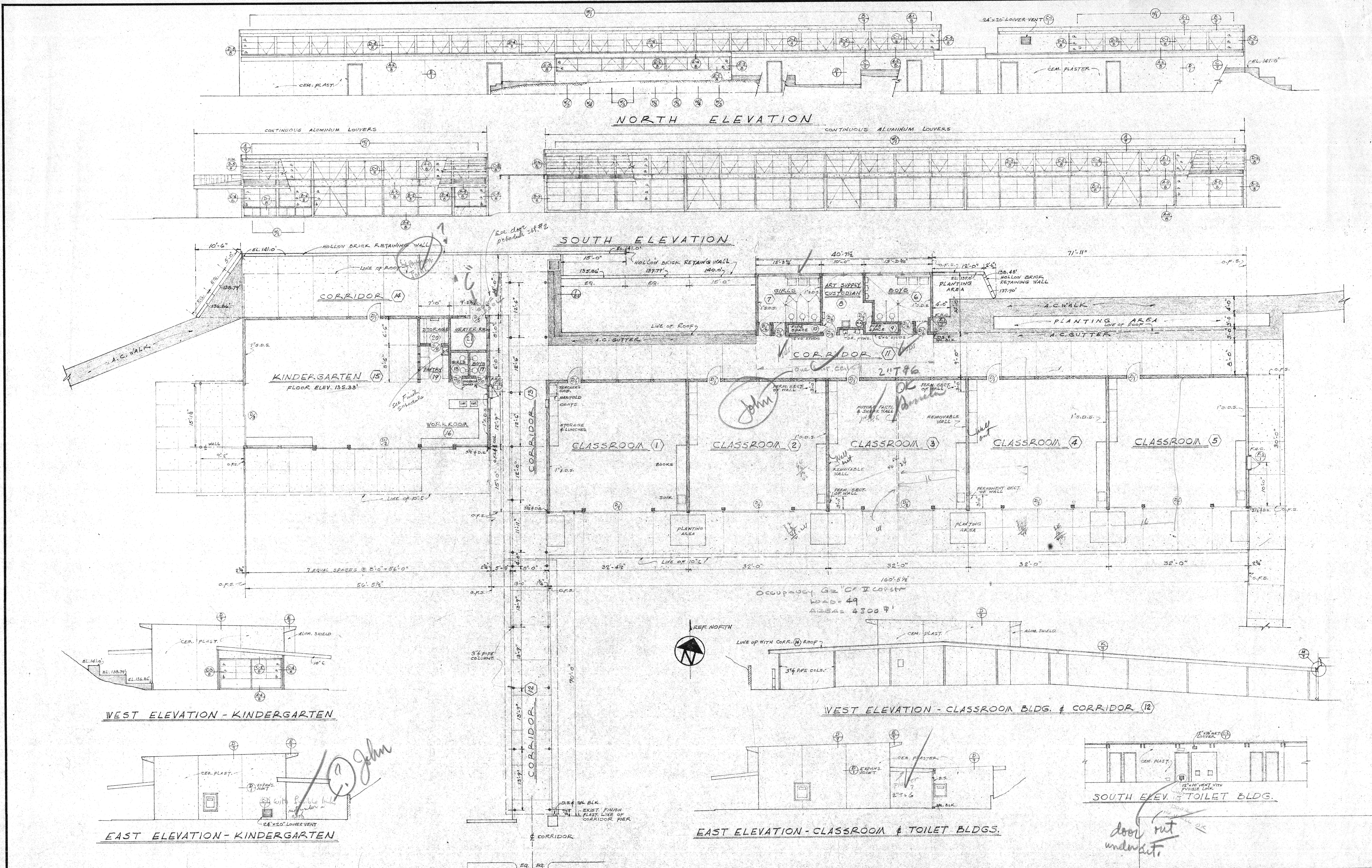
DOOR SCHEDULE		
No	SIZE	TYPE
A.	14'-0½"x12'-5¼"	Metal Tubular - Horizontal Slide
B.	2'-8"x6'-8"x1¾"	Wood - Flat Slab.
C.	2'-6"x6'-8"x1¾"	Wood - Flat Slab.
D.	3'-0"x7'-0"x1¾"	Wood - Flat Slab.
E.	3'-0"x6'-6"x1⅜	Wood - Flat Slab.

WINDOW SCHEDULE		
No	SIZE	TYPE
1.	4'-3"x9'-8⅝"	Top Vent Bottom Hinged 30" Openg. Bottom Vent Bottom Hinged 6" Openg.
2.	4'-3x9'-8⅝"	Fixed Sash.
3.	4'-3"x3'-6⅞"	Bottom Hinged Swinging In.
4.		
5.	4'-3"x2'-4⅞	Bottom Hinged Swinging In.
6.	4'-3"x2'-4⅞	Fixed Sash.



NORTH · ELEVATION
SCALE 1/8" = 1'-0"
FOR PORCH DETAILS SEE SHEETS #12
WEST · ELEVATION
NOTE: SEE SHEETS #12 FOR PORCH CONNECTIONS
ACTIVITY TERRACE ELEVATION (SOUTH)
SCALE 1/8" = 1'-0"
EAST · ELEVATION
FUTURE BLDG. SPACE
UNIT #2
UNIT #1
ACTIVITY TERRACES
PLAYFIELD
PLOT · PLAN
PROPERTY LINE
VISTA DRIVE
24TH PL
25TH ST
GRAND VIEW AVE
CEMENT PLASTER
G.I. SCREED
CEMENT BASE
SHEATHING
PORCH OR CORRIDOR FL.
F.S. DETAIL OF TYPICAL BASE AT ALL PORCHES
PLAN THRU URINALS
SECTION
DETAILS OF URINALS - BOYS TOILE
STATE OF CALIFORNIA-DEPARTMENT OF PUBLIC WORKS
DIVISION OF ARCHITECTURE
APPLICATION NO. 1474
APPROVED AS REVISED 2-17-37
GEO. B. McDOUGALL, State Architect
Per C H Kromer HWB PRINCIPAL STRUCTURAL ENGINEER
STATE OF CALIFORNIA-DEPARTMENT OF PUBLIC WORKS
DIVISION OF ARCHITECTURE
APPLICATION NO. 1920
APPROVED 3-19-37
GEO. B. McDOUGALL, State Architect
Per C H Kromer HWB PRINCIPAL STRUCTURAL ENGINEER
STATE OF CALIFORNIA, DEPARTMENT OF PUBLIC WORKS
DIVISION OF ARCHITECTURE
APPLICATION NO. 1474
APPROVED 10-8-36
GEO. B. McDOUGALL, State Architect
Per C H Kromer HWB PRINCIPAL STRUCTURAL ENGINEER
UNIT "1" & UNIT "2"
PLOT · PLAN
1/8 · SCALE · ELEVATIONS
APPROVED
SUPERINTENDENT
SCHOOL · BOARD
2 · FOUR · UNIT · PRIMA
MANHATTAN · BEACH · CITY · S
A PORTION OF LOT 2 · TRACT
MANHATTAN BEACH
PLUMMER · WURDEMAN · & BE
ARCHITECTS
1400 PACIFIC FINANCE BLDG. LOS
ARCHITECTS
STRUCTURAL ENGR'S.
· F. E. STANBERY ·
STRUCTURAL ENGR.
1504 W. WASHINGTON BLVD. LOS
· PREPARED · FOR · TH
· MANHATTAN · BEACH ·
SCHOOL · DISTRIC



DANIEL, MANN, JOHNSON & MENDENHALL
ARCHITECTS & ENGINEER
LOS ANGELES OFFICE • 4201 SUNSET BOULEVARD • TELEPHONE OLYMPIA 2992

OWNER: **MANHATTAN BEACH CITY SCHOOL DISTRICT**
MANHATTAN BEACH, CALIFORNIA

JOB TITLE: GRANDVIEW SCHOOL ADDITION

SHEET TITLE: CLASSROOM & KINDERGARTEN FLOOR PLAN & ELEV.

DRAWN BY	RAETZE
CHECKED BY	
DATE	AUG 18 1954
JOB NO.	22-4-4
SHEET NO.	3
SET No.	