Phase II Intensive Historic Assessment Report for the Wilson High School Aquatic Center Project, City of Long Beach, Los Angeles County, California

Submitted to:

Chambers Group, Inc.
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CONTENTS

INTRODUCTION

In 2017 PCR Services Corporation (PCR Services) prepared the *District-Wide Historical Resources Assessment for Long Beach Unified School District* (District-Wide Cultural Resources Assessment) (PCR Services 2017). The goal of this District-Wide Cultural Resources Assessment was to assist the Long Beach Unified School District (LBUSD) to comply with the historical resources requirements of the California Environmental Quality Act (CEQA) when applicable and to implement practical approaches to preserving culturally significant resources whenever possible. The District-Wide Cultural Resources Assessment stipulated Compliance Acticvities for potential changes to Woodrow Wilson High School (Wilson High School). The following Phase II Intensive Historic Resource Assessment report is prepared in complaince with Compliance Acitivity B as required by the District-Wide Cultural Resources Assessment.

As part of the District-Wide Cultural Resources Assessment, PCR Services recommended that Wilson High School is eligible for the National Register of Historic Places (NRHP) under Criterion C and the California Register of Historic Resources (CRHR) under Criterion 3 as an excellent representative example of a Mediterranean Revival-style school constructed before the 1933 Long Beach earthquake. PCR Services identified four buildings that contributed to the historic significance of the resource (Building 100, Building 200, Building 300, and Building 800).

LBUSD proposes to construct a new aquatics center on a parcel located adjacent to the main school campus (Project). The Proposed Project will include the construction of an approximately 51.8 meter x 25 yard pool, a 20’ to 30’+ wide pool deck, lockers and restroom building, mechanical/electrical building, a new enclosure for the exisiting electrical equipment, a concrete masonary unit (CMU) wall surrounding the facility, 22 stall parking lot, two driveways into the parking lot, four deck shower posts, two drinking fountains/bottle fillers, a shade canopy, portable bleachers, ornamental fencing and gates, four Musco sports lights, a scoreboard, sound system, and survailance cameras.

The purpose of the following investigation is to assess the potential impacts the proposed project may have to the character defining features of Wilson High School located at 4400 E. 10th Street, Long Beach, California (Subject Property).

Based on a review of available Project plans and the scope of the proposed Project, it does not appear that the Project will result in the significant modification or destruction of the character defining features of Building 100, Building 200, Building 300, or Building 800. Further, the location of the proposed Project is sufficiently removed from the vicinity of the contributing buildings, that there is no adverse visual impact to the resource. Therefore, based on the current Project description, the Project will not result in a substantial adverse change that would impair the historic significance of Wilson High School.

1.0 DISTRICT-WIDE HISTORICAL RESOURCES ASSESSMENT OF THE LONG BEACH UNIFIED SCHOOL DISTRICT

In 2017 PCR Services prepared the District-Wide Cultural Resources Assessment (PCR Services 2017). The goal of this District-Wide Cultural Resources Assessment was to assist the LBUSD to comply with the historical resources requirements of CEQA when applicable and to implement practical approaches to preserving culturally significant resources whenever possible. As part of the District-Wide Cultural Resources Assessment, PCR Services recommended that Wilson High School is eligible for the NRHP under Criterion C and the CRHR under Criterion 3 as an excellent representative example of a Mediterranean Revival-style school constructed before the 1933 Long Beach earthquake. PCR Services identified four buildings that contributed to the historic significance of the resource (Building 100, Building 200, Building 300, and Building 800).

The District-Wide Cultural Resources Assessment stipulated that the following Compliance Activities be completed for Wilson High School:

- B. Perform Phase II Intensive Historic Resources Assessments
  Document character-defining features; review detailed scopes of work w/ Architect; provide written guidance in accordance w/ the Secretary of the Interior's Standards for the Treatment of Historic Properties; assessment of potential impacts for CEQA/NEPA compliance;

- C. Preservation Advice
  Attend meetings with Architect and/or District as require; review plans at concept, preliminary and final design; prepare CEQA Compliance Letter; attend pre-construction meetings/critical stage construction review

2.0 WILSON HIGH SCHOOL

PCR Services recommended that Wilson High School is eligible for the NRHP under Criterion C and the CRHR under Criterion 3 as an excellent representative example of a Mediterranean Revival-style school constructed before the 1933 Long Beach earthquake. PCR Services identified four buildings that contributed to the historic significance of the resource (Building 100, Building 200, Building 300, and Building 800).

2.1 CHARACTER DEFINING FEATURES OF WILSON HIGH SCHOOL

Based on the assessment made by PCR Services of the Wilson High School campus, four buildings were identified as contributors to the historic significance of the campus: Building 100, Building 200, Building 300, and Building 800. The following are considered the character defining features of Wilson High School.

2.1.1 Building 100

Building 100 is a two-story Mission Revival-style building constructed in 1924. Character defining features of this building include:

- L-shaped plan and massing
- Reinforced concrete construction
- Gable roofs with red-clay-tile roofing
- Smooth stucco surfaces
- Arched entryways with three openings
- Columns between arches
- Four pilasters with cast decorative plaster between arches and wall
- Three columns supporting walls to east and west of arches
- Wood-frame double windows

2.1.2 Building 200

Building 200 is a two-story Mission Revival-style building constructed in 1924. Character defining features of this building include:

- Rectangular plan and massing
- Reinforced concrete construction
- Gable roofs with red-clay-tile roofing
- Smooth stucco surfaces
- Arched colonnade between Building 200 and building 300
- Wood-frame double windows

2.1.3 Building 300

Building 300 is a two-story Mission Revival-style building constructed in 1924. Character defining features of this building include:

- Rectangular plan and massing
- Reinforced concrete construction
- Gable roofs with red-clay-tile roofing
- Smooth stucco surfaces
- Arched colonnade between Building 300 and building 200
- Wood-frame double windows

2.1.4 Building 800

Building 800 is a three-story Mission Revival-style building constructed in 1924. Character defining features of this building include:

- Rectangular plan and massing
- Reinforced concrete construction
- Multi-level gable roofs with red-clay-tile roofing
- Smooth stucco surfaces
- Arched entryway with three double doors
- Four engaged columns that divide the doors that rise to a classical entablature
- Two painted steel light posts and lamps on concrete plinths
- Exposed rounded roof rafters
- WPA/PWA Moderne-style interior

3.0 POTENTIAL EFFECTS ON CHARACTER DEFINING FEATURES

According to CEQA, a project that has been determined to conform with the Secretary of the Interior's Standards for the Treatment of Historic Properties (SOI Standards) can generally be considered to be a project that will not cause a significant impact (14 CCR Section 15126.4(b)(1)). In the case of historic built environment resources, a significant impact is a substantial adverse change to the historic integrity of a resource. A substantial adverse change includes demolition, destruction, relocation, or alteration such that the significance of an historical resource would be impaired.

Wilson High School features four buildings that exhibit character defining features that contribute to the historic integrity of this resource: Building 100, Building 200, Building 300, and Building 800. Based on a review of available Project plans and the scope of the proposed Project, it does not appear that the Project will result in the significant modification or destruction of the character defining features of Building 100, Building 200, Building 300, or Building 800. Because the location of the proposed aquatics center is located across the street from the buildings that contribute to the historic significance of Wilson High School (Buildings 100, 200, 300, and 800) and is not located in close proximity to these buildings, the potential for the proposed Project to have an adverse effect on the resources is reduced. This potential is further reduced because, based on the previous historical assessment, the viewshed is not considered a character defining feature of the buildings. Regardless, due to changes in the surrounding area, the historical setting has already been significantly altered from its 1924 appearance. The proposed project will not result in obstructing the view of the buildings from the public right of way and the new construction is sufficiently removed from the contributing buildings to further reduce potential impact to the resource. Therefore, based on the current Project description, the Project will not result in a substantial adverse change that would impair the historic significance of Wilson High School.

4.0 CONCLUSIONS AND MANAGEMENT RECOMMENDATIONS

Based on a review of available Project plans and the scope of the proposed Project, it does not appear that the Project will result in the significant modification or destruction of the character defining features of Building 100, Building 200, Building 300, or Building 800. Further, the location of the proposed Project is sufficiently removed from the vicinity of the contributing buildings, that there is no adverse visual impact to the resource. Therefore, based on the current Project description, the Project will not result in a substantial adverse change that would impair the historic significance of Wilson High School. Because the Project will not adversely affect the historic significance of Wilson High School, Compliance Activity C does not appear to be necessary. Should the Project design change, further review may be necessary to assess the potential to cause a significant impact to Wilson High School.

5.0 REFERENCES

PCR Services

2017 *District-Wide Historical Resources Assessment fort Long Beach Unified School District.* Prepared by PCR Services for Long Beach Unified School District

Appendix A. Wilson High School DPR

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary #
HRI #
Trinomial
NRHP Status Code 3S, 3CS
Other Listings
Review Code _____ **Reviewer** _____ **Date** _____

Page 1 of 5 **Resource Name or #:** (Assigned by recorder) *656 Woodrow Wilson Classical High School*

P1. Other Identifier: *Wilson*

P2. Location: ☐ Not for Publication ☑ Unrestricted **a. County** *Los Angeles*

and (P2b and P2c or P2d. Attach a Location Map as necessary.)

b. USGS 7.5' Quad **Date** **T** **; R** **; 1/4 of** **1/4 of Sec** **;** **B.M.**

c. Address: *4400* *E.* *10th Street* City *Long Beach* Zip *90804*

d. UTM: (Give more than one for large and/or linear resources) Zone ; mE/ mN

e. Other Locational Data (e.g. Parcel #, directions to resource, elevation, etc., as appropriate)

7241-005-901 7241-013-901 7241-014-900 7241-004-926, 927, 928

Parcel No.

P3 Description: (Describe resources and its major elements. Include design, materials, condition, alterations, size, and boundaries)

Woodrow Wilson Classical High School is sited on 28.10 acres and bounded E 10th Street to the north, E. 7th Street to the south, Park Avenue to the east, and Ximeno Avenue to the west. The primary building faces west towards Temple Avenue. Designed in the Spanish Colonial Revival style the contributing buildings include Buildings 100, 200, 300, and 800.

Building 100 is two-story; Mission Revival style; L-shaped plan and massing; reinforced concrete; gable roofs with red-clay-tile roofing; smooth stucco exterior; arched entranceway with three arches; columns between arches; 4 pilasters with cast decorative plaster between arches and wall; three columns supporting the walls to the east and west of the arches; wood-frame double windows with metal windows (replacement); glass doors (replacement).

P3b. Resource Attributes: (List attributes and codes) *HP15. Educational building*

P4. Resources Present: ☑ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b Description of Photo:
(View, date, accession #)
View southeast, 2012

P6. Date Constructed/Age and Sources:
☐ Prehistoric ☑ Historic ☐ Both
1924, '29, '48, '56, '75, '93

P7. Owner Address:
Long Beach Unified School District
1515 Hughes Way
Long Beach, CA 90810

P8. Recorded by:
(Name, affiliation, and address)
Jon Wilson
PCR Services
201 Santa Monica Blvd, Ste 500
Santa Monica, CA 90401

P9. Date Recorded: *6/6/2013*

P10. Survey Type: (Describe)
Pedestrian Reconnaissance Survey

P11. Report Citation: (Cite survey report and other sources, or enter "none.")
Long Beach Unified School District District-Wide Cultural Resources Assessment

Attachments:
☐ NONE ☑ Continuation Sheet ☐ District Record ☐ Rock Art Record
☐ Location Map ☑ Building, Structure, and Object Record ☐ Linear Feature Record ☐ Artifact Record
☐ Sketch Map ☐ Archaeological Record ☐ Milling Station Record ☐ Photograph Record
☑ Other: (List) Site Plan

BUILDING, STRUCTURE, AND OBJECT RECORD

NRHP Status Code: *3S, 3CS*

Resource Name or #: (Assigned by recorder) *656 Woodrow Wilson Classical High School*

B1. Historic Name: *Woodrow Wilson Classical High School*
B2. Common Name *Wilson*
B3. Original Use: *High School* B4. Present Use: *High School*
B5. Architectural Style: *Mediterranean*
B6. Construction History: (Construction date, alterations, and date of alterations)
See continuation sheets.

B7. Moved? ☑ **No** ☐ **Yes** ☐ **Unknown** **Date:** **Original Location:** *Yes*
B8. Related Features:

B9a. Architect: *J.C. Austin, W. Horace Austin, and Frederick M. Ashley* B9b. Builder: *Unknown*
B10. Significance: Theme: *See Below* **Area** *Long Beach*
Period of Significance: *1924-1935* **Property Type** *School* **Applicable Criteria** *C, 3*
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Woodrow Wilson Classical High School is an excellent representative of a Mediterranean Revival style school constructed during the 1920s and before the 1933 Long Beach earthquake. The period of significance is 1924, the original construction of Wilson High School by architects J.C. Austin, W. Horace Austin, and Frederick M. Ashley, to 1935, the rehabilitation by Horace Austin. The school was evaluated against the following themes: Post World War I Population Boom and School Construction (1918-1933) and the Challenging Years Between the Earthquake and World War II (1933-1945). Wilson High buildings 100, 200, 300 and 800 appear eligible under Criterion C of the National Register and Criterion 3 of the California Register. The buildings are distinctive examples of the Mediterranean Revival style designed by prominent architects and retain good integrity. With its intact Mediterranean Revival exterior it conveys the pre-earthquake identity of the LBUSD schools.

B11. Additional Resource Attributes: *HP15. Educational building*
B12. References:
A History: Long Beach Unified School District by Anton Thompson and Paul E. Teschke, Long Beach Telegram, LBUSD Architectural Drawings, AIA Historical Directory

B13. Remarks:

B14. Evaluator: *Jon Wilson*
PCR Services
201 Santa Monica Blvd, Ste 500
Santa Monica, CA 90401

Date of Evaluation: *6/6/2013*

(This space reserved for official comments.)

P3. Description (cont)

Building 200 and 300 are two-story; Mission Revival style; rectangular shaped plan and massing; reinforced concrete; gable roofs with red-clay-tile roofing; smooth stucco exterior; arched colonnade between Building 200 and 300 with columns between arches; wood-frame double windows with metal windows (replacement); glass doors (replacement).

Building 800 is three-story; Mission Revival exterior/ WPA/PWA Moderne style interior; rectangular plan and massing; reinforced concrete; multi-level gable roofs with red-clay-tile roofing; smooth stucco exterior; tall arched entranceway with three double-doors; four engaged columns divide the doors and rise to a classical entablature; two painted steel light posts and lamp on a concrete plinth are located on each side of the staircase; six windows on each side of the central arched bay; cornices and exposed rounded roof rafters along the eaves.

B6. Construction History

Constructed in 1924, Woodrow Wilson Classical High School was designed by prominent Southern California architects J.C. Austin, W. Horace Austin, and Frederick M. Ashley. Two years later, the school opened its doors in September 1926. One year after the Long Beach earthquake of 1933, Wilson High School was allocated $27,000 of P.W.A. funds. The *Los Angeles Times* announced on May 23, 1937, plans were under way for the rehabilitation of the auditorium building at the Woodrow Wilson High School in Long Beach. The cost of the work was estimated at $125,000 and the architect was W. Horace Austin. The 1950 Sanborn Map notes the steel truss and reinforced concrete auditorium was constructed between 1925-26.

The Mediterranean Revival-style Auditorium, designed by Architects J.C. Austin, W. Horace Austin, and Frederick M. Ashley, was partially destroyed by the 1933 Long Beach earthquake. While the exterior appears to have largely survived the earthquake, the interior with its ornate plaster-work, was destroyed. Like the auditorium at Long Beach Polytechnic High School, the building probably survived the earthquake because of the concrete balcony tying the north and south walls together. The auditorium retains its Mediterranean Revival-style exterior, while the PWA/WPA Moderne style interior was designed by W. Horace Austin in 1935. The mural "Democracy and Youth" painted on the stage curtain by Carlos Dyer in 1939 as part of the WPA program is significant for its association with the WPA program.

B10. Significance

Post World War I Population Boom and School Construction (1918-1933)

During the 1920s, Southern California was experiencing an unprecedented population boom. Los Angeles County, for example, had experienced an increase of 133.2% in population from the previous decade. In Long Beach, more than 55,000 people lived within the City, a 155.5% increase from the previous decade. Grammar schools in particular were becoming overcrowded; to ease the overcrowding, the development of middle schools was recommended in 1916. It wasn't until 1921, however, after a fire destroyed the American Avenue Grammar School that the George Washington Junior High School, the first middle school, was constructed. By 1922-23, the City of Long Beach had four junior high schools in operation: Washington, Edison, Franklin, and Jefferson. As residential construction increased, school construction quickly followed. The majority of the new schools at that time were constructed in the Italian Renaissance Revival style and Spanish Colonial Revival style. During the 1920s, approximately fifteen schools constructed. However, because of the 1933 earthquake few of these 1920s remain extant, and generally most of these schools were rebuilt in the WPA/PWA Moderne or Period Revival Style after the 1933 earthquake. There are three potentially eligible Spanish Colonial Revival schools from this period: Avalon School, Woodrow Wilson Classical High School, James A. Garfield Elementary School.

*Recorded by: PCR Services *Date: 3/18/2013 ☒ Continuation ☐ Update

B10. Significance

Pre-Earthquake Period Revival Schools (1918-1933)

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

Schools representative of pre-earthquake property-type include Burbank Elementary, Lowell Elementery, Naples Elementary, Avalon School, Garfield Elementary, Poly High, and Wilson High.

Mediterranean Revival and the Spanish Colonial Revival

Period revival styles grew in popularity just after World War I, and were patterned after buildings of earlier stylistic periods. The most common revival style in the Southwest was the Spanish Colonial Revival. Inspired by the Panama-California Exposition of 1915 hosted by the city of San Diego, many architects found Southern California the ideal setting for this architectural type. Numerous publications argued in favor of this style for the "Mediterranean environment" of California, including W. Sexton's *Spanish Influence on American Architecture and Decoration* (1926) and Rexford Newcomb's *The Spanish House for America Its Design, Furnishing, and Garden* (1927). The broader term Mediterranean Revival, used here, encompasses not just the Spanish Colonial Revival style but also Italian Renaissance Revival , Moorish Revival, and other related styles associated with the Mediterranean Region. An example of the Mediterranean style includes the Woodrow Wilson Classical High School.

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

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

B10. Significance

The Spanish Colonial Revival style would effectively define Long Beach's built environment during the City's greatest period of economic and residential growth, the 1920s. Examples of schools originally designed in the Spanish Colonial Revival and Mediterranean style include Avalon School, James A. Garfield Elementary School, Mark Twain Elementary School, and Woodrow Wilson High School.

The Difficult Years Between the Earthquake and World War II (1933-1945)

At 5:55 pm on March 10, 1933, a strong earthquake rattled Long Beach, killing 120 people, injuring 700 more and damaging many buildings including nearly all of the City's forty-five schools. Fortunately, for the administrators and residents of the City, the students were not inside the buildings during the earthquake, which occurred after school operating hours. More than two-thirds of the buildings had to be completely demolished and rebuilt. In the aftermath of the earthquake, the City moved quickly, and within one week, wooden structures were erected on the school grounds to house the students. Classes were conducted outside in adjacent parks, athletic fields, and school grounds. A total of 5,000 high school students gathered at Recreation Park on East 7th Street and at Poly High's athletic field, while all other elementary and junior high students met with their teachers at designated hours to receive their assignments.

As a result of the Long Beach earthquake of 1933, standards for school construction were upgraded. Older schools had been constructed of unreinforced masonry and, therefore, suffered the worst damage. Shortly after the earthquake, the *Field Act* was passed by the California legislature to regulate school construction. A major impetus for change in public safety policy was the fact that 70 schools were destroyed and 120 were damaged, leading to the passage of important legislation and improved design and construction practices for schools. Only one month after the earthquake struck, the State Legislature passed what came to be known as the *Field Act* that required earthquake-resistant design and construction for all public schools, kindergarten through community college.

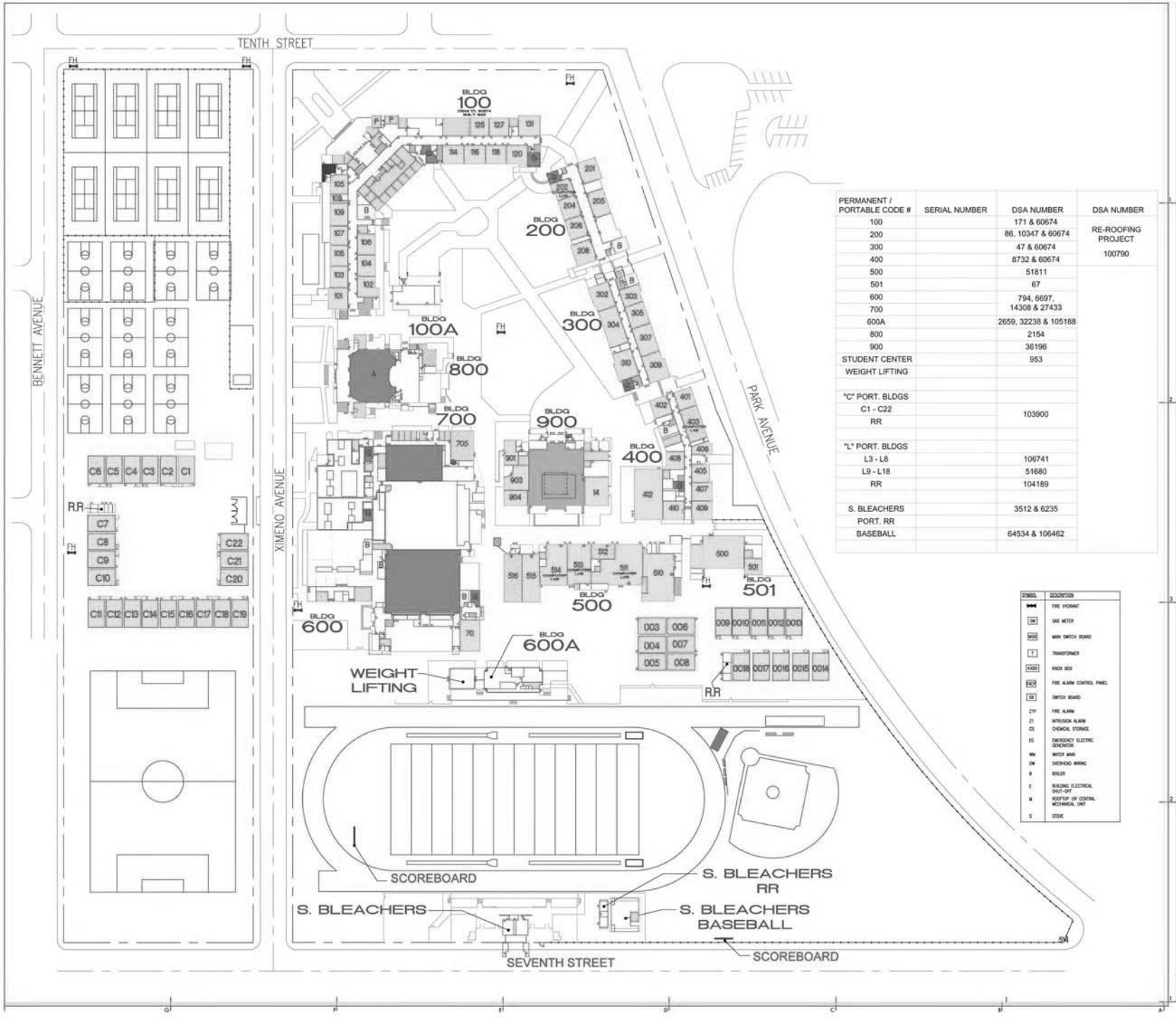
On August 29, 1933, Long Beach citizens approved a $4,930,000 bond measure for the rebuilding of schools. Applications for approximately thirty-five schools were filed with the Works Progress Administration (WPA)/Public Works Administration (PWA); federal grants up to thirty percent of labor and material costs were obtained. To minimize costs, building materials were salvaged from damaged, some schools were rehabilitated, and new schools were constructed with basic amenities without cafeterias, libraries, auditoriums, swimming pools, or gymnasiums. Four years after the earthquake, school construction totaling $3,281,000 was completed or under contract.

However, not all schools were reconstructed after the Long Beach earthquake. Seven schools survived the earthquake and retained enough structural integrity that they were rehabilitated and additions were constructed. These schools include Burbank Elementary, Lowell Elementery, Naples Elementary, Avalon School, Garfield Elementary, Poly High, and Wilson High.

Architect William Horace Austin (1881-1942)

Eligible LBUSD Schools: George Washington Middle School (1921, 1935), Polytechnic High School (1930), Wilson High School (1924, 1937)

Credited as being the first major architect with professional credentials to open an office in Long Beach, Horace W. Austin practiced architecture in Long Beach between 1906 and 1942. Over the years he had various partnerships with architects, including John C. Austin, Frederick M. Ashley, and Harvey H. Lochridge. He was elected to the American Institute of Architects (AIA) in 1920 and was the founding president of the Long Beach Architectural Club in 1923. In 1932, he opened a second office in Santa Ana. His major Long Beach projects include City Hall, Press-Telegram Building, Times Building, YMCA, Wise Building, Billings Hotel, Buffum's Department Store, Long Beach Municipal Airport, Hancock Motors, Municipal Auditorium, Auditorium of Long Beach Polytechnic School, reconstruction of Wilson High School and Washington Junior High School, Ambassador Apartments. In 1942, at the age of 61 W. Horace Austin passed away in Long Beach.



PERMANENT / PORTABLE CODE #	SERIAL NUMBER	DSA NUMBER	DSA NUMBER
100		171 & 60674	RE-ROOFING PROJECT 100790
200		86, 10347 & 60674	
300		47 & 60674	
400		8732 & 60674	
500		51811	
501		67	
600		794, 6697, 14308 & 27433	
700			
600A		2659, 32238 & 105188	
800		2154	
900		36196	
STUDENT CENTER		953	
WEIGHT LIFTING			
"C" PORT. BLDGS			
C1 - C22		103900	
RR			
"L" PORT. BLDGS			
L3 - L8		106741	
L9 - L18		51680	
RR		104189	
S. BLEACHERS		3512 & 6235	
PORT. RR			
BASEBALL		64534 & 106462	

SYMBOL	DESCRIPTION
	FIRE HYDRANT
GM	GAS METER
MSB	MAIN SWITCH BOARD
T	TRANSFORMER
KNOX	KNOX BOX
FACP	FIRE ALARM CONTROL PANEL
SB	SWITCH BOARD
FA	FIRE ALARM
N2	NITROGEN ALARM
CS	CHEMICAL STORAGE
EG	EMERGENCY ELECTRIC GENERATOR
WM	WATER MAIN
OH	OVERHEAD WIRING
B	BOILER
E	BUILDING ELECTRICAL SHUT-OFF
M	ROOFTOP OR CENTRAL MECHANICAL UNIT
S	STOVE

School Type Standards Color Legend

- AUDITORIUM
- BOYS TOILET
- CAFETERIA
- 91 CLASSROOMS
- 4 CR SPECIAL/RESOURCE
- CUSTODIAN
- FIRST AID / NURSE
- GIRLS TOILET
- GYM
- LIBRARY
- OFFICES
- ELEVATOR / STAIR
- COVERED AREAS

- IDF/MDF
- DRINKING FOUNTAIN
- POWER POLE
- WATER METER
- MAN HOLE
- GAS VLV
- WTR VLV

N

0 1 2

Graphic Scale

Client

long beach unified school district

Long Beach Unified School District
2425 Webster Avenue
Long Beach, CA 90810

Title & Program

Room Area Color Highlights by Building(s)

CAFM

MEASURE K SCHOOL BONDS
Building for 21st Century Learning

Consultant

CAD/CAFM PROFESSIONAL SERVICES
DTOBIN@FTSSOLUTIONS.US

Project

SITE INFO:
4400 E. 10th Street
Long Beach, CA 90804
CODE: 656
NAME: WILSON

Issue

REV.	DATE	DESCRIPTION

Sheet Info

JOB No.: MEASURE K PROGRAM
SCALE: NOT TO SCALE
PROJ MGR: DAVE TOBIN - FTS, INC
DATE: 05.01.11

Sheet Title

CAFM SITE PLAN 1ST FLOOR (SITE USE)

Sheet No.

FM100