



MEMORANDUM

DATE: December 18, 2018

To: Andrew Han, Lennar Homes

FROM: Casey Tibbet, M.A.

SUBJECT: Historic Resources Evaluation for Glenelder Elementary School, 16234 Folger Street, Hacienda Heights, Los Angeles County (LSA Project No. LHC1802)

LSA has completed a historic resources evaluation for Glenelder Elementary School located at 16234 Folger Street (Assessor's Identification Number [AIN] 8242-004-900) in the unincorporated community of Hacienda Heights in Los Angeles County, California. The evaluation was completed in compliance with the California Environmental Quality Act (CEQA) for a proposed residential development project that involves the demolition of the school. To complete the evaluation, LSA conducted archival research and an intensive-level field survey of the property and documented and evaluated the property on Department of Parks and Recreation (DPR) 523 forms. The property was evaluated for historical significance under the California Register of Historical Resources (California Register) criteria, as well as the Los Angeles County criteria for the designation of Landmarks (Title 22, Chapter 22.52, Part 58 Historic Preservation Ordinance). The following summarizes the efforts taken to complete the evaluation.

BACKGROUND

Glenelder Elementary School was built in 1957–58 to serve the Hudson School District (District). The District (now Hacienda La Puente Unified School District) was formed in 1887 from the Rowland School District. In 1920, a bond advertisement indicated that the District “contains some of the most productive orange and walnut groves in Southern California. The district includes an area of approximately 16.7 square miles and has an estimated population of 500” (*Los Angeles Times* 1920). In the post-World War II period, the groves gave way to residential subdivisions and related development. Just two years after the close of the war, voters in the District approved a \$116,000 bond issue for purchase of property for two new grade schools and by 1953, there were 12,450 people in the District. In May 1955, plans for a construction program of 12 junior high and elementary schools in the District were announced with at least five schools to be ready for use in the 1956–57 school year. With one exception, each elementary school was to have 16 classrooms and grades K through 6. According to a news article, Glenelder Elementary School was formally named in January 1958. The school closed in 2010 and was identified as surplus property in 2016.

RESEARCH

Research was conducted in November and December 2018 and consisted primarily of a review of historic aerial photographs and maps, historic-period news articles related to the Hudson School

District and Glenelder Elementary School, and various online searches. In addition, the history of school design was researched. The purpose of the research was to determine the construction history of the school, to identify any important people associated with the school, and to develop appropriate historic contexts within which to evaluate it.

FIELD SURVEY

An intensive-level field survey was conducted by LSA Architectural Historian Casey Tibbet on November 13, 2018. During the survey, Ms. Tibbet walked the project area and examined each building. Numerous photographs were taken including campus overviews and photos of the exteriors of each building. Notations were also made regarding the architectural style and characteristics of the buildings and their conditions and levels of integrity. A brief reconnaissance-level survey of the surrounding neighborhood was also conducted.

CONCLUSION

As a result of these efforts, the school was documented and evaluated on DPR forms. Using the California Register and Los Angeles County criteria, Glenelder Elementary School was evaluated as not significant under any criteria (refer to page 12 of the attached DPR forms for a detailed analysis). Therefore, a finding of *No Impact* may be made for the historic-period built environment associated with the school. No further historic resources assessment is recommended unless the project changes to incorporate areas not included in this study.

ATTACHMENT

DPR Forms

State of California — The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
NRHP Status Code 6Z

Other Listings _____
Review Code _____ Reviewer _____ Date _____

Page 1 of 14 Resource Name or #: Glenelder Elementary School

P1. Other Identifier: 16234 Folger Street; Tract No. 21865 Lot 102

*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: Baldwin Park, CA Date: 2018 T2S; R10W; S.B.B.M.

c. Address: 16234 Folger Street Community: Hacienda Heights Zip: 91745

d. UTM: Zone: 11; _____ mE/ _____ mN (G.P.S.)

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate): AIN 8242-004-900

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)

The Glenelder Elementary School is situated on 10 acres on the south side of Folger Street. The campus, which is surrounded by a residential neighborhood, includes six buildings, two parking lots, play fields, an electrical enclosure, and a modern, freestanding marquee sign (donated by the PTA in 2001). There are five classroom buildings (A, B, F, G, and K) and an Administration building that houses non-classroom facilities such as the administrative offices and what may be a cafeteria, auditorium, or gym. The interiors were not accessible.

All of the buildings have brick and stucco walls, low-pitched gable roofs with wide eaves, and are one-story with the exception of the east end of the Administration building, which is two stories in height. Aside from Building K, all of the buildings are connected by covered walkways.

Four of the classroom buildings (A, B, F, and G) are virtually identical to each other. Buildings A and B are located on the east side of the campus adjacent to Glenelder Avenue. These buildings are oriented east/west and the doors to the classrooms are in the north elevations. Buildings F and G are located on the west side of the campus adjacent to Hinnen Avenue and are oriented north/south. The classroom doors for these buildings are in the east elevations and the south ends of the buildings have restroom or storage facilities. Building A also has restrooms at the west end. Building K is north of buildings A and B and is oriented north/south with the classroom doors and windows in the east elevation adjacent to a fenced play area. See Continuation Sheet

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

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

P5a. Photo or Drawing (Photo required for buildings, structures, and objects.)



See Continuation Sheet

P5b. Description of Photo: (View, date, accession #) Top: Façade, view to the southeast; bottom: façade, view to the south (11/13/18)

*P6. Date Constructed/Age and Sources: Historic Prehistoric Both
1957-58 (Plaque on school)

*P7. Owner and Address:
Hacienda La Puente Unified School District
15959 E. Gale Avenue
City of Industry, California 91745

*P8. Recorded by: (Name, affiliation, and address)
Casey Tibbet, M.A.
LSA Associates, Inc.
1500 Iowa Avenue, Suite 200
Riverside, California 92507

*P9. Date Recorded:

November 13, 2018

*P10. Survey Type: (Describe) Intensive-level CEQA compliance

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None.

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

BUILDING, STRUCTURE, AND OBJECT RECORD

*Resource Name or # (Assigned by recorder) Glenelder Elementary School

B1. Historic Name: _____

B2. Common Name: _____

B3. Original Use: Elementary School B4. Present Use: Unoccupied

*B5. Architectural Style: Modern

*B6. Construction History: (Construction date, alterations, and date of alterations)
The school was built in 1957–58 according to a plaque on the Administration building wall. This is supported by news articles.

*B7. Moved? No Yes Unknown Date: _____ Original Location: _____

*B8. Related Features: play field and parking lot

B9a. Architect: Unknown b. Builder: Unknown

*B10. Significance: Theme: Post World War II Development; Architecture Area: Community of Hacienda Heights

Period of Significance: 1957–58 Property Type: School Applicable Criteria: NA

(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

This 1957–58 Modern style elementary school does not appear to meet the criteria for listing in the California Register of Historical Resources and is not a historical resource for the purposes of the California Environmental Quality Act (CEQA). It is associated with the post-World War II population and development boom, but is one of numerous similar schools constructed at that time and individually is not especially representative of this period. As a part of the District’s planned expansion it is also one of many and is not the first or the last. Finally, it does not appear to be part of a potential historic district. There is no indication that it is associated with anyone significant in history and it does not appear to be the work of a master and architecturally does not rise beyond the level of the ordinary.

Historic Context. Glenelder Elementary School is located in La Puente Valley in the unincorporated community of Hacienda Heights in Los Angeles County. La Puente Valley reportedly received its name from Don Gaspar de Portola who came to the area in 1769 and called it “Llana de la Puente”—meaning “Plain of the Bridge” —after making a bridge of poles so his party could cross San Jose Creek (County of Los Angeles n.d.). Nearly 100 years later, in 1841, John Rowland and William Workman led a wagon train of settlers to the area from New Mexico (Ibid.). In 1845, they were granted Rancho La Puente consisting of 48,790 acres that were previously held by the San Gabriel Mission (Ibid.). The Rancho included what the hills of what is now Hacienda Heights, Baldwin Park, Charter Oak, Covina, La Puente, West Covina, and much of the Puente and San Jose hills (Ibid.). Rowland and Workman built homes and established an economy built on farming and ranching. In 1851, they split the land and, after their deaths in the 1870s, their parcels were eventually developed as La Puente and Hacienda Heights (Ibid.). The communities maintained their agricultural character until the end of World War II when the agricultural uses began to give way to residential and related suburban development. See *Continuation Sheet*

B11. Additional Resource Attributes: (List attributes and codes)

*B12. References: *See Continuation Sheet*

B13. Remarks:

*B14. Evaluator: Casey Tibbet, M.A., LSA Associates, Inc., 1500 Iowa Avenue, Suite 200, Riverside, California 92507

*Date of Evaluation: December 2018

(Sketch Map with north arrow required.)
Refer to Location Map

(This space reserved for official comments.)

State of California - The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
CONTINUATION SHEET

Primary # _____
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Trinomial _____

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*Recorded by LSA Associates, Inc. *Date: December 2018 Continuation Update

***P3a. Description:** (continued from page 1)

This building is similar to the other classrooms, but has a slightly different door and window arrangement. The back (west elevation) of the building is also very similar to the other buildings with minor differences in the door and window configurations.

The Administration building is flanked by the classroom buildings on the east (Buildings A, B. and K) and west (Buildings F and G) and by the parking lots on the north and south. The north elevation moving from east to west has a projecting two-story section with a double door, a projecting full-height brick pilaster, the school logo painted on the brick wall, another projecting brick pilaster, and a west-facing double door. The one-story section is set back and features a ribbon of horizontal pivot windows at the top of the wall that joins a bank of windows at the west end. There is also a wall plaque with the date of construction and the names of the members of the Board of Trustees. The west elevation has a bank of windows with transoms and a door with a transom. It also features a cut out in the wide eave that allows light to shine down on the walkway. The rear (south) elevation is divided into three parts: a recessed section at the west end that includes the offices, a projecting section in the middle, and a recessed section at the east end. The western recessed section includes two doors, a large window divided into four sections, a metal and glass door, a pair of windows, a door, a series of multi-paned windows, and two west-facing windows. The section that projects to the south has a single door, a wall-mounted drinking fountain, two east-facing doors, and an east-facing window. The recessed section at the east end includes recessed double doors, a slightly projecting bay with a large window, double doors, a recessed door and a half, and concrete steps leading to a single door. The east elevation is a brick wall.

The east elevations of classroom buildings A and B are plain brick. The south elevations have stucco walls and are divided into four sections by two projecting bays with doors and two narrow brick walls. Each section has a large, wall-mounted air conditioning unit and five pivot windows along the top of the wall. The north elevations include a door with a transom, a bank of four multi-paned windows with transoms, a door with a transom, brick, a door with a transom, a bank of four multi-paned windows, a door with a transom, two multi-paned windows with transoms, a door with a transom, a bank of four multi-paned windows, brick, a door with a transom, a bank of four multi-paned windows, and a door with a transom. At the far west end of Building A, there is an additional door and, at the far west end of Building B, there are two windows at the top of the wall. The west elevation of Building A has a wall-mounted drinking fountain, a door, and a horizontal, multi-paned window set high in the wall. The west elevation of Building B has a wall-mounted drinking fountain flanked by two doors and a horizontal window set high in the wall.

Buildings F and G are nearly identical to Buildings A and B except that they are oriented north/south instead of east/west. The north elevations are plain brick, the west elevations are stucco and brick with large wall-mounted air conditioning units, and the east elevations have door and window configurations nearly identical to the north elevations of Buildings A and B. The south elevations of Buildings F and G each have two doors flanking wall-mounted drinking fountains and a horizontal window set high in the walls.

Building K is similar to the other classroom buildings. The north and south elevations are plain brick. The west elevation has a large wall-mounted air conditioning unit, a ribbon of five pivot windows set high in the wall, a door with a transom, one pivot window, a projecting bay with a door and vents, a pivot window, a door with a transom, a ribbon of five pivot windows, and a wall-mounted air conditioning unit. The east elevation has a ribbon of six multi-paned windows with transoms, a door with a transom, a wall-mounted drinking fountain, a door with a transom, a ribbon of six multi-paned windows with transoms, a door with a transom, and a south-facing door. A fenced play area extends to the east from Building K.

The buildings appear to be in good condition and the landscaping is in fair to good condition with 12 mature palms accenting the front lawn area and other mature trees between Buildings F and G. The buildings appear to retain a high degree of architectural integrity.

See Continuation Sheet

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*Recorded by LSA Associates, Inc. *Date: December 2018 Continuation Update

P5a. Photo or Drawing (continued from page 1)



Administration building east and north elevations. View to the southwest (11/13/18).



North elevation (partial) of Administration building. View to the southwest (11/13/18). Note wall plaque.

See Continuation Sheet

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P5a. Photo or Drawing (continued from page 4)



West elevation of the Administration building. View to the east (11/13/18).



Overview of south elevation of the Administration building. View to the north (11/13/18).

See Continuation Sheet

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P5a. Photo or Drawing (continued from page 5)



Overview of Buildings A and B, view to the northeast (11/13/18). Building K is partially visible to the far left.



Buildings A and B, east and north elevations. View to the southwest (11/13/18).



Building A, south and east elevations. View to the northwest (11/13/18). The south elevation of Building B is nearly identical.

See Continuation Sheet

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P5a. Photo or Drawing (continued from page 6)



Overview of Buildings F and G, front parking lot, and fields. View to the southeast (11/13/18)



Buildings F and G. Note wide overhang above the east elevations where the classroom entrances are. View to the south (11/13/18)



Overview of Buildings F and G, south and east elevations. View to the northwest (11/13/18).

See Continuation Sheet

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P5a. Photo or Drawing (continued from page 7)



Building K east elevation. View to the west (11/13/18).



Building K north and west elevations. View to the southeast (11/13/18).

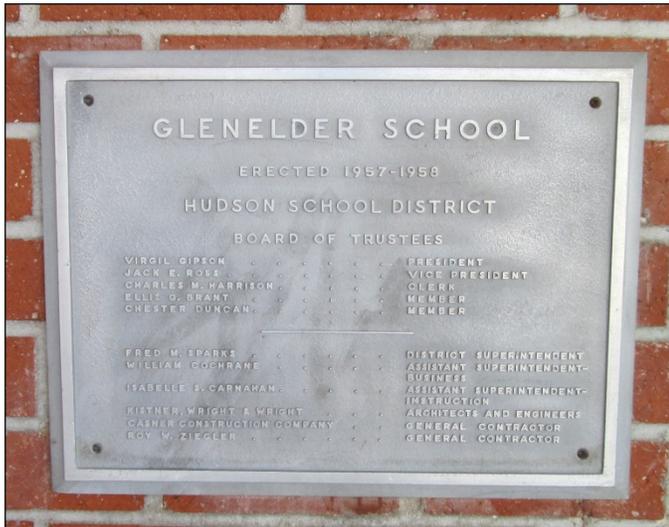
See Continuation Sheet

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 DEPARTMENT OF PARKS AND RECREATION
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P5a. Photo or Drawing (continued from page 8)



Plaque on north elevation of Administration building (11/13/18).



Electrical equipment enclosure located behind the Administration building. View to the southwest (11/13/18).



Overview of part of the play field. View to the west (11/13/18).

State of California - The Resources Agency
 DEPARTMENT OF PARKS AND RECREATION
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Page 10 of 14*Resource Name or #: (Assigned by recorder) Glenelder Elementary School*Recorded by LSA Associates, Inc.*Date: December 2018 Continuation Update***B10. Significance:** (continued from page 2)

Glenelder Elementary School was built in 1957–58 to serve the Hudson School District (District). The District was formed in 1887 from the Rowland School District and a one -oom school was built that same year (Homestead Museum n.d.a and n.d.b.). In 1897, the District petitioned County supervisors to establish a pound boundary coincident with the District boundary and the supervisors consented, making the school master the pound master (*Los Angeles Herald* 1897). In 1903, an election was held to vote for a tax for the purpose of providing additional school facilities and to maintain school in the District (*Los Angeles Times* 1903). In 1909, 26 votes were cast in favor of a \$10,000 bond for a new school building in the District (*Los Angeles Times* 1909). In 1920, a bond advertisement indicated that the District “contains some of the most productive orange and walnut groves in Southern California. The district includes an area of approximately 16.7 square miles and has an estimated population of 500” (*Los Angeles Times* 1920).

In the post-World War II period, the groves gave way to residential subdivisions and related development. Just two years after the close of the war, voters in the District approved a \$116,000 bond issue for purchase of property for two new grade schools (*Los Angeles Times* 1947). However, aerial photographs from 1952 show that the area where Glenelder Elementary School is today was still devoted to agriculture (Historicaerials.com n.d.). By 1953, there were 12,450 people in the District and Hillgrove School on Turnbull Canyon Road and Palm Avenue was opened replacing the Central Avenue school, which was first used in 1920 and was at that time the oldest school in the District (*Los Angeles Times* 1953a and 1953b). By the end of 1953, Fred M. Sparks, District Superintendent, was asking for 28 additional classrooms and negotiations were underway to purchase property at Unruh and Temple Avenues to build a junior high (*Los Angeles Times* 1953c). To further alleviate overcrowding, in 1954, the District leased the North Whittier Citrus Association dormitory for school purposes (*Los Angeles Times* 1954). The nearby Hillgrove school was already full to capacity (Ibid.).

In January 1955, it was announced that a new shopping center was planned in the vicinity of Hacienda and Gale Avenues to support the popular new residential neighborhood in that area (*Los Angeles Times* 1955a). In addition, the District had purchased land for a new seven-building elementary school in that area (Ibid.). In May 1955, plans for a construction program of 12 junior high and elementary schools in the District were announced (*Los Angeles Times* 1955b). At least five schools were to be ready for use in the 1956–57 school year and four per year would be ready after that (Ibid.). It was also announced that the 20-classroom Fred M. Sparks Junior High that was under construction would be ready by September 1955 and that groundbreaking for two elementary schools on De Valle and S. Stimson was also planned (Ibid.). A junior high on Fairgrove Avenue was planned to start construction in 1956 and two more schools were planned at Orange and Temple Avenues and Kwis Avenue and Newton Street (Ibid.). In September 1956, the District announced it would open a third junior high and four new elementary schools: Fairgrove Junior High (1110 Fickworth Street), Lillian H. Dibble (1600 Pontenaval Street), Newton (15616 Newton Avenue), Lassalette (14333 Lassalette Avenue), Fred M. Sparks (15151 Temple Avenue) (*Los Angeles Times* 1956). Each elementary school was to have 16 classrooms and grades K through 6, except Newton which would not include kindergarten (Ibid.). A January 1958 news article announced the naming of two new schools: Glenelder and Kwis (*Los Angeles Times* 1958).

Throughout the years, Glenelder Elementary School received little press. In the 1960s, it was one of several District schools that participated in County recreation programs and in 1972, about 90 students from Bixby school, south of State Route 60, were transferred to Glenelder due to overcrowding (*Los Angeles Times* 1972). The transfer was controversial because students had to cross the freeway using a pedestrian overpass (Ibid.). Glenelder Elementary School was closed in 2010 and according to the 2016 District Facilities Master Plan it is considered surplus property.

Context for Schools (1800s–1970s). (Unless otherwise noted, the following is based on *A History of School Design and its Indoor Environmental Standards, 1900 to Today*, by Lindsay Baker, published in 2012 by the National Institute of Building Sciences.) In the first half of the 19th century, as the population grew and cities and towns coalesced, greater attention was focused on infrastructure, including school buildings. During this period, Horace Mann, an outspoken advocate of universal public education, founded the Common School movement, which popularized the notion of free schools paid for by local property taxes. This was later supported by the Kalamazoo Decision of 1874, which determined that public schools paid for by local taxes were legal. Mann’s design for the one-room school house featured neat rows of desks facing the teacher’s desk and blackboards and windows along the sides. In more populous areas the basic building was expanded, but the classroom layout continued to follow Mann’s principals. In the early decades of the 20th century, school buildings began to reflect popular architectural styles of the time such as Beaux Arts and the various Revival styles. Despite changes in architectural styles, ventilation and lighting remained central to school designs. Although artificial ventilation was used, it was widely thought that no matter how good the artificial ventilation system was it could never take the place of fresh air and sunshine. In addition, because artificial light was incandescent and fairly limited due to cost, logistics, and heat output issues, natural light was critical. With those concerns in mind, schools were designed to take advantage of the best natural lighting conditions and included banks of windows that could be opened and which often comprised 40 to 50 percent of the wall area on the long side of the building. This would begin to change in the 1930s when fluorescent lighting became available.

Despite the Depression, in the 1930s there was a fair amount of school construction thanks to funding from the Public Works Administration (WPA). By the mid-1920s a new generation of school reformers led by people such as Maria (see *Continuation Sheet*)

CONTINUATION SHEET

Primary # _____

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Montessori in Italy and John Dewey in the United States began calling for child-oriented learning. Schools that reflected the ideas of the new reformers came to be known as "open air schools" because they placed an emphasis on air, light, outdoor learning and easy circulation through the school buildings. The educational theories espoused by this group formed the basis of many practices still in use today. Several of the new schools built to accommodate the new theories were designed by famous architects such as Saarinen, Aalto, and Neutra. Although the open air trend started in the mid-1920s, it was not incorporated into the mainstream until the mid-1930s when the idea of active learning, as opposed to sitting and studying books, focused attention on the importance of the physical environment. This decade also saw an interest in the psychological effects of school buildings and a push to standardize school facility management and construction, which led to the formation of the National Council on Schoolhouse Construction (now Council of Educational Facility Planners International). However, in the post-World War II (WWII) period, the theories and ideals of the reformers would take a backseat to the overwhelming demand for new schools and the need for quick, inexpensive construction methods and materials that could meet those demands.

In 1949, *Architectural Forum* stated, "Children, not tanks, planes or bombs were the greatest output of the U.S. during World War II. These war babies, seven million of them, began hitting the first grade last year, have taxed every school facility, are giving school men, parents and taxpayers alike a major problem concerned with the future of America." It was estimated that \$10 billion would be required to build enough schools to meet the demand, but in reality \$20 billion was spent on new educational facilities between 1945 and 1964. The student population increased by 2.3 million students between 1958 and 1968. New school buildings of this era were no longer designed in the Period Revival styles, but instead were truly Modern with flat roofs, brick or concrete walls, continuous full-height ribbons of windows, doors that accessed the outside, and air conditioning. These one-story structures which used lightweight construction and new building technologies and were easier and less expensive to build, were not intended to last forever as many of their predecessors from the 1920s and 1930s had been. It was during this building boom that the "finger-plan school" gained popularity. This configuration was so named because corridors spread out across the plan forming fingers off which each classroom extended. This allowed each classroom to have access to maximum amounts of fresh air and light and for most to have direct outdoor access.

During the 1940s and 1950s, inexpensive fluorescent lighting provided the opportunity for schools to rely more heavily on artificial light. Although most schools built during this period still typically incorporated windows along at least one side of the building, surface finishes and glare were starting to attract some attention from designers. In addition, the introduction of slide projectors as learning tools created the need to darken the classroom periodically—a task which was more easily accomplished by turning off some or all of the lights than by covering the windows.

By the mid-1960s there was a declining student enrollment. This, coupled with desegregation, which revealed critical equity issues in school facilities, resulted in new theories for educational facilities. However, these concerns were overshadowed by the 1973 energy crisis. New energy regulations made the most dramatic impact on school design as the priority became energy reduction. Although few new schools were built during this period, many older schools underwent energy-efficient renovations. One of the most common renovations during this period was the removal or sealing off of windows, which severely limited natural light and ventilation as well as the sense of an indoor-outdoor connection. As windowless classrooms became more common, they were praised for being more flexible in terms of indoor organization and more controlled in terms of indoor environment. However, research indicated that students and teachers found the conditions unpleasant.

In the 1980s enrollment again declined and the conservative political climate caused a shift away from experimentation to a renewed emphasis on basic academic subjects and fundamentals. In terms of buildings, renovation to maintain functionality was the priority with a major decline in the earlier focus on energy reduction. In 1995, a report on the sad state of schools was published by the federal government. The study pointed out numerous problems from the need for asbestos removal to compliance with the Americans with Disabilities Act (ADA), but no direct federal policies or funding resulted from the report. Another issue, especially in California, was the number of temporary portable classrooms (75,000), which had basically become permanent. Studies found that these classrooms had higher levels of indoor air pollutants, as well as often having unacceptably high levels of carbon dioxide. The launch of a new green building rating system in 1998, LEED (Leadership in Energy and Environmental Design), had one of the most significant influences on school design going into the 2000s. Along with the LEED standards, the Collaborative for High Performance Schools and its design criteria have also highly influenced the industry as they have provided a significant library of resources to help in the design, construction, and maintenance of high performance buildings.

Significance Evaluation. In compliance with CEQA, this property is being evaluated under the California Register of Historical Resources (California Register) criteria. In addition, it is being evaluated under the Los Angeles County Code of Ordinances, Title 22 Planning and Zoning, Division 1 Planning and Zoning, Chapter 22.52 General Regulations, Part 28 Historic Preservation Ordinance, Section 22.52.3060 (Criteria for Designation of Landmarks). Because many of the County criteria are nearly identical to the California Register criteria, they have been grouped together where appropriate to avoid redundancy.

See *Continuation Sheet*

CONTINUATION SHEET

Primary # _____

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*Recorded by LSA Associates, Inc. *Date: December 2018 Continuation Update

***B10. Significance:** (continued from page 11)

California Register Criterion 1/County Criterion 1: 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. Glenelder Elementary School is associated with the post-WWII population and construction booms and is a typical example of school design from that period. It is one of numerous similar post-WWII schools and does not incorporate any significant innovations in design or construction and there is no indication it is associated with any innovations in educational practices. As a part of the District's planned expansion it is also one of many and is not the first, last, or only one remaining. Therefore, it is not significant under these criteria.

California Register Criterion 2/County Criterion 2: Associated with the lives of persons important to local, California or national history. There is no indication that Glenelder Elementary School is associated with persons important to local, State, or national history.

California Register Criterion 3/County Criterion 3: 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. Glenelder Elementary School exhibits common characteristics of school design from the early post-WWII period including low-pitched roofs, brick walls, operable banks of windows on one side of each classroom, classroom doors that open directly to the outside, outdoor walkways that connect the buildings, and air conditioning units. This design was replicated throughout southern California and can be seen on many campuses throughout the region. As previously stated, Glenelder is a common example that does not rise to a level beyond the ordinary. In addition, no evidence was found that it is the work of a master and it does not possess high artistic values. Therefore, it is not significant under these criteria.

California Register Criterion 4/County Criterion 4: Has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California or the nation. These criteria are typically applied to archaeological sites. However, as applied to this 1957-58 school, which was constructed using common materials and methods, there appears to be no potential for it to yield important historical information.

County Criterion 5: It is listed, or has been formally determined eligible by the United States National Park Service for listing, in the National Register of Historic Places, or is listed, or has been formally determined eligible by the State Historical Resources Commission for listing, on the California Register of Historical Resources. The school is not listed in the National Register or the California Register and, based on the subject evaluation, does not appear to be eligible for listing in either Register.

County Criterion 6: If it is a tree, it is one of the largest or oldest trees of the species located in the County. Not applicable.

County Criterion 7: If it is a tree, landscape, or other natural land feature, it has historical significance due to an association with an historic event, person, site, street, or structure, or because it is a defining or significant outstanding feature of a neighborhood. Glenelder Elementary School includes large play fields and ornamentally landscaped spaces within the campus, but there is no indication it was designed by a significant person and it does not include any historically significant features. Further, research indicates the school was built to serve the preexisting neighborhood and while it is an identifiable feature of the area as any neighborhood school might be, it is not a defining or significant outstanding feature of the neighborhood. Therefore, it is not significant under this criterion.

B12. References: (continued from page 2)

Baker, Lindsay

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n.d. La Puente Valley, Community History. Accessed online in December 2018 at: <https://lacountylibrary.org/lapuente-local-history/>

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n.d. Aerial photograph dated 1952 accessed online in December 2018 at: <https://www.historicaerials.com/>

See Continuation Sheet

State of California - The Resources Agency
DEPARTMENT OF PARKS AND RECREATION
CONTINUATION SHEET

Primary # _____
HRI # _____
Trinomial _____

Page 13 of 14 *Resource Name or #: (Assigned by recorder) Glenelder Elementary School
*Recorded by LSA Associates, Inc. *Date: December 2018 Continuation Update

B12. References: (continued from page 13)

Homestead Museum

- n.d.a Object Record. History of Hudson School District, Puente, California (1887–1936). Accessed online in December 2018 at: <https://homestead.pastperfectonline.com/webobject/4B1520A1-2F86-4713-930A-470955284464>
- n.d.b Notes associated with a circa 1910 Hudson School District school portrait postcard. Accessed online in December 2018 at: <https://homestead.pastperfectonline.com/photo/0DB53303-31B0-4FE7-BDC8-017647994771>

Los Angeles Herald

1897 Court Notes. March 6, page 12.

Los Angeles Times

- 1903 Election Notice. May 22, page 10.
- 1909 Puente. May 22, page 23.
- 1920 Advertisement. June 8, page 26.
- 1947 Puente Approves Bonds for Schools. December 6, page 12.
- 1953a New Hudson School Opens. June 7, page 150.
- 1953b Advertisement for bonds. July 9, page 44.
- 1953c 630 Puente Pupils on Half Days. December 20, page 126.
- 1955a Plans Readied for Shop Center. January 30, page 151.
- 1955b Big Program Planned for School District. May 22, page 118.
- 1956 Valley School Opening. September 9, page 141.
- 1958 New Schools Named. January 26, page 198.
- 1972 Trustees Ignore Parent Protest. May 31, page 127.

State of California - Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary # _____
 HRI # _____
 Trinomial _____

