Appendix F1 Historic Resources Inventory

Appendices

This page intentionally left blank.

McKinley Elementary School
Historic Resources Inventory Report
January 2022

HISTORIC RESOURCES GROUP

PREPARED FOR

Santa Monica–Malibu Unified School District
2828 4th Street
Santa Monica, CA 90405

McKinley Elementary School
Historic Resources Inventory Report

HISTORIC RESOURCES GROUP

TABLE OF CONTENTS

APPENDICES

McKinley Elementary School
Historic Resources Inventory Report

HISTORIC RESOURCES GROUP

1.0 EXECUTIVE SUMMARY

The purpose of this historical resources inventory report is to determine if historic resources as defined by the California Environmental Quality Act (CEQA)[1] are present at McKinley Elementary School located at 2401 Santa Monica Boulevard in Santa Monica, Los Angeles County, California. This report is intended to inform environmental review of future projects at the school.

In 2021, the Santa Monica-Malibu Unified School District (SMMUSD) adopted several procedures for the identification of historical resources at school facilities and their recordation in historic resources inventory reports. This study was completed to comply with those measures and contains the following:

- A review of the existing buildings, structures, and features located at the school.
- A review of previous evaluations of the school through historic survey, environmental review, or other official actions.
- Identification and evaluation of any potential historic resources within the school, including their character-defining features.
- Review of the required consideration of historic resources within the school under the California Environmental Quality Act (CEQA).

Based on visual observation of the property, research of primary and secondary sources, and an analysis of the eligibility criteria for listing at the federal, state, and local levels, HRG has identified a potential historic district at McKinley Elementary School that is eligible for listing in the California Register of Historical Resources and for designation as a City of Santa Monica historic district. The potential historic district consists of two (2) contributing buildings, two (2) site features, and two (2) additional features with a period of significance from 1923 to 1937. Contributors to the potential historic district are as follows:

Buildings

- Building B, 1923
- Building C, 1923

Site Features

- Santa Monica Boulevard Quad, 1923
- Main Courtyard, 1923

[1] California PRC, Section 21084.1.

Additional Features

- "Storybook Land" Sculpture, 1936
- WPA Bronze Plaque, 1937

All other buildings and features on site were determined ineligible for listing at the federal, state, and local levels.

2.0 INTRODUCTION

2.1 Purpose

In 2021, the Santa Monica-Malibu Unified School District (SMMUSD) adopted two policies to establish procedures for the treatment of historical resources on district campuses (BP and AR 7113). SMMUSD committed to create an inventory of historical resources on its school campuses prior to approval of a master plan or school facilities project. This historic resources inventory report serves to identify potential historical resources as defined by the California Environmental Quality Act (CEQA)[2] on the McKinley Elementary School campus.

2.2 Project Team

Research, field inspection, and analysis were performed by Paul Travis, AICP, Principal and Senior Preservation Planner; Alexandra Madsen, Senior Architectural Historian; and Robby Aranguen, Planning Associate. Additional assistance was provided by Krista Nicholds, Architectural Historian and Ani Mnatsakanyan, Intern. All preparers are qualified professionals who meet or exceed the *Secretary of the Interior's Professional Qualification Standards* in their respective fields.

2.3 Methodology

This report was prepared using primary and secondary sources related to the history and development of the City of Santa Monica, the Santa Monica-Malibu Unified School District (SMMUSD), and McKinley Elementary School.

Documents that were consulted include: historical photographs and aerial images; historical building plans; Sanborn Fire Insurance maps; previous surveys and environmental reviews; historic context statements; local histories; Santa Monica Historic Resources Inventory; and the California State Historic Resources Inventory, Los Angeles.

On June 8, 2021, a site visit was conducted by Paul Travis and Robby Aranguen. The site visit included all permanent buildings, structures, and objects that are 45+ years of age (constructed through the year 1976). Temporary buildings and structures, including portable buildings, were not included in the survey or evaluation. Existing conditions, character-defining features, and alterations were documented using digital photography.

2.4 Site Location and Description

McKinley Elementary School is located on an approximately 7-acre site at 2401 Santa Monica Boulevard in Santa Monica, Los Angeles County, California. The McKinley Elementary School campus occupies a single parcel (Assessor's Parcel Number [APN] 4276-023-900). The site is relatively flat. The location of the campus is shown below in Figure 1. Figure 2 shows permanent versus temporary/portable buildings on the campus.

[2] California PRC, Section 21084.1.

Figure 1. Location Map

McKinley Elementary School
Historic Resources Inventory Report

HISTORIC RESOURCES GROUP

Figure 2. Permanent and Portable Building Map

McKinley Elementary School
Historic Resources Inventory Report

HISTORIC RESOURCES GROUP

3.0 EXISTING CONDITIONS

Overview

McKinley Elementary School is located in the eastern region of the City of Santa Monica. The current campus was first developed in the early1920s. Additional development occurred shortly thereafter in the late 1930s following the 1933 Long Beach Earthquake. Most subsequent development in the post-World War II years was constructed incrementally as the student body population increased. This section provides an overview of the current campus.

Originally located on Arizona Avenue between Nineteenth and Twentieth Street, the first McKinley Elementary School campus (1906) was overcrowded within years of opening. That campus was demolished, and in 1922, the school was rebuilt at its current location. Designed by master Los Angeles architectural firm Allison & Allison, the new campus was completed in the Italian Renaissance Revival style of architecture. Following the Long Beach Earthquake in 1933, the notable architectural firm of Parkinson & Parkinson rehabilitated the damaged school from 1935-1937. Development of the school from this period was funded by the Works Progress Administration (WPA).

Although construction ceased during the World War II years, development and expansion of the campus resumed shortly thereafter to meet increased demand. Subsequent construction at the school in the post-war years was not completed as part of long-term planning efforts. In 1951, architect Joe M. Estep designed the cafeteria building to the west of the main building. The cafeteria was connected via two arcades, thereby creating the smaller West Courtyard.

In 1973, the architectural firm of Powell, Morgridge, Richards & Coghlan remodeled the campus. This work included alterations to the main entrance and the replacement of windows and doors. Circa 1973, Building D was constructed as the pre-school for the campus.

3.1 Existing Buildings

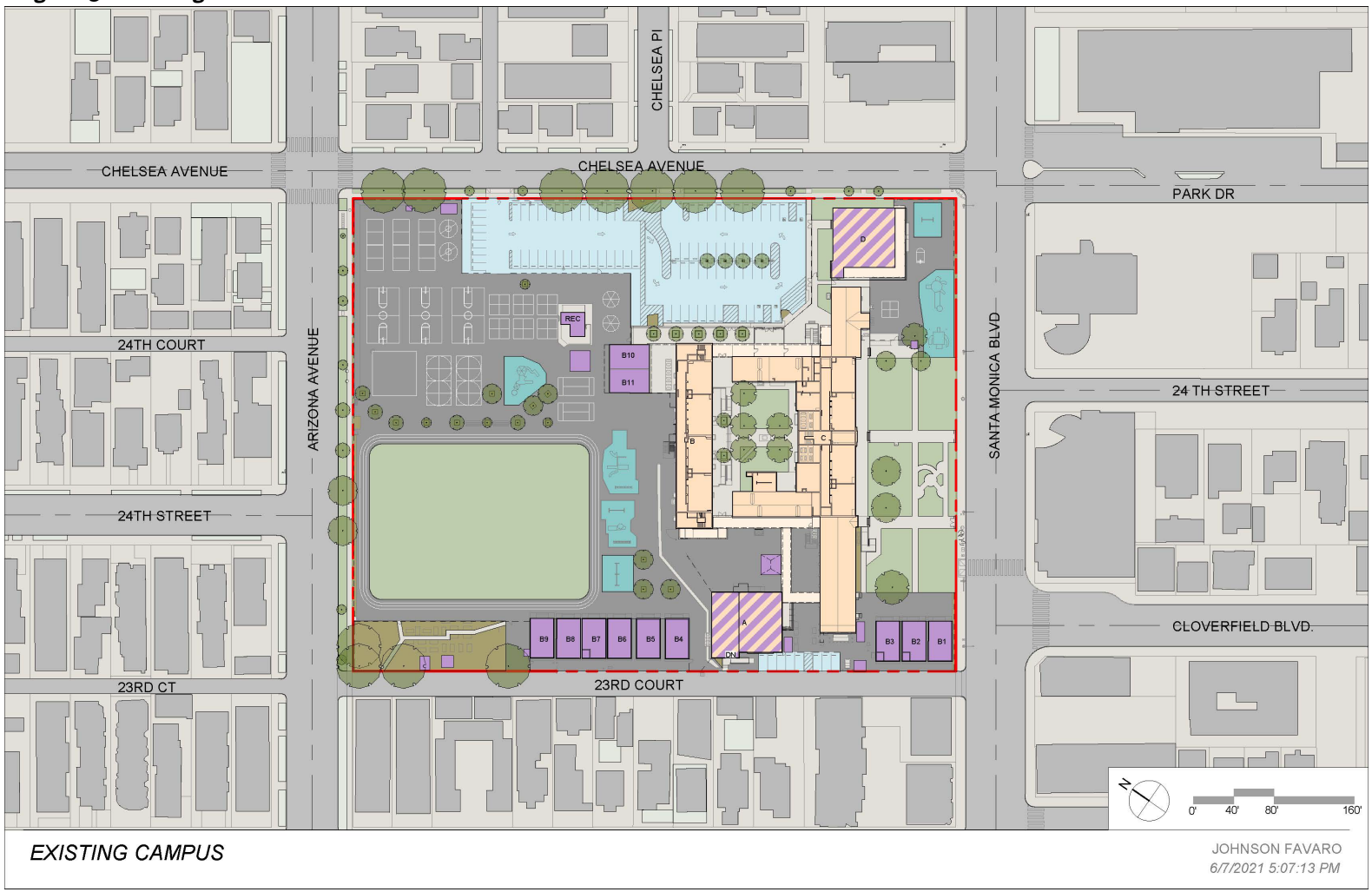
At the time of this report the campus contains four (4) permanent buildings, as well as athletic facilities, open spaces, and artworks. Existing buildings and features are listed below and are summarized in Table 1 ("Existing Conditions").

The function of some campus buildings has changed and evolved over the years. To avoid confusion, whenever possible, the buildings discussed in this report have been keyed to the official building naming system of McKinley Elementary School as shown on the campus site plan and derived from the campus map and inventory documents provided by the school district (Figure 3). Following this figure is an architectural description of each building and feature. Current site photographs can be found in Appendix A.

Table 1. Existing Conditions

Year Built	Current Name	Building Use	Architectural Style/Description	Map Key
Buildings				
1951	Building A	Cafeteria	Mid-Century Modern	A
1923	Building B	Classrooms	Italian Renaissance Revival	B
1923	Building C	Classrooms/Kindergarten	Italian Renaissance Revival	C
c.1973	Building D	Pre-School	Mid-Century Modern	D
Site Features				
1923	Santa Monica Boulevard Quad	--	(open space)	--
1923	Main Courtyard	--	(open space)	--
1951	West Courtyard	--	(open space)	--
c. 2000s	Children's Play Area	--	--	--
c. 2000s	Athletic Field	--	--	--
Additional Features				
1936	"Storybook Land" Sculpture	--	(cast stone sculpture)	--
1937	WPA Bronze Plaque	--	(bronze sign)	--
c. 1990s	"McKinley" Mural		(painted mural)	
c. 2000s	"Handprints" Mural	--	(painted mural)	--
2004	"Cool Down" Mural	--	(painted mural)	--
2011	"Out of the Dust" Mural	--	(painted mural)	--

Figure 3. Existing Site Plan



McKinley Elementary School
Historic Resources Inventory Report

HISTORIC RESOURCES GROUP

3.2 Buildings

Building A (Cafeteria)

Building A was constructed in 1951 and designed by architect Joe M. Estep as the cafeteria.

Sited along 23rd Court at the southwestern region of the campus, Building A is a one-story building that is generally rectangular in plan. It is clad in smooth stucco and capped by a flat roof. The building is composed of two volumes; the southern volume is slightly larger than the northern. Fenestration is composed of grouped five-light steel-frame awning windows on the north, south, and west elevations. Entrances display single and double metal slab doors and concrete ramps provide access to the building. Terracotta vent tubes provide passive air flow. Solar panels are located on the roof of the building. Building A is connected to Building C via the building's arcade. This arcade extends from the eastern corner to create the West Courtyard.

Building B (Classrooms)

Building B was constructed in 1923 and designed by the architectural firm Allison & Allison in the Italian Renaissance Revival style of architecture. The building was rehabilitated by Parkinson & Parkinson in 1935-1937 and by Powell, Morgridge, Richards & Coghlan in 1973.

Located in the central region of the campus immediately north of Building C, Building B has a generally rectangular footprint. The two-story building is clad in smooth stucco and capped by a gable roof clad in red clay tiles. Fenestration is composed of grouped two- and three-light steel-frame awning windows along the first and second stories. A tripartite opening with a large central arch flanked by smaller arches at the gable ends are fitted with louvered vents for passive air flow. Entrances display metal slab doors with rectangular lights. Two concrete ramps provide entrance to the first story's south elevation. An elevator and connected arcade at the northwest corner of the building provide access to the second story. A metal staircase allows emergency exit from the second story along the north elevation. Additional features include metal wall vents and wall-mounted lights.

Building C (Classrooms/Kindergarten)

Building C was constructed in 1923 and designed by the architectural firm Allison & Allison in the Italian Renaissance Revival style of architecture. The building was expanded by Allison & Allison in 1929-1930. It was rehabilitated by Parkinson & Parkinson in 1935-1937 and by Powell, Morgridge, Richards & Coghlan in 1973. An addition was added to the west wing facing the courtyard circa 1958. The building was again altered in 1999 by Sverdrup.

Located in the southern region of the campus immediately south of Building B, Building C has an irregular footprint composed of a central, 2-story building flanked on both ends by single-story wings. Two additional single-story wings project from the two-story

volume northwards towards Building B. An addition between the northern wings spans the length of the building with a central shed-style roof flanked by flat-roofed volumes. The central volume and four wings all have gable roofs clad in red clay tiles with evenly placed gable-roofed vented dormers. The building has a smooth stucco exterior. Fenestration is composed of grouped single, two- and three-light steel-frame awning and casement windows. Although most windows are rectangular in shape, many are set in original arched openings. Entrances display single and double metal slab doors with rectangular lights.

The primary (south) façade retains the original main entrance set in the front-gabled bay. This original 1923 entrance features a low-relief entablature depicting a central blind arch flanked by circular terracotta medallions. Two pilasters decorated with stylized leaf croquets and capped with a Corinthian-style capital flank the blind arch. A molded stringcourse with dentils separates the first and second stories. The second story has two arched windows separated by a Solomonic column set beneath a terracotta cartouche inscribed with the initials "MKS" for "McKinley School."

The north elevation features a central volume flanked by the two flat-roofed additions. A tapered chimney with metal cap projects from the roof along this elevation. Additional features include metal wall vents and wall-mounted lights.

Building D (Pre-School)

Building D was constructed circa 1973.[3]

Situated in the eastern region of the campus just east of Building C, Building D is rectangular in plan and one story in height. It is clad in textured stucco and is capped by a flat roof with metal eaves. Fenestration is composed of single and grouped steel-frame fixed, clerestory, and awning windows. Entrances display single and double metal slab doors. A wrap around canopy provides shelter along the south and west elevations. Upheld by thin squared metal columns, the porch has deep, overhanging eaves with an underside characterized by evenly-placed metal beams that resembles coffers. The slightly raised concrete platform is accessible via a ramp. Additional features include louvered metal wall vents, and roof- and wall-mounted lights.

3.3 Features

Santa Monica Boulevard Quad

This open space dates to the beginnings of the campus (circa 1923) and has been modified over time. Situated south of Building C, the open space is traversed by several concrete walkways that historically provided pedestrian access to the original entrance

[3] HRG was unable to identify and architect or builder for this building; however, it was likely designed by Powell, Morgridge, Richards & Coghlan, who were active at the school at the time of its construction.

on Santa Monica Boulevard. The setback is generally consistent and is landscaped with grassy lawns and mature trees of various species.

Main Courtyard

This open space dates to the early development of the campus (circa 1923). The Main Courtyard is surrounded by Building B to the north and Building C to the east, south, and west. The courtyard is landscaped with grassy lawns, mature trees, and concrete patios interspersed with lunch tables, lampposts, and trash receptacles. The "Storybook Land" sculpture is centrally located in the courtyard on a tiered pedestal clad in tile.

West Courtyard

This paved open space dates to circa 1951 and is created by the arcade built at that time. The courtyard is paved and is bordered by Building C to the east and south and by Building A to the west. It currently features several picnic tables.

Athletic Field

The athletic field was originally a larger lawn that has been sectioned over time as various regions of the campus have been incrementally paved. It is situated in the northwestern region of the campus and appears to have received its current configuration in the 2000s.

Children's Play Area

The children's play area appears to be relatively contemporary and was likely installed in the 2000s. It is situated in the northeastern region of the campus.

3.4 Additional Features

"Storybook Land" Sculpture

The "Storybook Land" sculpture was created by artist Stefan De Vriedt in 1936 and was funded by the Works Progress Administration (WPA). Located in the Main Courtyard, the sculpture is a 4′ high cast stone sculpture that depicts two children reading a book.

WPA Bronze Plaque

Completed by the WPA in 1937, the bronze plaque was installed in Building C after its reconstruction following the Long Beach Earthquake.

"McKinley" Mural

This painted wall mural adorns the east elevation of Building A. The mural appears to date to the 1990s.

"Handprints" Mural

The "Handprints" mural on Building B shows several children's handprints on a blue and yellow background. It was likely painted in the 2000s.

"Cool Down" Mural

This painted mural shows various recreational pursuits. Located on Building B, the mural was painted by the Class of 2004.

"Out of the Dust" Mural

Designed by the Class of 2011, the "Out of the Dust" Mural is located on Building B and shows a rainbow and book.

4.0 REGULATORY REVIEW

4.1 Historic Resources under CEQA

CEQA requires that environmental protection be given significant consideration in the decision-making process. Historic resources are included under environmental protection. Thus, any project or action which constitutes a substantial adverse change on a historic resource also has a significant effect on the environment and shall comply with the State CEQA Guidelines.

When the California Register of Historical Resources was established in 1992, the Legislature amended CEQA to clarify which cultural resources are significant, as well as which project impacts are considered to be significantly adverse. A "substantial adverse change" means "demolition, destruction, relocation, or alteration such that the significance of a historical resource would be impaired."

CEQA defines a historic resource as a resource listed in, or determined eligible for listing, in the California Register of Historical Resources. All properties on the California Register are to be considered under CEQA. However, because a property does not appear on the California Register does not mean it is not significant and therefore exempt from CEQA consideration. All resources determined eligible for the California Register are also to be considered under CEQA.

The courts have interpreted CEQA to create three categories of historic resources:

- *Mandatory historical resources* are resources "listed in, or determined to be eligible for listing in, the California Register of Historical Resources."
- *Presumptive historical resources* are resources "included in a local register of historical resources, as defined in subdivision (k) of Section 5020.1, or deemed significant pursuant to criteria set forth in subdivision (g) of Section 5024.1" of the Public Resources Code, unless the preponderance of the evidence demonstrates that the resource is not historically or culturally significant.
- *Discretionary historical resources* are those resources that are not listed but determined to be eligible under the criteria for the California Register of Historical Resources.[4]

To simplify the first three definitions provided in the CEQA statute, an historic resource is a resource that is:

- Listed in the California Register of Historical Resources;
- Determined eligible for the California Register by the State Historical Resources Commission; or

[4] *League for the Protection of Oakland's Architectural and Historic Resources vs. City of Oakland*, 52 Cal. App. 4th 896, 906-7 (1997).

- Included in a local register of historic resources.

Section 15064.5 of the CEQA Guidelines (California Code of Regulations, Title 14, Chapter 3) supplements the statute by providing two additional definitions of historical resources, which may be simplified in the following manner. An historic resource is a resource that is:

- Identified as significant in an historical resource survey meeting the requirements of Public Resources Code 5024.1 (g);
- Determined by a Lead Agency to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California. Generally, this category includes resources that meet the criteria for listing on the California Register (Pub. Res. Code SS5024.1, Title 14 CCR, Section 4852).

The fact that a resource is not listed in, or determined eligible for listing in, the California Register, not included in a local register of historic resources, or not deemed significant pursuant to criteria set forth in subdivision (g) of Section 5024.1, does not preclude a lead agency from determining that the resource may be an "historic resource" for purposes of CEQA.

Properties formally determined eligible for listing in the National Register of Historic Places are automatically listed in the California Register. Properties designated by local municipalities can also be considered historic resources. A review of properties that are potentially affected by a project for historic eligibility is also required under CEQA.

4.2 Historic Designations

A property may be designated as historic by National, State, and local authorities. In order for a building to qualify for listing in the National Register, the California Register, or designation at the local level, it must meet one or more identified criteria of significance. The property must also retain sufficient architectural integrity to continue to evoke the sense of place and time with which it is historically associated.

National Register of Historic Places

The National Register of Historic Places is an authoritative guide to be used by Federal, State, and local governments, private groups and citizens to identify the Nation's cultural resources and to indicate what properties should be considered for protection from destruction or impairment.[5] The National Park Service administers the National Register program. Listing in the National Register assists in preservation of historic properties in several ways including: recognition that a property is of significance to the nation, the state, or the community; consideration in the planning for federal or federally assisted

[5] 36CFR60, Section 60.2.

projects; eligibility for federal tax benefits; and qualification for Federal assistance for historic preservation, when funds are available.

To be eligible for listing and/or listed in the National Register, a resource must possess significance in American history and culture, architecture, or archaeology. Listing in the National Register is primarily honorary and does not in and of itself provide protection of an historic resource. The primary effect of listing in the National Register on private owners of historic buildings is the availability of financial and tax incentives. In addition, for projects that receive Federal funding, a clearance process must be completed in accordance with Section 106 of the National Historic Preservation Act. Furthermore, state and local regulations may apply to properties listed in the National Register.

The criteria for listing in the National Register follow established guidelines for determining the significance of properties. The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects:

A. That are associated with events that have made a significant contribution to the broad patterns of our history; or

B. That are associated with the lives of persons significant in our past; or

C. That embody the distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or

D. That have yielded, or may be likely to yield, information important in prehistory or history.[6]

In addition to meeting any or all of the criteria listed above, properties nominated must also possess integrity of *location, design, setting, materials, workmanship, feeling,* and *association.*

California Register of Historical Resources

The California Register is an authoritative guide in California used by State and local agencies, private groups, and citizens to identify the State's historic resources and to indicate what properties are to be protected, to the extent prudent and feasible, from substantial adverse change.[7]

The criteria for eligibility for listing in the California Register are based upon National Register criteria. These criteria are:

[6] 36CFR60, Section 60.3.
[7] California PRC, Section 5023.1(a).

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.
2. Associated with the lives of persons important to local, California or national history.
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.
4. Has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California or the nation.

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

- California properties formally determined eligible for (Category 2 in the State Inventory of Historical Resources), or listed in (Category 1 in the State Inventory), the National Register of Historic Places.
- State Historical Landmarks No. 770 and all consecutively numbered state historical landmarks following No. 770. For state historical landmarks preceding No. 770, the Office of Historic Preservation (OHP) shall review their eligibility for the California Register in accordance with procedures to be adopted by the State Historical Resources Commission (commission).
- Points of historical interest which have been reviewed by the OHP and recommended for listing by the commission for inclusion in the California Register in accordance with criteria adopted by the commission.[8]

Other resources which may be nominated for listing in the California Register include:

- Individual historic resources.
- Historic resources contributing to the significance of an historic district.
- Historic resources identified as significant in historic resources surveys, if the survey meets the criteria listed in subdivision (g).
- Historic resources and historic districts designated or listed as city or county landmarks or historic properties or districts pursuant to any city or county ordinance, if the criteria for designation or listing under the ordinance have been determined by the office to be consistent with California Register criteria.
- Local landmarks or historic properties designated under any municipal or county ordinance.[9]

[8] California PRC, Section 5023.1(d).
[9] California PRC, Section 5023.1(e).

City of Santa Monica

In 1976, the City of Santa Monica (City) adopted the Landmarks and Historic District Ordinance.[10] The ordinance includes criteria and procedures for designating City of Santa Monica Landmarks, Structures of Merit, and Historic Districts. Landmarks may include structures, natural features, or any type of improvement to a property that is found to have particular architectural or historical significance to the City. Landmarks are considered to have the highest level of individual historical or architectural significance locally. Structures of Merit are historic resources with a more limited degree of individual significance. In 1992, the City became a Certified Local Government (CLG) and has continued its involvement in the state's program under the Office of Historic Preservation.

The Landmarks Commission may approve the landmark designation of a structure, improvement, natural feature or an object if it finds that it meets one or more of the following criteria, outlined in Section 9.56.100(A):

1. It exemplifies, symbolizes, or manifests elements of the cultural, social, economic, political or architectural history of the City.
2. It has aesthetic or artistic interest or value, or other noteworthy interest or value.
3. It is identified with historic personages or with important events in local, state or national history.
4. It embodies distinguishing architectural characteristics valuable to a study of a period, style, method of construction, or the use of indigenous materials or craftsmanship, or is a unique or rare example of an architectural design, detail or historical type valuable to such a study.
5. It is a significant or a representative example of the work or product of a notable builder, designer or architect.
6. It has a unique location, a singular physical characteristic, or is an established and familiar visual feature of a neighborhood, community or the City.

The Landmarks Commission may approve the designation of a Structure of Merit if it has one of the following characteristics, outlined in Section 9.56.080:

1. The structure has been identified in the City's Historic Resources Inventory.
2. The structure is a minimum of 50 years of age and meets one of the following criteria:
    1. The structure is a unique or rare example of an architectural design, detail or historical type.
    2. The structure is representative of a style in the City that is no longer prevalent.

[10] City of Santa Monica, "Landmarks and Historic District Ordinance, Section 9.36.100," March 24, 1974.

3. The structure contributes to a potential Historic District. (Added by Ord. No. 2486CCS §§ 1, 2, adopted June 23, 2015).

A historic district is defined by the City of Santa Monica as: "Any geographic area or noncontiguous grouping of thematically related properties which the City Council has designated as and determined to be appropriate for historical preservation pursuant to the provisions of this [ordinance]." In order to be designated a historic district, an area must meet one of the following criteria, outlined in Section 9.35.100(B):

1. Any of the criteria identified in Section 9.56.100(A)(1) through (6).
2. It is a noncontiguous grouping of thematically related properties or a definable area possessing a concentration of historic, scenic, or thematic sites, which contribute to each other and are unified aesthetically by plan, physical development, or architectural quality.
3. It reflects significant geographic patterns, including those associated with different eras of settlement and growth, particular transportation modes, or distinctive examples of park or community planning.
4. It has a unique location, a singular physical characteristic, or is an established and familiar visual feature of a neighborhood, community, or the City.

4.3 Historic Significance

The definition of *historic significance* used by the California Office of Historic Preservation (OHP) in its administration of the California Register is based upon the definition used by the National Park Service for the National Register:

Historic significance is defined as the importance of a property to the history, architecture, archaeology, engineering, or culture of a community, state, or the nation.[11] *It is achieved in several ways:*

- *Association with important events, activities or patterns*
- *Association with important persons*
- *Distinctive physical characteristics of design, construction, or form*
- *Potential to yield important information*

A property may be significant individually or as part of a grouping of properties.

4.4 Historic Integrity

Historic integrity is the ability of a property to convey its significance. It is defined as the "authenticity of a property's historic identity, evidenced by the survival of physical

[11] *National Register Bulletin 16A: How to Complete the National Register Registration Form*. Washington D.C.: National Park Service, U.S. Department of the Interior, 1997. (3)

characteristics that existed during the property's historic period."[12] The National Park Service defines seven aspects of integrity: *location*, *design*, *setting*, *materials*, *workmanship*, *feeling*, and *association*. These qualities are defined as follows:

- *Location* is the place where the historic property was constructed or the place where the historic event occurred.
- *Design* is the combination of elements that create the form, plan, space, structure, and style of a property.
- *Setting* is the physical environment of a historic property.
- *Materials* are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property.
- *Workmanship* is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.
- *Feeling* is a property's expression of the aesthetic or historic sense of a particular period of time.
- *Association* is the direct link between an important historic event or person and a historic property.[13]

4.5 Period of Significance

The National Park Service defines *period of significance* as "the length of time when a property was associated with important events, activities or persons, or attained the characteristics which qualify it for… listing" in National, State or local registers. A period of significance can be "as brief as a single year… [or] span many years." It is based on "specific events directly related to the significance of the property," for example the date of construction, years of ownership, or length of operation as a particular entity.[14]

4.6 Historic Districts

Standard preservation practice evaluates collections of buildings from similar time periods, places, and historic contexts as *historic districts*. The National Park Service defines a historic district as "a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development."[15] A historic district derives its significance as a single unified entity.

[12] Ibid.
[13] *National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation.* Washington D.C.: National Park Service, U.S. Department of Interior, 1995. (44-45)
[14] *National Register Bulletin 16A: How to Complete the National Register Registration Form.* Washington D.C.: National Park Service, U. S. Department of the Interior, 1997. (42)
[15] *National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation.* Washington D.C.: National Park Service, U. S. Department of the Interior, 1997. (5)

According to the National Park Service, "a district can comprise both features that lack individual distinction and individually distinctive features that serve as focal points. It may even be considered eligible if all of the components lack individual distinction, provided that the grouping achieves significance as a whole within its historic context. In either case, the majority of the components that add to the district's historic character, even if they are individually undistinguished, must possess integrity, as must the district as a whole."[16] Resources that have been found to contribute to the historic identity of a district are referred to as *district contributors*. Properties located within the district boundaries that do not contribute to its significance are identified as *non-contributors*.

As identified by the National Park Service, school campuses, which are often geographically concentrated and purpose-built, are often evaluated as historic districts. Schools in the United States, especially those built in the 20th century, often exhibit definable campuses and unified site plans which reflect individual building's interconnectedness and functionality as a larger grouping. Although historic districts can contain resources built during distinct periods of development, many school campus historic districts reflect a specific era of development and are contained within a common period of significance.

In Los Angeles, many historically significant school campuses have been identified as eligible for listing as historic districts. *The Los Angeles Unified School District (LAUSD) Historic Context Statement* provides a framework for evaluating school plants in Los Angeles. The context statement's themes identify character-defining features for districts. The designation for group, rather than individual, eligibility can also reflect the building programs of specific eras. For example, the context statement's theme "Post-1933 Long Beach Earthquake School Plants," notes that "eligible properties under [the] theme may be a single building … or a grouping (campus) of buildings constructed during the period of significance." The context statement also identifies the theme "Educating the Baby Boom: The Postwar Modern, Functionalist School Plant," as "most often apply[ing] to a campus evaluated as a historic district."[17]

SurveyLA, Los Angeles' citywide survey of historical resources, also identified several school resources as potential historic districts. The SurveyLA field surveys cumulatively covered broad periods of significance, from approximately 1850 to 1980 depending on the location, and included individual resources such as buildings, structures, objects, natural features and cultural landscapes as well as areas and historic districts. SurveyLA typically identified the significance, boundary, and period of significance for school campuses. District boundaries could encompass a portion of the school or its entire campus. Examples of eligible schools identified by SurveyLA geographically and thematically span from the Rafu Chuo Gakuen Japanese Language School in Boyle

[16] Ibid.
[17] Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969,* Prepared for the Los Angeles Unified School District, 2014, 136 and 143.

Heights, eligible for its association with the Japanese American community, to Venice High School, eligible for its post-1933 Long Beach Earthquake construction.[18]

4.7 Future Project Guidance

CEQA Thresholds

According to Appendix G, Environmental Checklist of the State CEQA Guidelines, cultural resource impacts resulting from the implementation of a proposed project would be considered significant if the project would:

- Cause a substantial adverse change in the significance of a historical resource defined in CEQA Guidelines Section 15064.5.

The State CEQA Guidelines indicate that a project would normally have a significant impact on historical resources if it would result in a substantial adverse change in the significance of a historical resource. A substantial adverse change in significance occurs if the project involves "physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired."[19]

The Guidelines go on to state that "[t]he significance of an historic resource is materially impaired when a project… [d]emolishes or materially alters in an adverse manner those physical characteristics of an historical resource that convey its historical significance and that justify its inclusion in, or eligibility for, inclusion in the California Register of Historical Resources… local register of historic resources… or its identification in a historic resources survey."[20]

Secretary of the Interior's Standards

The *Secretary of the Interior's Standards for the Treatment of Historic Properties* (the *"Standards"*) provide guidance for reviewing proposed projects that may affect historic resources. The intent of the *Standards* is to assist the long-term preservation of a property's significance through the preservation, rehabilitation, and maintenance of historic materials and features.

The *Standards* are a useful analytic tool for understanding and describing the potential impacts of substantial changes to historic resources. However, under California environmental law, compliance with the *Standards* does not necessarily determine whether a project would cause a substantial adverse change in the significance of an historic resource. Rather, projects that comply with the *Standards* benefit from a

[18] City of Los Angeles Department of City Planning, Office of Historic Resources, "SurveyLA Findings and Reports, Boyle Heights Community Plan Area." Prepared by Architectural Resources Group. December 2014; City of Los Angeles Department of City Planning, Office of Historic Resources, "SurveyLA Findings and Reports, Venice Community Plan Area." Prepared by Historic Resources Group. March 2015.
[19] CEQA Guidelines, section 15064.5(b).
[20] CEQA Guidelines, section 15064.5(b)(2).

regulatory presumption that they would have a less than significant adverse impact on a historic resource.[21]

Specifically, Section 15064.5(b)(3) of the CEQA Guidelines states:

> *Generally, a project that follows the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings or the Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings (1995), Weeks and Grimmer, shall be considered as mitigated to a level of less than a significant impact on the historical resource.*[22]

The statutory language above references the Secretary of the Interior's standards and guidelines for four distinct historic "treatments," including: (1) preservation; (2) rehabilitation; (3) restoration; and (4) reconstruction. The specific standards and guidelines associated with each of these possible treatments are provided on the National Park Service's website regarding the treatment of historic resources.[23] For analytical purposes, a threshold decision must be made regarding which "treatment" standards should be used to analyze a project's potential effect on historic resources. According to the National Park Service, the "rehabilitation" standards (the Rehabilitation Standards) are most frequently applied for the majority of historic buildings. The Rehabilitation Standards acknowledge the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character.

In the case of schools located within the Santa Monica-Malibu School District that contain historic districts, the Rehabilitation Standards provide a framework for conservative impact analysis for future projects. A discussion of the Rehabilitation Standards as they may apply to future projects within the district is included below.

Secretary of the Interior's *Standards & Guidelines for Rehabilitation*

The Standards are intended as general guidance for work on any historic building. The National Park Service encourages maintaining the integrity of a district through the appropriate design of infill buildings at vacant sites or sites where new buildings replace non-contributing buildings. The Guidelines for Rehabilitation expand the discussion to sites and neighborhoods.

As written in the Guidelines for Rehabilitation, there is a distinction, but not a fundamental difference, between the concerns for additions to historic buildings and new construction, or "infill" adjacent to historic buildings on a property or within a district. As with most matters of design and planning, the differences are defined by the scale, site, setting, and project.

[21] *CEQA Guidelines*, section 15064(b)(3).
[22] *CEQA Guidelines*, section 15064(b)(3).
[23] U. S. Department of the Interior, National Park Service, "Rehabilitation Standards and Guidelines," Technical Preservation Services, https://www.nps.gov/tps/standards/rehabilitation.htm (accessed December 2021).

Following are quotations from the National Park Service guidance.

"…a modern addition should be readily distinguishable from the older work; however, the new work should be harmonious with the old in scale, proportion, materials, and color."

"Plan the new addition in a manner that provides some differentiation in material, color, and detailing so that the new work does not appear to be part of the historic building. The character of the historic resource should be identifiable after the addition is constructed."[24]

Rehabilitation Standards for Historic Districts

Future projects that involve new infill construction and/or demolition of contributing features to a historic district have the potential to impact the historic district. However, for potential impacts to be considered a "substantial adverse change" to a historic district under CEQA, it must be shown that the new construction and/or removal of the contributing buildings associated with a project would result in the physical alteration of the historic district such that its ability to convey its historical significance and eligibility for historic listing would be threatened.

Typically, if new buildings are designed to be compatible and differentiated from the historic district using the Rehabilitation Standards, future projects will not result in a "substantial adverse change." Similarly, if a historic district retains a majority of its contributing features and integrity, and continues to convey its significance, future projects will not result in a "substantial adverse change." Analysis should be conducted on a case-by-case basis to consider all potential impacts that a project may have on a historic district, including the percentage of resources retained and lost, historic spatial and circulation patterns, scale and massing, and visibility from the public right-of-way. As such, the Rehabilitation Standards provide a certain level of flexibility for future projects planned within or adjacent to historic districts.

[24] U. S. Department of the Interior, National Park Service, *Preservation Brief 14: New Exterior Additions to Historic Buildings: Preservation Concerns*, by Anne E. Grimmer and Kay D. Weeks (Washington, DC: August 2010), https://www.nps.gov/tps/how-to-preserve/briefs/14-exterior-additions.htm (accessed December 2021).

5.0 HISTORIC CONTEXT

5.1 History of Santa Monica[25]

Early History

Human occupation of the Los Angeles Basin dates to approximately 12,000 to 13,000 years ago.[26] Native American groups including the Chumash and Tongva occupied the Santa Monica and Malibu region of the basin.[27] These Shoshonean-speaking groups occupied a vast territory and established numerous villages throughout the area along local rivers and near the coast, including in and around Santa Monica Canyon. The Tongva and Chumash were the "wealthiest, most populous, and most powerful ethnic nationality in aboriginal Southern California, their influence spreading as far north as the San Joaquin Valley Yokuts, as far east as the Colorado River, and south into Baja California."[28]

Colonial Period

Juan Rodriguez Cabrillo led the first Spanish expedition into California in 1542. Cabrillo named various features along the coast of Southern California, including San Pedro Bay and the Channel Islands. On October 8th of that year, Cabrillo is believed to have dropped anchor in what is now Santa Monica Bay. He anchored in the bay of Malibu Lagoon later that month, naming it the "Pueblo de las Canoas" (Town of the Canoes), after the many Chumash canoes (*tomols*) in the area.

Despite this early exploration, the area was not further colonized until the arrival of the first land expedition in 1769, led by Gaspar de Portolá. Portolá traveled across Alta California from San Diego to Monterey, establishing a system of missions one day's journey apart throughout the territory. He is said to have arrived in present-day Santa Monica on August 3rd. A few years later, on February 22, 1776, explorer Juan Bautista de Anza made camp "on a fine stream under the oak trees in the vicinity of today's Malibu Creek State Park."[29]

At the time of California's annexation as Mexican territory in 1822, the Santa Monica area was still unoccupied, an "unclaimed mesa covered with wild grass."[30] In 1827, Xavier Alvarado and Antonio Machado were given a provisional grant to "a place called Santa Monica," referring to the land stretching from Santa Monica Canyon north to

[25] This section has been excerpted and adapted from the "City of Santa Monica Historic Resources Inventory Update Historic Context Statement," prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, March 2018, and the "Santa Monica High School Campus Plan Historic Resources Technical Report," prepared for the Santa Monica-Malibu Unified School District by Historic Resources Group, July 2018.
[26] John M. Erlandson, Torben C. Rick, Terry L. Jones, and Judith F. Porcasi, "One If by Land, Two If by Sea: Who Were the First Californians?" in *California Prehistory: Colonization, Culture, and Complexity* ed. Terry J. Jones and Kathryn A. Klar (Plymoth, UK: AltaMira Press 2007), 81; Lynn H. Gamble, "Thirteen Thousand Years on the Coast," in *First Coastal Californians* ed. Lynn H. Gamble (Santa Fe, NM: School for Advanced Research Press, 2015), 1-2.
[27] The Tongva are also referred to as "Kizh" and "Gabrielino."
[28] Bean and Smith, 538.
[29] *Malibu Complete, edited by Chuck Chriss, 2005-2008: http://www.malibucomplete.com/mc_history.php.*
[30] Basten, Fred E. Paradise by the Sea: Santa Monica Bay. General Publishing Group, Inc., 1997. (8)

Topanga Canyon. (The Alvarado-Machado lands later passed into the hands of Ysidro Reyes and Francisco Marquez.) In 1828, Don Francisco Sepulveda received possession of "a place called San Vicente," which stretched from Santa Monica Canyon south to present-day Pico Boulevard, and from the coast inland to what is now Westwood and including all of the land that would become the original townsite of Santa Monica.[31] The area was slowly populated and developed with an adobe by Ysidro Reyes in 1839. The rancho had herds of grazing cattle, horses, and sheep.

The 1840s brought several land disputes in Santa Monica between Sepulveda and the Reyes and Marquez families. The argument was not settled until 1851, the year after California achieved statehood. At that time, the Board of Land Commissioners deeded Sepulveda the 30,000 acres known as "Rancho San Vicente y Santa Monica." The Reyes and Marquez families received approximately 6,600 acres known as the "Boca de Santa Monica."[32]

American Period

The original rancho lands remained intact and were used primarily for grazing purposes into the 1870s. Santa Monica's local history really began in September of 1872, when some 38,409 acres of Sepulveda's rancho was sold for $54,000 to Colonel Robert S. Baker.[33] Baker, a cattleman from Rhode Island, acquired the flat expanse of the mesa to operate a sheep ranch. However, just two years later, Nevada Senator John P. Jones purchased a three-fourths interest in Baker's property for $162,500. Together, the two men subdivided a portion of their joint holdings and platted the town of Santa Monica recorded in the office of the County Recorder at Los Angeles on July 10th, 1875. The townsite fronted the ocean and was bounded by Montana Avenue on the northwest, by Railroad Avenue (now Colorado Avenue) on the southeast, and by 26th Street on the northeast.[34] The streets were numbered, and the avenues were named for the Western states.

Baker and Jones envisioned Santa Monica as a prosperous industrial port, with a dedicated rail line linking the mines of Colorado and Nevada to a long wharf in Santa Monica Bay. Construction of the wharf and the rail line commence in early 1875. Jones and Baker organized the Los Angeles & Independence Railroad (LA&I), a steam-powered rail line that extended sixteen miles along a private right-of-way between the Santa Monica waterfront to 5th and San Pedro streets in downtown Los Angeles. The railroad was completed in a little over ten months, opening on October 17th.[35]

[31] Ibid. (8-10)
[32] Basten, Fred E. Paradise by the Sea: Santa Monica Bay. General Publishing Group, Inc., 1997. (10)
[33] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (11)
[34] McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (11-12)
[35] Water and Power Associates website, http://waterandpower.org/. Accessed August 2021.

The official founding of Santa Monica dates to July 15th, 1875, when the first town lots were sold via auction.[36] The town's immediate growth was rapid; in less than nine months it had 160 homes and over one thousand inhabitants.[37] However, hopes to establish Santa Monica as the region's primary commercial shipping center were short-lived. In the early 1880s, Southern Pacific undermined the LA&I railroad by cutting their passenger and freight rates so drastically that both the local railroad and wharf were forced to operate at a loss from the moment they began operations. Eventually, both enterprises were acquired by Southern Pacific, who later abandoned the port project in favor of a site in San Pedro.[38] Thus, the wharf was demolished, and Santa Monica was forced to reinvent itself as a seaside resort town. As it turned out, this was an easy transition, as new residents and tourists alike were already flocking to the coastal community, lured by its scenic views and temperate climate.[39]

On November 30th, 1886, residents of Santa Monica voted to incorporate as an independent city. By 1887, a rate war between the Southern Pacific and Santa Fe Railroads brought floods of people to Southern California, setting off a real estate boom in the still largely agricultural community. At that time, Santa Monica was home to a host of agricultural enterprises: carnations, lima beans, and produce were grown with great success.

The arrival of the first electric streetcar on April 1, 1896, and the later establishment of the "Balloon Route" from downtown Los Angeles, spurred further investment in Santa Monica real estate. A number of new subdivisions were opened during the first five years of the 20th century, and between 1900 and 1903 the resident population jumped from 3,057 to 7,208. By 1911, five electrical railway lines served Santa Monica with travel times of 30 to 50 minutes from downtown Los Angeles.[40] The completion of major roadways to the area only increased its popularity as the automobile became a factor in Southern California growth.

Santa Monica experienced continued growth and development following World War I. In the 1920s, Santa Monica's population jumped from 15,000 to 37,000, the largest increase in the city's history.[41] Commercial activity increased apace, and buildings were constructed to accommodate Santa Monica's new or expanding businesses and increased tourist activity. Commercial trends that began in the early 20th century continued in the 1920s, with the establishment of numerous prominent commercial

[36] *Souvenir Program, Laying of Cornerstone and Dedication of Grounds, Santa Monica High School.* April 11, 1912.
[37] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (14)
[38] McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (14)
[39] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (20)
[40] "Santa Monica Bay New Scene of Great Activity," *Los Angeles Times*, July 16, 1911, IV11.
[41] Dave Berman, "Founders' Dreams Dashed – City Finds its Own Identity," *Santa Monica Outlook, Centennial Edition, 1875-1975*, 5A.

buildings downtown, including the city's first skyscrapers, along with the continued development of resort- and tourist-related resources. The downtown commercial core continued to expand along with the growing population. However, the Great Depression and World War II slowed commercial development in Santa Monica. Building activity declined, and new commercial construction was rare. Santa Monica's tourist attractions struggled throughout the Great Depression.

Despite economic struggles, the years between the Great Depression and World War II were busy years in Santa Monica. Several arms of Roosevelt's "New Deal" program, including the Public Works Administration (1933; PWA) and Works Progress Administration (1935; WPA), were heavily involved in Santa Monica during this period. After the Long Beach Earthquake of 1933 devastated the City, public aid helped the City rebuild.[42] The PWA/WPA helped to build several structures and buildings throughout in the city, including the Santa Monica Post Office (1938), Colorado Avenue Viaduct (1939), Olympic Boulevard Storm Drain (1940), and the Santa Monica Municipal Airport (1941). The WPA and Federal Art Project (FAP) were also responsible for various public art projects, including a mural in the Santa Monica Public Library (1935) and sculptures installed in Pacific Palisades Park (1934) and Santa Monica High School (1937). The Art Deco-style City Hall (1938), designed by Donald Parkinson with terrazzo mosaics by local artist Stanton Macdonald-Wright, was also constructed using WPA funds.

In the years leading up to the United States entry into the war in December 1941, a series of dramatic shifts began. Thousands of people migrated to Southern California from other parts of the country. The rapid influx of Douglas Aircraft and other defense workers exacerbated Southern California's already intense need for housing. In 1940, the population of Santa Monica was 53,500.[43] During the war, Douglas aircraft had 44,000 people (mostly women) on its payroll at the Santa Monica Cloverfield facility, nearly doubling Santa Monica's population.[44] Unlike other cities, Santa Monica had little open land on which to construct defense worker housing, even if the money and materials had been available. Instead, density increased in an already built-out city. The federal government converted newly-built public housing complexes to "defense housing," and constructed additional "war worker" housing complexes. These investments provided temporary relief, but housing was a problem that persisted for many years after the war's end.[45]

Like so many Southern California communities, Santa Monica's population density increased during the postwar period as returning G.I.s sought to live in Southern

[42] David Kipen, "How the New Deal Continues to Shape L.A. 90 Years On," *KCET,* August 18, 2021, https://www.kcet.org/shows/artbound/how-the-new-deal-continues-to-shape-l-a-90-years-on (accessed October 29, 2021).
[43] California Department of Finance, "Historical Census Populations of Places, Towns and Cities in California, 1850-2000."
[44] Basten, *Santa Monica Bay,* 181.
[45] Les Storrs, *Santa Monica Portrait of a City: Yesterday and Today* (Santa Monica, CA: Santa Monica Bank, 1974), 38.

California. Educational institutions, libraries and civic buildings all expanded to meet the growing demand. However, housing continued to be a problem. So dire was the postwar housing situation in Santa Monica, in 1945 the Santa Monica Housing Authority repaired army barracks across from City Hall between Main Street and Ocean Avenue for use as residential quarters. Only discharged service men and women and their families were considered for housing in the restored barracks.

Southern California's postwar population boom and rise in consumer culture spurred retail and commercial development throughout the region. Santa Monica was no exception. During the post-war years, Santa Monica continued to expand as a residential community, as a resort and hub of "space age technological development,"[46] and in the provision of healthcare and financial services for Los Angeles' westside. Large-scale commercial development in the postwar era was largely concentrated along Wilshire and Santa Monica Boulevards.

Southern California's aerospace industry gained momentum following World War II. Many existing aviation firms, such as Santa Monica's Douglas Aircraft Company, repositioned themselves for a new wave of defense manufacturing: missiles and spacecraft. This theme explores the industrial development associated with Santa Monica's innovation and leadership in the defense industry in Cold War America and beyond. Santa Monica was a hub of technology and innovation during the postwar period. It was home to some of the most important and cutting-edge aerospace, electronics, and computer systems companies in the country. In many ways, these companies are the natural ancestors of the technological firms that dominated the industrial area of Santa Monica at the beginning of the 21st century. Industries from the previous decades such as agriculture, motion pictures and transportation and shipping took a backseat to the aerospace industry.

Transportation also changed in the post-war years. Named the Olympic Freeway while still in the planning stages, the portion of Interstate 10 in Santa Monica between Bundy and the McClure Tunnel opened to traffic January 29, 1965. As a part of the National System of Interstate and Defense Highways (now known as the Eisenhower Interstate System), route planning was done at a Federal level, with less concern for existing neighborhoods and buildings. By 1958, Interstate 10's present configuration had been determined, generally following the old Los Angeles & Independence Railroad right-of-way from the eastern city limit to about 20th Street and running between Olympic and Michigan Avenues to the McClure Tunnel, cutting through established, less affluent residential neighborhoods. Construction began in downtown Los Angeles and progressed westward.[47]

[46] "Two Research Firms Lease Office Space," *Los Angeles Times*, Jan 13, 1963, I6.
[47] The highway finally connected to the Pacific Coast Highway on January 5, 1965. Officially named the Santa Monica Freeway by the State Highway Commission on April 25, 1957, it has also been known as the Christopher Columbus Transcontinental Highway since 1976.

Today, the City of Santa Monica has over 90,000 residents and its largest industries are professional, scientific and technical services.

5.2 History of the Santa Monica-Malibu Unified School District (SMMUSD)[48]

Early Schools, 1875-1902

The first school to serve Santa Monica and Malibu was established within months of the recording of the subdivision of Santa Monica and the first sale of lots in 1875. The school district originally served the entire region from La Ballona Rancho on the southwest and the Malibu rancho to the northwest, but overtime was limited to the geographical boundaries of present-day Santa Monica and Malibu.

The district's first public school was held in the Presbyterian Church located at 3rd Street and Arizona Avenue. The school opened on March 6, 1876, with fifty-two students in attendance, and an administrative staff consisting of one teacher, one principal, and one janitor.[49] So swift was the settlement of Santa Monica in the early days that the student population jumped to 77 one month after the school opened, and there were over 100 students by the time the term ended.[50]

Early Development

The first dedicated school building was constructed on property donated by Senator Jones and Colonel Baker. Opened on September 11, 1876, the 6th Street School was a two-story wood-frame building located on 6th Street between Santa Monica Boulevard and Arizona Avenue. By 1884, the school hired a third teacher, and in 1887, a fourth. High school courses were added to the 6th Street School in 1891 in accordance with a law passed by the state legislature establishing high schools. Additions were made to the school in 1887.

The first school building was a relatively modest a two-story, wood-framed schoolhouse located at 6th Street near Arizona Avenue. The building was opened on September 11th, 1876.

[48] This section has been excerpted and adapted from the "City of Santa Monica Historic Resources Inventory Update Historic Context Statement," prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, March 2018, and the "Santa Monica High School Campus Plan Historic Resources Technical Report," Prepared for the Santa Monica-Malibu Unified School District by Historic Resources Group, July 2018. It has been informed by additional research as referenced.
[49] Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." *History of Education Journal*, Vol. 5, No. 1, Autumn, 1953. (7)
[50] "Century of History in Santa Monica, 1875-1975," *Santa Monica Evening Outlook*, May 17, 1975, 22D.

6th Street School, n.d. Source: Santa Monica Public Library.

In 1890, the South Side School was built in the southern reached of Santa Monica at 4th and Ashland Streets. A continuous growth of population by the turn of the century led to the demolition of the school in 1902 and its replacement with a larger, 8-room building. A fire destroyed the school in 1908, although it was quickly rebuilt as a brick building and named the Washington School (1908, Robert Farquhar). The Santa Monica School District sold the fire damaged building, which was moved to 2001 Fourth Street and repurposed as the Phillips Chapel Christian Methodist Episcopal (CME) Church, the first African American church in the Ocean Park district.[51]

The origins of a high school in Santa Monica date to 1884, when 6th Street School principal W.W. Seaman began teaching high school subjects as a two-year extension of the grammar school. This extension of the elementary school was a common practice throughout California at the time, as trustees were authorized to organize high schools under an act of 1866, and under the State Constitution of 1879.[52] However, the founding of the high school was not official until the enactment of the Union High School Law of 1891, which formally provided for the establishment of high schools in the state. Therefore, although students receiving diplomas in 1887 might be regarded as the first graduates of Santa Monica High School, it was not until 1894 – when the school was accredited with a four-year course of study – that it had its first official graduating class.[53] In 1895, there were approximately 500 students in the school system.

That year, residents approved a $15,000 bond to erect a dedicated high school at 10th Street and Oregon Avenue (now Santa Monica Boulevard). The construction of that school, known as Lincoln High School (1898, H.X. Goetz, contractor) signaled a school

[51] Alison Rose Jefferson, "African American Leisure Space in Santa Monica: The Beach Sometimes Known As the 'Inkwell,' 14900s-1960s," *Southern California Quarterly* 91, no. 2 (Summer 2009): 161-162.
[52] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (17, 36, 54) Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." *History of Education Journal*, Vol. 5, No. 1, Autumn, 1953. (7)
[53] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (54)

building boom that would erect eight schools in eighteen years. Lincoln High School contained five classrooms, an assembly hall, and physical laboratories.[54]

Unification and Expansion, 1903-1933

The early years of the twentieth century ushered in dramatic changes to schools in the area. From approximately 1903 to 1933, schools in Santa Monica increased in number, grew in populations served, and changed in design and orientation.

In 1903, Santa Monica became a city of the fourth class, thereby entitling it to maintain its own schools. Thus, the school district became the Santa Monica City School District.[55] Increasingly, schools were expected to serve community needs in Santa Monica. In 1905, the newly established Woman's Club of Santa Monica championed the building of schools and a bond issue in 1906 provided funding for additional schools. By 1907, the population of Santa Monica had jumped to 7,200 residents.[56] The following year, the city expanded further by annexing the community of Ocean Park to the south.[57]

In the early twentieth century, the Progressive Education Movement came to influence education in Santa Monica. Shunning traditional teaching philosophies, the Progressive Education Movement emphasized hands-on methods of teaching that allowed children to explore and learn to the best of their own individual abilities.[58] This influenced school programming, which increasingly emphasized individualized curriculum. As populations increased and space became scarce at schools, the Progressive Education Movement philosophies also provided a method for economizing space. As recorded by Historian Donald M. Cleland, during the early twentieth century, great strides were made in the Santa Monica school system:

> *The phenomenal growth of enrollment which the Santa Monica schools experienced during the early part of the twentieth century focused the attention of the board of education upon the problem of providing adequate physical facilities. It was during this time that…changes in curriculum were observed at all levels of instruction. At the elementary level, the platoon system of organization was adopted and put into effect in the four new elementary schools designed for this program. The platoon schools, as such, continued in operation until the early 1930s.*[59]

Platoon school systems divided larger student populations into two groups, one of which would study academic subjects in the classrooms in the morning while the

[54] "Santa Monica," *Los Angeles Times*, Jun 11, 1898, 15.
[55] McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (26)
[56] Ibid. (15)
[57] Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (35)
[58] Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969,* Prepared for the Los Angeles Unified School District, 2014, 29-30.
[59] Milton, "A Historical Study of the Santa Monica City Schools," *7.*

second utilized the rest of the school facility for specialized subjects. Then, halfway through the day, the two groups would switch places and study subjects. The system was praised by leaders of the Progressive Education Movement including John Dewey and Evelyn Dewey and was thought to achieve a more humanistic and democratic education while also providing administrative efficiency.[60]

During this period of development, one of the biggest projects was the construction of Jefferson School (1907; demolished) at 1333 6th Street to replace the 6th Street School. A new, three-story high school of wood frame construction (1910) also replaced Lincoln High School at 10th Street and Arizona Avenue. Roosevelt Elementary School (1906) was constructed on 6th Street between Montana and Idaho avenues. John Adams Middle School (1913-1914) was built on Ocean Park Boulevard between 5th and 6th streets.

By 1910, Lincoln High School was overcrowded, and plans were drafted for a new high school.[61] Because Ocean Park residents were clamoring for a new institution closer to their community, thirteen acres on what was known as Prospect Hill were selected for the new high school site. Santa Monica High School (1912, Allison & Allison), almost immediately nicknamed Samohi, cost $200,000 to build and was regarded as one of the finest school buildings around. The large brick building featured a polychromatic tower and an open colonnade of arches. It was heralded by the *Los Angeles Times* as an "Architectural Marvel."[62] "Red tapestry bricks with wide cement joints" were a featured component of the design. Composed of three buildings, the Academic (or main) building, the Science Household and Fine Arts Building facing Fremont Avenue, and the Manual Arts building along Michigan Avenue, the intent was to have all rooms facing the south or east to have "disappearing windows" to maximize ventilation and light. The original design also called for "outdoor school rooms."[63] Landscaping featured lush plantings and tropical palm trees that lent an exotic air to the campus. Subsequent additions to the campus included a gymnasium and a health unit (c. 1913) and a printing plant (1918). On May 20, 1921, an open-air theater (a.k.a., the Memorial Bowl) was dedicated to honor the dead of World War I.

1920s Expansion

During the 1920s, several new schools were constructed and existing schools were expanded. The 1920s also brought a new design vocabulary to many schools, with several schools employing the wildly popular period-revival styles that came to characterize Southern California architecture. Attention to design and detail was

[60] Raymond A. Mohl, "Alice Barrows and the Platoon School, 1920-1940," presented at the Annual Meeting of the American Education Research Association (Washington, D.C.: April 1975).
[61] Louise Gabriel, "History of Santa Monica, Part IV," *Los Angeles Times*, August 8, 1985, K8.
[62] "Stately Buildings in Santa Monica's Magnificent New Polytechnic High School," *Los Angeles Times*, May 21, 1911, V1.
[63] "New Polytechnic High School," *Los Angeles Times*.

conferred on buildings from the 1920s, and campuses as a whole served a more unified role with grand entrances and a greater degree of spatial differentiation.

During this period, Santa Monica was first in spending on high school education among cities in Southern California.[64] A 1927 study found that half of the possible residential areas were already improved and that, in less than ten years, the population of the city would double. Recommendations included building a new junior high school in the southeast part of the city and renovating the existing high school and elementary schools. The study proposed an "Americanization School" with separate facilities from the general school population, perhaps a reflection of the multiethnic and multilingual nature of the population streaming into the area in the 1920s. The study also recommended that new school sites be spread evenly throughout the city, with little overlap.

The newly constructed schools featured two-story brick edifices. They included John Muir Elementary (1923) at 725 Ocean Park Boulevard; the new McKinley Elementary School (1923 Allison & Allison)[65] at 24th Street and Santa Monica Boulevard; Madison Elementary School (1926, Francis David Rutherford) on the site of the old Lincoln High School at 10th Street and Arizona Avenue; Lincoln Junior High School (1923-1924) at 1425 California Avenue; the Garfield School at 1740 7th Street, and Franklin Elementary School (reportedly built with beach sand) at 2400 Montana Avenue. Additions to the Grant School were made in 1924 by local architect Francis David Rutherford.[66] A six-room addition by Allison & Allison was made to John Adams Middle School in 1920.[67]

Associated architects, firms, and design professionals from this period include Allison & Allison and Francis D. Rutherford, among others.

Innovation and Reform, 1933-1945

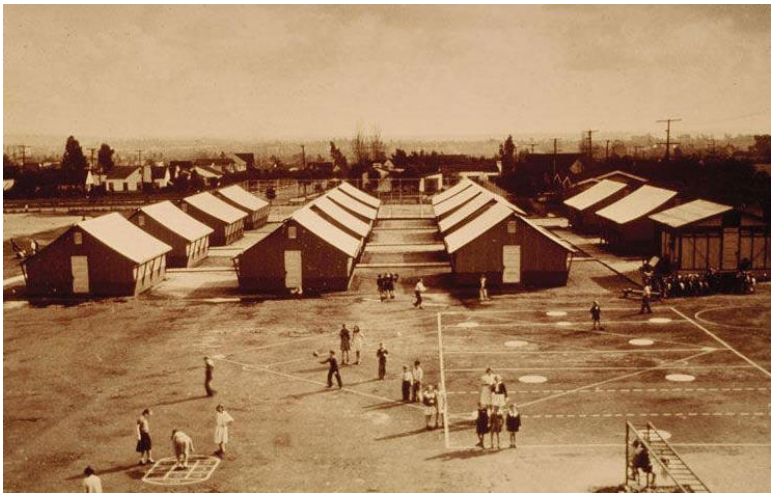
The 1930s and 1940s brought about major changes for schools serving Santa Monica and Malibu. The Long Beach Earthquake of 1933, Works Progress Administration program, and advent of World War II all left indelible marks on the cities of Santa Monica and Malibu and the schools therein.

Long Beach Earthquake of 1933

In 1933, the Long Beach Earthquake struck. Damage was widespread, and much of it focused on the schools in the greater Los Angeles area whose multi-story brick construction was adapted from east coast designs. Suddenly, they appeared ill-fit for Southern California's children. According to the *Santa Monica Evening Outlook*, "No

[64] Osman R. Hull and Willard S. Ford, *School Housing Survey of the Santa Monica City Schools, s*econd Series, No. 4. 1927.
[65] The old McKinley Elementary School was sold to a Methodist church.
[66] "Santa Monica Will Add to Grant School," *Los Angeles Times*, April 22, 1924, 5.
[67] *Southwest Builder and Contractor*, January 2, 1920, 17.

single event has affected Santa Monica schools as much [as the earthquake]."[68] Although a cursory inspection had Santa Monica students returning to classrooms immediately, inspections by architects and engineers suggested otherwise. On March 13, 1934, the state commission inspected the city's schools and called for their immediate closure. A study of the damage to school buildings resulting from the Long Beach Earthquake showed that the main elements of weakness in school buildings were a failure to provide for lateral thrust; a heterogeneity of construction materials; weak roof construction; lack of proper anchorage between floors and walls; and masonry ornamentation.[69]



Tents on the Santa Monica High School campus after the 1933 Long Beach Earthquake. Source: Santa Monica Public Library.

Within thirty days of the Long Beach Earthquake, the California State Legislature passed the Field Act, one of the first pieces of legislation that mandated earthquake-resistant construction in the United States.[70] The Field Act required a statewide overhaul of building codes and practices, particularly for school buildings, and mandated state oversight to ensure proper implementation and enforcement of regulations.[71] Thus, the Long Beach Earthquake ushered in a period of widespread school renovation and reconstruction that would transform many area schools, including those in Santa Monica.

In the fall of 1933, a bond issue of $400,000 for the rehabilitation of schools in the district was defeated. In April of 1934, the entire school population of the district

[68] "A Century of History," *Santa Monica Evening Outlook*, 23D.
[69] Victor L. Martins, "A Study of Public Schools in Southern California Damaged by the Earthquake of March 10, 1933," unpublished master's thesis, University of Southern California, Los Angeles, California, 1933 as cited in: George Edward Des Rochers, "The Construction of Earthquake Resistant School Buildings, Master's thesis, University of Southern California, Los Angeles, CA: 1936.
[70] Alquist, Alfred E. "The Field Act and Public School Construction: A 2007 Perspective." California Seismic Safety Commission, February 2007. (7)
[71] Los Angeles Unified School District Historic Context Statement, 1870 to 1969. Sapphos Environmental, Inc., March 2014. (63)

(approximately 6,000 students) were moved from their regular buildings into "tents" – temporary structures with wood floors with canvas tops and sides that could be rolled up for light and ventilation.[72]

Beginning in 1934, local, state, and federal funds were made available to reconstruct, modernize, and expand area schools, not only to meet new seismic requirements, but also to address the changing school needs.[73] As reported in the *Los Angeles Times* at the time, new and repaired buildings would be designed for "absolute safety with simplicity and beauty of architecture in harmony with the atmosphere and traditions of Southern California."[74] Brick construction was largely replaced in lieu of reinforced concrete and wood buildings, which could better withstand lateral forces.[75]

The Santa Monica schools that were able to be reconstructed were completed under the State Emergency Relief Act (SERA), which furnished the funds for all labor gratis to the district as a work relief provision during the depression. Schools that were able to be rehabilitated often had their second stories removed.[76]

In 1934, the school district hired the architectural firm of Marsh, Smith, and Powell to prepare plans and specifications for new school buildings.[77] As reported in the *Los Angeles Times* at the time, new and repaired buildings would be designed for "absolute safety with simplicity and beauty of architecture in harmony with the atmosphere and traditions of Southern California."[78] Brick construction was largely replaced in lieu of reinforced concrete and wood buildings, which could better withstand lateral forces.[79]

Instead of the imposing, monumental buildings of the early twentieth century, new school design championed the use of one-story buildings with a more differentiated, expansive school plant design. Modern school design was concerned with the infiltration of natural light and increasing air circulation in the classroom. California's moderate climate lent itself to passive heating and cooling designs that employed full-length sliding doors and operable windows at varying heights from different directions to draw in cool breezes and release warmer air.

New buildings would be "free of needless ornamentation," since applied decoration often failed and fell to the ground during earthquakes. Thus, early-20th century schools

[72] Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991, 20; Des Rochers, 110.4e3
[73] C. H. Kromer, "Earthquake Resistant Construction Applied to California Schools," *Engineering News-Record* 115 no. 25, December 19, 1935, 856-860.
[74] "Safety, Simplicity, and Old-California Beauty Combined in Mission-Type Schools of Reconstruction Program," *Los Angeles Times,* January 9, 1934, page 17.
[75] Ralph C. Flewelling, "Schools, Earthquakes, and Progress," *California Arts and Architecture,* September 1935, 20-21 and 29-31.
[76] Des Rochers, 47; 109.
[77] Des Rochers, 111.
[78] "Safety, Simplicity, and Old-California Beauty Combined in Mission-Type Schools of Reconstruction Program," *Los Angeles Times,* January 9, 1934, page 17.
[79] Ralph C. Flewelling, "Schools, Earthquakes, and Progress," *California Arts and Architecture,* September 1935, 20-21 and 29-31.

that were substantially repaired or rebuilt after the earthquake commonly reflect the architectural trends of the 1930s, as decorative period revival designs were replaced with a more simplified, modernist aesthetic.[80] The resulting remodels displayed smooth concrete or stucco exteriors, flat roofs, recessed windows, rounded corners, or other curved elements, as well as shallow relief panels and interior murals.

In August of 1935, funds for the SERA were suddenly discontinued and all construction work at Santa Monica schools ceased. New construction was completed under the auspices of the Public Works Administration (PWA) and Works Progress Administration (WPA).

Works Progress Administration (WPA)/Public Works Administration (PWA)

Much of the reconstruction activity that took place between 1935 and 1940 was accomplished with the assistance of the federal Public Works Administration (PWA) and Works Progress Administration (WPA) and supplemented by local funds. In 1935, the Santa Monica City School District received $1,500,000 in federal funds, along with $290,000 in local school bonds, to repair or rebuild ten elementary, junior high and high school campuses.[81] By far, the largest project was the complete rehabilitation and modernization of Santa Monica High School. By 1936, it was clear that existing funds would not be sufficient to complete the project at the high school, so an additional $250,000 in bond money was approved by voters for this purpose. When the high school campus was finally complete, the WPA and Board of Education had spent more than $1,225,000.

The net result was a $3 million project wherein four schools, Adams, Roosevelt, Washington, and Grant, were all demolished and rebuilt. The second stories of Muir and Franklin Schools were removed. The brick facing at Santa Monica High School was removed, and the building was re-clad in stucco. The newly constructed schools eschewed period revival designs for more contemporary, pared-back, Streamline Moderne-style buildings with steel reinforcement. John Adams Junior High School (1935, Marsh, Smith & Powell) was located at 2355-2417 16th Street. Grant School at 2368 Pearl Street (1936, Parkinson and Estep) was constructed in the Streamline Moderne style and featured rows of steel sash hopper windows. Washington School was located at 2850 4th Street. Roosevelt School (1935, Marsh, Smith & Powell) at Lincoln and Montana was the most restrained in design, evoking the PWA Moderne style. The design for Franklin Elementary (c. 1934, H.L. Gogerty) was two stories in height and horizontal in orientation, with steel sash hopper windows.

In 1937, with funding from the WPA, an auditorium (Marsh, Smith & Powell; City of Santa Monica Landmark #47) was constructed for Samohi students and as a municipal

[80] Los Angeles Unified School District Historic Context Statement, 1870 to 1969. Sapphos Environmental, Inc., March 2014. (63)
[81] Des Rochers, 112.

hall for the community. The hall's elegant Streamline Moderne style design represents some of the best architecture of the WPA program. Its curved lines, horizontal massing, and decorative bands were emblematic of the style. Renamed Barnum Hall in 1944, the auditorium foyer houses tile murals of "The Vikings" by Stanton Macdonald-Wright, designed as part of a Federal Art Project for the WPA. Additionally, Wright designed the stage fire curtain mural, "Entrance of the Gods into Valhalla." Santa Monica funded two separate bond issues to complete the theater, but budgetary problems plagued the project.

In 1937, the Santa Monica Technical School opened on the old Grant School site. In a move toward a more specialized, vocational education that would help ease the problems created by the Depression, the school initially offered courses in cosmetology, carpentry and industrial sheet metal. SaMo Tech, as the school became known, expanded during the war when the defense industry needed additional manpower; new classes were offered in aircraft manufacturing, shipbuilding, and other industrial fields. At the peak of the war effort, classes were offered in three shifts, 24-hours a day, seven days per week. Between 1940 and 1945, over 40,000 students passed through SaMo Tech.[82]

World War II

Beginning in the early 1940s with the advent of World War II, Santa Monica experienced a massive surge in population as military personnel and workers at Douglas Aircraft worked around the clock manufacturing military aircraft.[83] This infusion of new residents led not only to a housing crisis and subsequent building boom, but also to steep increases in enrollment in the city's schools. With a shortage of building supplies and resources, schools were forced to operate on double shifts to accommodate all of Santa Monica's children. After the war, returning GIs married and started families, thus increasing the pressure on Santa Monica's already overcrowded public school system. In addition to starting families, many returning GIs took advantage of the GI bill to help pay for their college educations.

Associated architects, firms, and design professionals from this period include Marsh, Smith & Powell; Allison & Allison; and Francis D. Rutherford, among others.

Postwar Modernism, 1946-1970

Like elsewhere in Southern California, a growing population in Santa Monica put pressure on the limited resources in the city. New school buildings and the expansion of existing campuses was the result of these pressures.

[82] "A Century of History," *Santa Monica Evening Outlook*, 23D.
[83] Santa Monica Conservancy website, http://www.smconservancy.org/. Accessed December 2016.

Modernism and Functional School Plants

By the postwar years, the child-centered school plant first championed in the 1930s was adopted as standard design. Architecture reflected new humanist teaching theories, and schools were standardized to function for children's needs. As a result, schools became increasingly modern, eschewing the period revival and historical design vocabularies of earlier decades. Postwar schools in Southern California were designed to "feel decentralized, nonhierarchical, approachable, informal, and child-centered."[84] Specifically, many schools were designed to have one-story massing, ample lighting and ventilation, and an indoor-outdoor spatial feeling. These design elements, which were ubiquitous in the post-war era, were developed in the 1930s with the creation of the "Santa Monica Plan." Typical construction materials in post-war development included plywood, glass, and steel.

In addition to style and material, schools from this period also underwent a revolution in site plan, design, and layout. One new design principal in the postwar years was the finger-plan school. The finger-plan design featured a central corridor from which wings projected; this maximized the amount of fresh air and light for each wing. Over time, the simple finger-plan school adopted several variations including double-loaded hallways and zigzag building plans. In the 1950s, contrastingly, school plants increasingly adopted the cluster-plan style. The cluster-plan emphasized low massing and indoor-outdoor accessibility but grouped wings as modular units surrounding a common courtyard. This helped compact the campus and provided cost savings in construction.[85]

In Santa Monica during the postwar period, large increases in enrollment presented major problems. As a result, the school district developed new plans for the operation, maintenance, and modernization of the schools, including the expansion of Santa Monica High School. Voters approved two large bond measures, in 1946 and 1950, to fund a large-scale building program that would address not only the immediate issue of overcrowding but the long-term needs of the rapidly growing city.[86]

In order to improve efficiencies in the management of the schools, on July 1st, 1953, the City School District (elementary schools) and the High School District were consolidated into the Santa Monica Unified School District.[87] The area served by the new district included 8.3 square miles within the city limits, as well as 65 square miles in the then-unincorporated community of Malibu.

During this period, the segregation and racial makeup of schools was a subject of study at the Santa Monica school district. In 1969, the State Department of Education recognized that nine out of seventeen schools in the Santa Monica Unified School

[84] Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*, 78.
[85] Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*, 80-84.
[86] Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." History of Education Journal, Vol. 5, No. 1, Autumn, 1953. (8)
[87] The district was later renamed the Santa Monica-Malibu Unified School District (SMMUSD).

District were racially imbalanced.[88] These schools were Cabrillo, Edison, Franklin, Muir, Point Dume, Roosevelt, Webster, Will Rogers, and Malibu Park Junior High School. Madison and John Adams schools were also added to the list shortly thereafter. Rather than redrawing boundary lines or busing students to achieve racial balance, the Board of Education first decided to concentrate on helping disadvantaged students. The schools with the highest number of economically and educationally disadvantaged students -- Edison, Washington, and Muir -- received additional help from the district.[89]

Additionally, the School District's Racial and Advisory Committee organized a 126-member committee to find "community solutions" for the imbalance of five Santa Monica's Elementary Schools, including Edison, Franklin, Muir, Will Rogers, and Roosevelt. The *Report of the Citizen's Advisory Committee on Ethnic and Racial Balance,* published in 1972, identified five areas for improvement: transportation, increase the number of minority group faculty and staff, increase community involvement, in-service training for current teachers, and integration of students from various racial and ethnic backgrounds in schools.[90] The school district eventually enacted some busing and hired more teachers of varied racial and ethnic backgrounds.[91]

From to late 1940s to the 1960s, new schools were typically designed in the Mid-Century Modern or International style of architecture and landscape designs were Modern. The new schools in the school system included Will Rogers School (1948) at 2401 14th Street, a late example of the pared-back Streamline Moderne style, and Edison Elementary (1950) at 24th Street and Kansas Avenue. Many existing schools embarked on additions, including John Adams School (1969, James Mount).

Associated architects, firms, and design professionals from this period include Pierre Claeyssens, Frederic Barienbrock & Andrew F. Murray; Garret Eckbo; Henry L. Gogerty; John C. Lindsay, and J. Harold Melstrom & Joe M. Estep, among others.

[88] The state guidelines state that if the percentage of students of one or more minority group in a school differs by over 15% from that of all the schools in a district, then the school is racially and ethnically imbalanced; "State Tells S.M. to Correct School Racial Imbalance," *The Los Angeles Times*, December 21, 1969.
[89] "S.M. Schools Will Concentrate on Aid for Disadvantaged," *The Los Angeles Times*, November 16, 1969.
[90] Santa Monica Unified School District, *Report of the Citizen's Advisory Committee on Ethnic and Racial Balance*, (Santa Monica: 1972), 2.
[91] Ken Fanucchi, "Voluntary Busing Plan Attracting Few Pupils," *The Los Angeles Times*, September 2, 1973.

5.3 McKinley Elementary School

Development Narrative

The first McKinley Elementary School opened in 1905 on Arizona Avenue between Nineteenth and Twentieth Street in the east end of Santa Monica.[92] The residential tracts in the vicinity of the school began to be established in the early 1900s.[93] Although home construction was sporadic until the late 1910s, families had begun to establish themselves on the east side of town near jobs at brickworks and packing plants in the area.[94] In the 1910s electric rail service was offered between Los Angeles and Santa Monica and several roads were paved, attracting businesses and people.[95] Indeed, the new McKinley Elementary School and grounds could not absorb the population growth that continued through the 1910s. A kindergarten bungalow was added in 1915, and according to Historian Donald Cleland: "Rooms had to be rented in a nearby church, and even the addition of two rooms in the basement of the school could not avert the necessity of instituting double sessions."[96]

By 1922, a new McKinley Elementary School was being planned on a much larger property three blocks north of the old school, which would eventually be sold to the Methodist Church.[97] For the new McKinley Elementary School, the district acquired 7 ½ acres of the Orchard Tract.[98] Block 3 was an unimproved piece of land that is said to have been used for cultivating beans.[99]

Overcrowding in the period was a problem at other Santa Monica schools too and the second McKinley Elementary School was planned as part of another comprehensive building program announced in 1922 by the school district. Between 1910 and 1920, Santa Monica's population doubled in size, from 7,847 to 15,252 residents.[100] By the 1920s, Santa Monica had evolved from a seasonal resort town to an economically and culturally diverse city. When the new McKinley Elementary School was erected in 1923, Santa Monica was experiencing its share of the Southern California boom.

[92] Sanborn Fire Insurance map, Santa Monica, CA, sheet 2, April 1909, accessed from Library of Congress online collection.
[93] Historic Resources Group and Architectural Resources Group, *City of Santa Monica Historic Resources Inventory Update Historic Context Statement*, March 2018, 48.
[94] Sanborn, sheet 2, 1909; and Donald M. Cleland, *A History of the Santa Monica City Schools*, February, 1952, 70. The 1909 Sanborn map shows barley grain processing one block south of the school and local historian Cleland said that brick manufacturing and bean warehouses were also near the new school.
[95] Historic Resources Group et al, *Inventory Update*, 37.
[96] Cleland, *History*, 70.
[97] Ibid., 70-71.
[98] Tract map and assessment records, Book 60, Pages 15-16, Orchard Tract, block 3. Santa Monica History Museum, accessed on August 19, 2021. The lots acquired by the district were lot 10 at 5 acres and half of lot 11 at 2 ½ acres.
[99] Cleland, History, 70; and Sanborn Fire Insurance map, Santa Monica, CA, sheet OC, 1918, accessed from Los Angeles Public Library's online collection.
[100] "Bulletin: Population: California, Fourteenth Census of the United States: 1920," United States Census Bureau, Decennial Census, https://www.census.gov/programs-surveys/decennial-census/library/publications.html.

Construction History

The campus of the second McKinley Elementary School was designed by the Los Angeles master architecture firm of Allison & Allison, whose principals were brothers David Clark Allison and James Edward Allison. The builder was J. F. Kobler of Los Angeles.[101] The design was recounted in *Southwest Builder and Contractor* in 1923:

> Architects Allison & Allison, 1405 Hibernian Bldg., are completing plans for two new grad school bldgs. at Santa Monica, one for Central Ave. school site and the other for McKinley school site. They will contain 13 rooms each; brick construction, plaster exterior with brick trim, clay tile roofs, pine trim, pine and maple floors, reinforced concrete stairways and corridor floors; $125,000 each.[102]

Well-known for their use of Revival style architecture, Allison & Allison designed the school in the Italian Renaissance Revival style of architecture. The original plan for McKinley sited the nucleus of buildings at the southern end of the property with a deep landscaped set-back from the road. The two primary buildings were constructed as two-story classroom units in brick and concrete. An exterior courtyard was formed between the two buildings by the sheltered arcades that connected them.

In 1929-1930, the campus was improved with two additions (Nos. 2 and 3), which were constructed of brick and held four classrooms. Designed by Allison & Allison with contracting by C. L. Freeman, these additions were likely the wings that project from Building C. Total cost of the additions was just over $32,000.[103]

Like Lincoln Middle School, Allison and Allison designed the McKinley Elementary School in an Italian Renaissance Revival style. The style was expressed in the McKinley Elementary School by its rectangular shape, horizontal massing, symmetrical layout, consistent pattern of fenestration; central projecting volume adorned with classical accents; gabled roof; red clay tile roofing; and smooth stucco wall sheathing.

Following damage incurred during the Long Beach Earthquake in 1933, the prominent Los Angeles architecture firm of Parkinson & Parkinson was hired to plan the stabilization and restoration of the school's buildings. The changes made to the McKinley Elementary School by the Parkinsons were sympathetic to the original style. In the late 1930s, the school was the beneficiary of a federal WPA project, a depression relief program of the federal New Deal. Supported by the WPA, artist Stephan de

[101] "Application for Erection of "Class B & C" Buildings," Superintendent of Buildings, City of Santa Monica, July 19, 1922. The building permit includes builder Kobler's name as well as architects, Allison & Allison. Also, for Kobler, "Uniform Building Code for County Urged: Elimination of Ornament Held Vital for Safety," *Los Angeles Daily News*, March 15, 1933.
[102] "Santa Monica Schools," *Southwest Builder and Contractor,* 59, 1922.
[103] "McKinley Additions," *Annual Report of the Santa Monica City Schools for the School Year 1929-1930,* Santa Monica, CA: 1930: 65.

Vriendt sculpted a life-size statue of two seated children reading a book.[104] Entitled "Store Book Land," it was installed in McKinley's courtyard in 1937.

In 1951, the Santa Monica architect Joe M. Estep designed a cafeteria building on the west side of the property.[105] Estep's design also included an arcade that connected the cafeteria to the main school building. Unlike buildings C and B which had gabled roofs, Estep designed building A with a flat roof. An addition was added to the west wing of Building C circa 1958.

In 1960, the *Los Angeles Times* recorded that the school district was considering constructing a new childcare building at McKinley Elementary School, as the existing structures (likely portable buildings) were "substandard."[106] Although discussed at this early date, the building (Building D) was not constructed until circa 1973.[107]

Sometime between 1973 and 1976, Buildings B and C underwent a significant remodeling. According to the *Los Angeles Times* in 1972, the school was to be "completely rehabilitated at a cost of $600,000."[108] Under the direction of architectural firm Powell, Morgridge, Richards & Coghlan, the school's main entrance that had historically faced Santa Monica Boulevard was altered by removing the doors and replacing them with a window; the original windows were replaced and new ones were installed throughout the school; and staircases were added on the rear exterior of building C's side wings.

Several portable buildings were added to the western region of the school campus in the 1990s to serve as additional classrooms. In 1999, Sverdrup altered Buildings B and C at the campus for accessibility and replacement of most windows.

[104] Leslie Heumann & Associates, "McKinley School, 2401 Santa Monica Boulevard, Santa Monica, CA," DPR 523, 1993.
[105] A City of Santa Monica building permit was issued for a cafeteria for the McKinley Elementary School in 1944 but it wasn't built at that time. The cafeteria is not evident in an aerial photograph from 1947, or a 1950 Sanborn map, however, it is evident in a 1952 aerial photograph. Joe Estep's extant plans are dated 1951. "2401 Santa Monica Boulevard, School Cafeteria," Application for Building Permit, Building Department, City of Santa Monica, September 18, 1944; "McKinley School, 2401 Santa Monica Boulevard, Santa Monica, 1947 and 1952" NETRonline, historicaerials.com; Sanborn Fire Insurance map, Santa Monica, CA, sheet 2, 1919-1950, Library of Congress online collection; and "1951 Cafeteria for McKinley Elementary School, Santa Monica City School District, Santa Monica, California," Joe M. Estep Architect, plans dated May 31, 1951, collection of SMMUSD.
[106] "Santa Monica School Board Will Study $1 Million Expansion Plant," *Los Angeles Times,* February 21, 2021.
[107] HRG was unable to identify architects associated with this project. However, it was possibly built by Powell, Morgridge, Richards & Coghlan as it was built while they were active at the school. The building is drawn as "existing" in their 1973 remodeling plans for the school.
[108] "School to Get Facelift," *Los Angeles Times,* April 13, 1972.

Selected Chronology

Pre-History

The area that would become Santa Monica is inhabited by the Tongva people.

Colonial Period

1542 Portuguese navigator Juan Rodriguez Cabrillo drops anchor in Santa Monica Bay on October 9th.

1769 Gaspar de Portolá arrives in Santa Monica on August 3rd.

1822 California becomes Mexican territory.

1827 Xavier Alvarado and Antonio Machado receive a grant to "a place called Santa Monica," from Santa Monica Canyon north to Topanga Canyon.

1828 Don Francisco Sepulveda acquires "a place called San Vicente," from Santa Monica Canyon south to Pico Boulevard, including the land that would become the original Santa Monica townsite.

1848 California is ceded to the United States by the Treaty of Guadalupe Hidalgo.

1850 California is admitted to the Union as its 31st state.

1851 Sepulveda is deeded the 30,000 acres known as "Rancho San Vicente y Santa Monica."

Early Development & Establishment of the Schools

1872 Colonel Robert S. Baker purchases some 38,409 acres of Sepulveda's rancho.

1874 Nevada Senator John P. Jones acquires a three-fourths interest in Baker's property.

1875 Baker and Jones plat the town of "Santa Monica," extending from Montana Avenue to Railroad Avenue (now Colorado Avenue), and from the coast inland to 26th Street. The first lots go up for sale on July 15th.

The Santa Monica School District is established.

1876 Santa Monica's first public school opens on March 6th in a Presbyterian church.

1876	On September 11th, Santa Monica opens its first dedicated school building.
1884	A two-year extension to the 6th Street School marks the unofficial founding of a high school in Santa Monica.
1886	Santa Monica incorporates as an independent city on November 30th.
1891	The enactment of the Union High School Law formally provides for the establishment of high schools in California.
1898	Lincoln High School at 10th Street and Oregon Avenue (now Santa Monica Boulevard) is dedicated as Santa Monica's first official high school.
1903	The Santa Monica School District becomes the Santa Monica City School District.
1908	Ocean Park is annexed to the City of Santa Monica.

Development of McKinley Elementary School

1906	The first McKinley Elementary School opens on Arizona Street between 19th and 20th streets. It is sold to the Methodist Church in 1928.
1922	A comprehensive building program is announced by the Santa Monica school district planning the construction of schools in new neighborhoods in the north and east ends of the city to address overcrowding. Douglas Aircraft Company opens at Wilshire Boulevard and Chelsea Avenue, one block north of the future site of the second McKinley Elementary School. By 1922, the district acquires Blk 3, lot 10 and a portion of lot 11 of the Orchard Tract on Santa Monica Boulevard and Chelsea Avenue.
1923	McKinley Elementary School opens at 2401 Santa Monica Boulevard. It was designed by the Los Angeles firm of Allison & Allison, and the builder was J. F. Kobler.
1930s	Several residential blocks immediately south, southeast, and southwest of the school were "redlined," identified by federal government agencies as blighted
1933	The McKinley Elementary School buildings sustain damage during the Long Beach Earthquake

The Field Act is passed, legislation that mandates earthquake-resistant construction for schools in California.

1935 The Santa Monica school district secures approximately $3 million to repair or rebuild ten elementary, junior high and high school campuses throughout the city.

1936 McKinley reopens following the rehabilitation of the original campus buildings, B and C, planned by the Los Angeles architecture firm of Parkinson & Parkinson.

1937 Dedication of "Story Book Land," a statue installed in the courtyard, created by Stephan de Vriendt and funded by the Works Progress Administration.

1944 City of Santa Monica building permit issued on September 18 for a one-story building, 13′ high with tile roof.

1951 Building A opens as a new cafeteria building on the west side of campus. It is designed by Santa Monica architect, Joe M. Estep.

1973 Building D is constructed for a childcare center, and several alterations are made to Building C with plans by the Los Angeles firm of Powell, Morgridge, Richards & Coghlan. The main entrance to the school that had historically faced Santa Monica Boulevard on Building C is moved and the doors replaced with a window. Windows are replaced with new throughout the school. Stairs were added to the rear elevation (north) of Building C.

1999 Sverdrup plans alterations to Buildings B and C, including accessibility for Americans with Disability Act (ADA)-compliance and replacement of windows.

Historic Images

Original McKinley Elementary School Campus (demolished), c. 1910s.

Source: Santa Monica Conservancy.

Children at Original McKinley Elementary School (demolished), c. 1910s.

Source: Santa Monica Public Library.

McKinley Elementary School Campus Rendering, 1922.

Source: *Los Angeles Times*, December 24, 1922.

McKinley Elementary School Campus, c. 1920s.

Source: Santa Monica Conservancy.

McKinley Elementary School Campus, c. 1920s.

Source: Santa Monica Public Library.

McKinley Elementary School Campus, c. 1920s.

Source: Santa Monica Public Library.

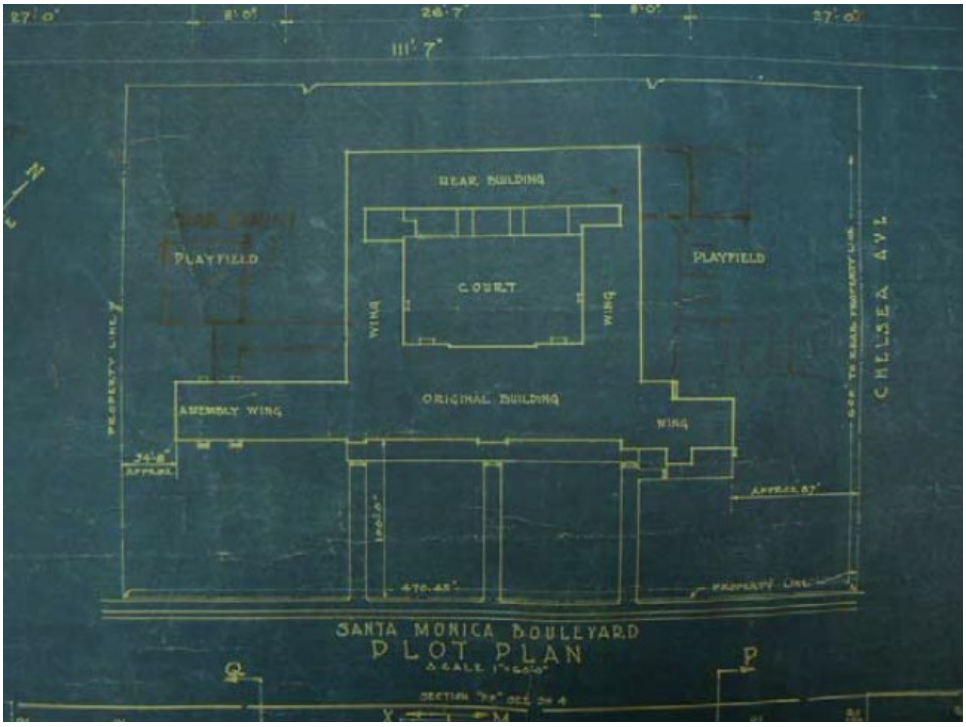
Tents at McKinley Elementary School Campus after Long Beach Earthquake, c. 1933.

Source: Santa Monica Conservancy.

McKinley Elementary School Campus, 1953

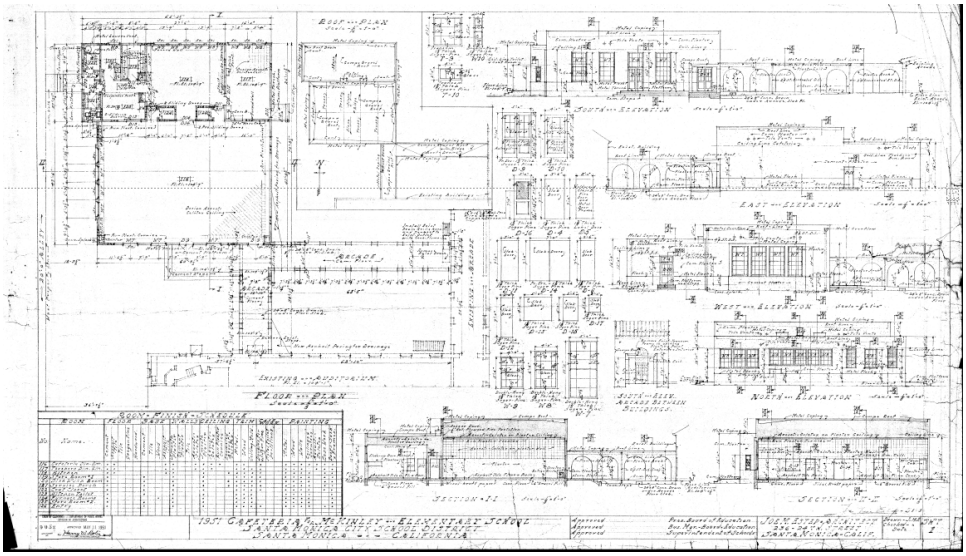
Source: Santa Monica Conservancy.

Alterations, Plot Plan by Parkinson & Parkinson, 1935.



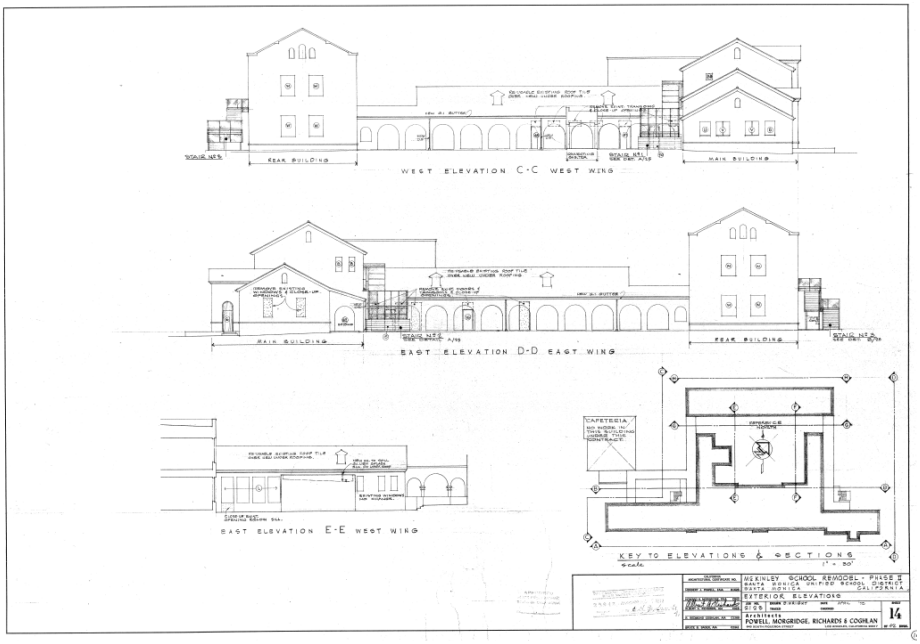
Source: PCR.

Cafeteria Addition (Building A), Building Plans by Joe M. Estep, 1951.



Source: Santa Monica-Malibu Unified School District.

Remodel to Building C, Building Plans by Powell, Morgridge, Richards & Coghlan, 1973.



Source: Santa Monica-Malibu Unified School District.

Remodel to Building C, Building Plans by Sverdrup, 1999.

Source: Santa Monica-Malibu Unified School District.

McKinley Elementary School Historic Resources Inventory Report

HISTORIC RESOURCES GROUP

5.4 Architectural Styles[109]

Italian Renaissance Revival Style[110]

The Italian Renaissance Revival style was based upon the classically inspired architecture developed in Italy during the artistic, architectural, and literary movement of the 14th through 16th centuries that was spurred by the rebirth of interest in the ideals and achievements of imperial Rome. Italian Renaissance architecture was familiar to late 19th-century American architects who were trained at the École des Beaux Arts, and the style was first interpreted for monumental, elaborately decorated public buildings such as the Boston Public Library (McKim, Mead, and White, 1887) and lavish mansions such as the Breakers (Richard Morris Hunt, 1893), the Vanderbilt "summer cottage" in Newport, Rhode Island. By the early 20th century, a more restrained, more literal interpretation of the style developed as a larger number of American architects, as well as their clients, visited Italy and thus gained first-hand knowledge of original examples of Italian Renaissance architecture. This knowledge was further disseminated through extensive photographic documentation.

Italian Renaissance Revival buildings of the 1920s and 1930s are usually fairly close copies of the villas and *palazzi* of 15th and 16th century Italy, particularly those of Tuscany, with proportions and details frequently adapted directly from the originals. They are characterized by formal, usually symmetrical façades with recessed entrances, open loggias, and restrained use of classical details including quoins, roofline balustrades, pedimented windows, molded cornices and stringcourses, and rusticated stonework. The style was frequently used for imposing civic buildings, institutional buildings, and banks; and for some of the grandest of private residences. Many of these larger single-family residences in the Italian Renaissance Revival style are surrounded by formal, axial gardens with gravel paths, geometric beds, clipped hedges, monumental stairs and terraces, fountains, cascades, pools, and integrated sculpture.

Character-defining features include:

- Symmetrical façade
- Rectangular plan and formal composition
- Low-pitched hipped roof with clay barrel or Roman tile; sometimes flat roof with balustrade or parapet
- Boxed eaves with decorative brackets or cornice
- Exterior walls veneered in smooth plaster or masonry
- Arched window and door openings, especially at the first floor

[109] The architectural styles presented here are excerpted and adapted from the "City of Santa Monica Historic Resources Inventory Update Historic Context Statement," prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, March 2018.
[110] Past reports have categorized McKinley Elementary School's architecture as both Italian Renaissance Revival and Spanish Colonial Revival. Although the building has a gable roof (versus the hipped or flat roofs typically associated with the Italian Renaissance Revival style), its ornamentation and character-defining features more closely resemble those of the Italian Renaissance Revival style rather than the Spanish Colonial Revival style.

- Divided-light wood sash casement windows (upper story windows usually smaller and less elaborately detailed than lower)
- Pedimented windows
- Primary entrance framed with classical columns or pilasters
- Decorative cast stone classical details including quoins, entablatures, stringcourses, pediments, architraves, cornices

Mid-Century Modern Style

Mid-century Modern is a term used to describe the post-World War II iteration of the International Style in both residential and commercial design. The International Style was characterized by geometric forms, smooth wall surfaces, and an absence of exterior decoration. Mid-century Modern represents the adaptation of these elements to the local climate and topography, as well as to the postwar need for efficiently-built, moderately-priced homes. In Southern California, this often meant the use of wood post-and-beam construction. Mid-century Modernism is often characterized by a clear expression of structure and materials, large expanses of glass, and open interior plans.

The roots of the style can be traced to early Modernists like Richard Neutra and Rudolph Schindler, whose local work inspired "second generation" Modern architects like Gregory Ain, Craig Ellwood, Harwell Hamilton Harris, Pierre Koenig, Raphael Soriano, and many more. These post-war architects developed an indigenous Modernism that was born from the International Style but matured into a fundamentally regional style, fostered in part by Art and Architecture magazine's pivotal Case Study Program (1945-1966). The style gained popularity because its use of standardized, prefabricated materials permitted quick and economical construction. It became the predominant architectural style in the postwar years and is represented in almost every property type, from single-family residences to commercial buildings to gas stations.

Character-defining features include:

- One or two-story configuration
- Horizontal massing (for small-scale buildings)
- Simple geometric forms
- Expressed post-and-beam construction, in wood or steel
- Flat roof or low-pitched gable roof with wide overhanging eaves and cantilevered canopies
- Unadorned wall surfaces
- Wood, plaster, brick or stone used as exterior wall panels or accent materials
- Flush-mounted metal frame fixed windows and sliding doors, and clerestory windows
- Exterior staircases, decks, patios and balconies
- Little or no exterior decorative detailing
- Expressionistic/Organic subtype:
    - sculptural forms and geometric shapes, including, butterfly roof, A-frame roof, folded plate roof, or barrel vault roof

Allison & Allison

Brothers James E. Allison (1870-1955) and David C. Allison (1881-1962) were prominent architects in Southern California in the 1920s. Born in Hookstown, Pennsylvania in 1870, James E. Allison studied at Oakdale Academy before working as a draftsman in Chicago at Adler & Sullivan. He opened his first architectural practice in Pittsburgh, Pennsylvania in 1892. Born in 1881, David C. Allison studied architecture at the University in Pennsylvania before studying at the École des Beaux-Arts in Paris. In 1905, the brothers formed their partnership and leased an office space in the Westinghouse Building in Pittsburgh. The brothers moved to Los Angeles and reestablished their firm in 1910.[111]

The firm quickly established itself as preeminent school architects in California. Allison & Allison were known for designing historical revival-style school campuses inspired by the architecture of Southern countries such as Spain, Mexico, and Italy from the 1910s to early 1930s. After the Long Beach Earthquake of 1933, the firm was also active in retrofitting many schools (including some they had originally designed) and expanding others, often adopting new Modern styles in the process. The firm was active for over three decades and responsible for over two hundred collegiate and public-school buildings in Southern California, including many award-winning designs.[112]

Notable works completed by Allison & Allison include the campus plan for University of California, Los Angeles (UCLA) and numerous buildings on its campus, including the Physics Building (1928-1929); Kerkhoff Hall (1931); and two Administration buildings (1926; 1937).[113] The brothers' other school commissions included the Monrovia Polytechnic High School (1912); Glendora Grammar School (1914); California State Normal School in Los Angeles (1918) and Fresno (1928); Fullerton High School (1920); Van Nuys High School (1922); Malaga Cove Elementary School (1926); and Chaffey High School (1931-1939), among others. They also designed the First Congregational Church of Los Angeles, Wilshire United Methodist Church, and the Cal Edison Building.[114]

Allison & Allison's school commissions in Santa Monica include Santa Monica High School (1912), McKinley Elementary School (1922-1923), Lincoln Middle School (1922-1924), Central Avenue School (1923), and Olympic High School (1923-1925; formerly John Muir High School). Following the Long Beach Earthquake, the firm was also involved in rehabilitating some of the schools in Santa Monica.[115]

[111] "Allison & Allison," http://pcad.lib.washington.edu/person/355/
[112] Sally Simms Stokes, "In a Climate like Ours: The California Campuses of Allison & Allison," *California History* 84 no. 4, (Fall 2007), 26-65.
[113] "Allison & Allison," http://pcad.lib.washington.edu/firm/138/
[114] "Allison & Allison," https://www.laconservancy.org/architects/allison-allison
[115] Sally Simms Stokes, 61.

Parkinson & Parkinson

John Parkinson (1861-1935) and his son Donald B. Parkinson (1895-1945) were one of Los Angeles' most well-known architectural firms. The firm was active from 1920 to 1945. John Parkinson was born in Scorton, Lancashire, England. At the age of sixteen, he began an apprenticeship for contractor/builder John J. Bradshaw while attending night school at Bolton's Mechanics Institute. He completed his apprenticeship and immigrated to Napa, California at the age of twenty-one. In January of 1889, Parkinson moved to Seattle and opened his first architectural practice. He was appointed by the Seattle School Board as the Seattle Schools Architect and Superintendent.[116] Over the next several years, Parkinson was responsible for all projects at Seattle Schools, including the Seattle Seminary (1891-93) at Seattle Pacific University (now known as Alexander Hall) and the Jesuit College and Church (1893-94) at Seattle University (now known as the Garrand Building). He was one of the early members of the Washington State Chapter of the American Institute of Architects. Some extant examples of Parkinson's work in Seattle, aside from his work as the Seattle Schools' Architect and Superintendent, include the Butler Block (1889-90; altered) and the Seattle First National Bank Building, later renamed the Interurban Building (1890-92). The national depression following the Panic of 1893 left Parkinson financially vulnerable and his school contract was subsequently terminated by the Seattle School Board in early 1894.[117]

As a result of his troubles in Seattle, Parkinson moved to Los Angeles in 1894 and opened his first Los Angeles architecture first on Spring Street between Second and Third Streets. Parkinson's Homer Laughlin Building at Third Street and Broadway designed in 1896 was the city's first Class "A" fireproof steel-frame structure.[118] He also designed the 1904 Bradley Block at Fourth and Spring Streets, which was Los Angeles's first "skyscraper" and tallest structure until the completion of City Hall in 1928. In 1905, John Parkinson and G. Edwin Bergstrom formed a partnership which went on to become one of the most prominent architectural firms in Los Angeles. Ten years later, Bergstrom separated to establish his own practice.

John Parkinson's son, Donald B. Parkinson, was born in Los Angeles and later studied engineering and architecture at Massachusetts Institute of Technology. After graduation, he returned to Los Angeles and joined his father in establishing the firm Parkinson & Parkinson (1920). During the 1920s and 1930s, Parkinson & Parkinson designed various Los Angeles landmarks. The father and son duo designed the Campus Master Plan and many notable buildings at the University of Southern California (1919-1939), the Los Angeles City Hall (1928, with Albert C. Martin/structural and John C.

[116] Henry F. Withey, A.I.A., and Elsie Rathburn Withey, *Biographical Dictionary of American Architects (Deceased)* (Los Angeles: New Age Publishing Company, 1956. Facsimile edition, Hennessey & Ingalls, Inc., 1970), 456.
[117] Jeffrey Karl Ochsner, ed. "John Parkinson" in *Shaping Seattle Architecture: A Historical Guide to the Architects* (Seattle, Washington: University of Washington Press, 1994): 28-32.
[118] Withey, *Biographical Dictionary of American Architects (Deceased)*, 456.

Austin/working drawing), Bullock's Wilshire Department Store (1929), Union Station (1939), and more.

John Parkinson resided in his Santa Monica home until his death in 1935. In 1938, Parkinson designed the Santa Monica City Hall in association with Joseph M. Estep.[119] Donald controlled the firm until his death in 1945. After Donald's death, the firm continued to function and evolve under different names, including Parkinson-Powelson-Briney-Bernard-Woodford and Parkinson Field Associates.[120]

The firm was involved in several commissions in Santa Monica. In 1921, John Parkinson completed his third and final residence, a two-story Spanish Colonial Revival home on an undeveloped tract of land known as the Sawtelle Annex, now considered a part of Santa Monica. After the 1933 earthquake, Parkinson & Parkinson completed the school rehabilitation for Lincoln Middle School and McKinley Elementary School, which were originally designed by prominent Southern California architects Allison & Allison in the early 1920s.[121]

Joe M. Estep

Santa Monica architect, Joe M. Estep (1888-1959) expanded McKinley Elementary School. Estep was born in 1888 in Ohio. After moving to Los Angeles circa 1910, Estep joined with architect Arthur R. Kelly to form Estep and Kelly in 1923. The firm mostly specialized in building single-family residences, including the Arthur Letts Jr. Residence (1927) and the W. B. Cline Residence (1930).[122] The firm dissolved circa 1938.

In 1938, Estep briefly joined with Donald B. Parkinson to design the Santa Monica City Hall (1938). After this project it appears that Estep began practicing architecture on his own. In 1948, he designed the Elks Temple Lodge in Santa Monica.[123]

In the mid-1950s, Estep was hired by the Culver City Board of Education to design several school buildings in the district. Estep designed the multi-use room and cafeteria at the Betsy Ross School (1953/1954); additions at Culver City High School (1956); and the campus of the Baldwin Hills Elementary School (1957).[124]

Joe M. Estep's early career was mostly focused on residential commissions. In the 1940s and 1950s, he pivoted his career to focus on school construction. Most of his commissions during this time were for minor additions, alterations, and infill

[119] City of Santa Monica, "A Guide to Historic Santa Monica City Hall," June 28, 2012. https://smpl.org/mural/PDF/HistoricGuideCityHall.pdf
[120] "John Parkinson," https://www.laconservancy.org/architects/john-parkinson
[121] Allison & Allison, Rendering of McKinley Elementary School, "Another Addition to Santa Monica's School System," *Los Angeles Times,* December 24, 1922, page V5.
[122] "H-Shape Idea Used in Plan," *Los Angeles Times,* May 15, 1938, page 76; "Joseph Morgan Estep (Architect), *PCAD,* http://pcad.lib.washington.edu/person/2191/ (accessed October 2021).
[123] "Ground Broken for Elks Lodge," *Evening Vanguard,* November 4, 1948, page 1.
[124] "Local School Board Calls for Plans on El Rincon, El Marino Classrooms," *Evening Vanguard,* December 10, 1953, page 1; "Shape of Things to Come," *Evening Vanguard,* August 2, 1954, page 2; "Estep to Design School Buildings," *Evening Vanguard,* March 7, 1957, page 1.

construction for existing campuses. It appears that he only designed one school campus, that of Baldwin Hills Elementary School in Culver City. As a result, Joe M. Estep was not known for his school commissions. For these reasons, buildings at McKinley Elementary School are not significant examples of his work.

Additional work by Estep in Santa Monica includes his additions to the campuses of John Adams Middle School and Grant Elementary School.

Powell, Morgridge, Richards & Coghlan

Powell, Morgridge, Richards, and Coghlan are the successor firm to Smith, Powell, & Morgridge. The firm was founded by Herbert U. Powell in 1927. Howard W. Morgridge, president of the firm, joined in 1943 and was made a partner in 1947. Bruce E. Bader joined the firm in 1953 and was made a partner in 1965.[125] Rapier R. Coghlan later joined, and in 1977, the firm changed its name to Morgridge, Bader, Richards & Coghlan.[126]

The firm designed numerous colleges, school buildings, libraries, and commercial buildings in Southern California. Their projects include Los Alamitos High School (1965); the Speech-Theater Center on the University of Redlands campus (1965); the Library at Chapman University (1967); and West Los Angeles College (1975-1997).[127] In addition, the firm was involved with several renovation projects. The firm rebuilt the Mabel Shaw Bridges Hall at Pomona College for safety and acoustical improvements in 1972.[128] The firm also renovated the Church of the Lighted Window in La Canada (1897) in 1975.[129]

In Santa Monica, the firm designed a building at the Santa Monica City College (1968) and was involved with alterations to McKinley Elementary School in 1973.[130]

[125] "Firm Changes Name," *Los Angeles Times*, September 18, 1977.
[126] "Firm Changes Name," *Los Angeles Times*, September 18, 1977.
[127] "Architects Retained for High School," *Los Angeles Times*, May 9, 1965; "Speech-Theater Center Planned at UR," *San Bernardino County Sun*, October 10, 1965; "Building Pact for Werst L.A. College Given," *Los Angeles Times*, June 22, 1975; "New at Chapman College," *Los Angeles Times,* August 13, 1967.
[128] "Now Strengthened," *Los Angeles Times*, June 25, 1972.
[129] Barbara Gius, "Project Turns Congregation of Church Around," *Los Angeles Times*, May 18, 1975.
[130] "SMCC Building Cost Goes Up," *Los Angeles Times,* July 30, 1967, page 278.

6.0 IDENTIFICATION OF HISTORIC RESOURCES

Individual buildings, site features, and other features of the McKinley Elementary School campus are examined below for the purposes of identifying potential historic resources. As a framework for this assessment, HRG examined the entire campus, inclusive of all buildings and features that are within the campus boundary.

6.1 Previous Historic Evaluations

In 1993, an evaluation by Leslie Heumann & Associates identified a potential Santa Monica Public Schools Thematic District. This potential thematic district identified six school campuses citywide as potential contributors; the McKinley Elementary School was identified as a contributing campus to this potential district.[131] As a result, McKinley Elementary School was found eligible for listing in the National Register of Historic Places under Criteria A and C. The significance statement reads:

> *The only public school in Santa Monica to substantially retain its pre-1933 appearance, McKinley Grammar School is significant for its architectural associations and for its contribution to a thematic district of public schools in Santa Monica… This building was built as a replacement in 1922 and was designed by the renowned Los Angeles architectural firm Allison and Allison, one of whose specialties was schools…* [132]

Current historic preservation practice no longer recognizes thematic districts as a resource type. Neither the National Register of Historic Places nor the California Register of Historical Resources include thematic districts. Similarly, the City of Santa Monica's local preservation ordinance does not provide for the designation of thematic districts. Additionally, the potential Santa Monica Public Schools Thematic District is not on the City's list of locally designated districts, and it does not appear in the City's Historic Resources Inventory. Thus, the McKinley Elementary School is being considered as having been previously identified as an individual resource.

In 2007, an evaluation by Jones & Stokes noted that the windows and doors had been altered since the school was evaluated in 1993. The update evaluation found that the property was eligible under Criteria A.1 "contributes to a district that exemplifies, symbolizes, or manifests elements of the cultural, social, economic, political, or architectural history of the City."[133]

[131] State of California Department of Parks and Recreation Historic Resources Inventory form, Santa Monica Public Schools Potential Thematic District. Leslie Heumann & Associates, 1992.
[132] State of California Department of Parks and Recreation Historic Resources Inventory form, McKinley Elementary School. Leslie Heumann & Associates, 1992; the evaluation erroneously quotes a 1924 Pacific Coast Architect advertisement for the Simons Brick Company. This advertisement was actually regarding the Central Ave school in Santa Monica located on 8th Street. See "Simons Brick Company," *Pacific Coast Architect,* June 1924.
[133] State of California Department of Parks and Recreation Historic Resources Inventory form, McKinley Grammar School; John Adams Middle School. Jones & Stokes, 2007.

In 2008, PCR Services Corporation completed a draft historic resources evaluation for the school. PCR found McKinley Elementary School eligible for individual listing in the California Register and at the local level. The findings of the report were not adopted by the school district.[134]

In 2018, the City of Santa Monica completed a Citywide Historic Resources Inventory Update.[135] This update determined that McKinley Elementary School appeared eligible for listing as a Santa Monica Landmark. According to the update:

> *2401 Santa Monica Boulevard (McKinley Elementary School) appears eligible for listing as a Santa Monica Landmark. The property is significant for representing broad patterns of institutional history in Santa Monica in the early decades of the twentieth century. It was one of several new schools built in the 1920s to accommodate the city's early population growth. Constructed in 1923, it is also an intact and rare example of a school building that predates the 1933 Long Beach earthquake, which left many older school buildings irreparably damaged and unsafe for continued use. A portion of the building was reconstructed in 1936, reflecting the design and planning practices that followed the earthquake. The property is also significant as an excellent example of Spanish Colonial Revival architecture as applied to an institutional campus, and as a note of notable architects Allison and Allison and Donald Parkinson.*[136]

The school was ascribed a current status code of 5S3, "appears to be individually eligible for local listing or designation through survey evaluation."[137]

6.2 Historic District Assessment

The buildings and features of the McKinley Elementary School campus have been considered collectively for their potential eligibility for listing in the National Register of Historic Places (National Register), the California Register of Historical Resources (California Register), and/or listing at the local level as a historic district.[138]

As noted in Section 4.6 of this report, the National Park Service defines a *historic district* as "a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development."[139]

[134] "Draft Historic Resources Evaluation Report for the Santa Monica-Malibu Unified School District Measure BB Program," Prepared for the Santa Monica-Malibu Unified School District by PCR Services Corporation, July 2008.
[135] "City of Santa Monica Citywide Historic Resources Inventory Update Survey Report," Prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, August 2018.
[136] Individual Resources, "City of Santa Monica Citywide Historic Resources Inventory Update Survey Report," Prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, August 2018.
[137] "California Historical Resource Status Codes," Office of Historic Preservation, March 1, 2020.
[138] For any given historic district, the retention of all contributors and character-defining features may not be necessary for that historic district to continue to convey its historical significance and remain eligible for historic listing. However, analysis should be conducted on a case-by-case basis to consider all potential impacts that a project may have on a historic district.
[139] *National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation*. Washington D.C.: National Park Service, U. S. Department of the Interior, 1997. (5)

Additionally, school campuses are noted as a potential example of a historic district. Because the McKinley Elementary School campus contains a grouping of related buildings and features, and was originally developed as a public school, consideration of this property as a potential historic district is an appropriate analytical framework for its evaluation.[140]

Historic Significance

Criteria A/1/1

McKinley Elementary School is significant under National Register Criterion A, California Register Criterion 1, and City of Santa Monica Criterion 1 within the context of the early institutional development of Santa Monica and the post-Long Beach Earthquake building program. It represents broad patterns of institutional history in Santa Monica when a rapidly growing population forced the expansion and growth of the school district in the early twentieth century. Between 1910 and 1920, Santa Monica's population doubled in size, and the City had evolved from a seasonal resort town to an economically and culturally diverse city. The school was planned as part of a comprehensive building program announced in 1922 by the school district. The new McKinley Elementary School, completed in 1923, directly reflected the City's booming economy and growth, and was designed by Allison & Allison in a Revival style of architecture that was popular at the time. Following the Long Beach Earthquake of 1933, the school was rehabilitated by Parkinson & Parkinson from 1935-1937 under the auspices of the WPA. This is relatively rare as most buildings were too damaged to salvage, or at least had their second story removed in the process. Because of this rehabilitation, the school substantially retains its original design, and is one of the last schools to reflect pre-1933 institutional development in the City of Santa Monica. As such, the McKinley Elementary School is a rare property type, representing the early development of schools in Santa Monica and subsequent repairs by the WPA during the 1930s.

Criteria C/3/4-5

McKinley Elementary School is also significant under National Register Criterion C, California Register Criterion 3, and City of Santa Monica Criteria 4 and 5 for its design. The school campus embodies the distinctive characteristics of a type, period, and method of construction, notably that a cohesive Italian Renaissance Revival style school campus designed by master architects Allison & Allison in 1923. Allison & Allison were prolific architects who specialized in school design and were lauded for their Revival style architecture. Over the course of their careers from the 1910s to 1940s, Allison & Allison designed over 200 educational facilities in the state. Proponents of brick construction, many of their notable works were severely damaged by the 1933 Long Beach Earthquake and subsequently demolished. McKinley Elementary School is an outlier in that it was fully rehabilitated by another master architectural firm, Parkinson &

[140] Ibid.

Parkinson, to retain its original appearance with modern seismic retrofitting and amenities. As such, McKinley Elementary School is a rare educational building that reflects the 1920s and 1930s programs of school design in Santa Monica and California.

The period of significance for McKinley Elementary School spans from 1923 to 1937. This timeframe includes the original period of development on the campus by Allison & Allison to its rehabilitation by Parkinson & Parkinson following the Long Beach Earthquake. Contributing features are those buildings and features that were constructed during the period of significance and retain their integrity.

Buildings & Features Dating from the Period of Significance

The following table identifies buildings and features dating from the period of significance (1923-1937) that are extant on the McKinley Elementary School campus today:

Table 2: Features Included in the Potential Historic District

Current Feature Name	Year Built	Integrity	Status
Buildings			
Building B	1923	Fair	Contributor
Building C	1923	Fair	Contributor
Site Features			
Santa Monica Boulevard Quad	1923	Good	Contributor
Main Courtyard	1923	Good	Contributor
Additional Features			
"Storybook Land" Sculpture	1936	Very Good	Contributor
WPA Bronze Plaque	1937	Very Good	Contributor

The location of contributing buildings, site features, and additional features to the potential historic district as well as the district boundary is shown below in Figure 4.

Figure 4. Potential Historic District Map

Assessment of Integrity

McKinley Elementary School contains a cohesive concentration of two contributing buildings, two contributing site features, and two contributing additional features that dates from the period of significance and has been identified as the potential historic district. These contributing resources within the boundaries of the potential historic district remain in their original locations in the southern region of the site, retaining spatial relationships and circulation patterns that have remained unchanged since the late 1920s when it was designed by Allison & Allison. Later development at the campus was tangentially situated to the west (1951) and east (c. 1973) of the contributing buildings.

Integrity of the property's individual features is varied, and all buildings and features have been subject to varying levels of alteration. However, despite some degree of alteration, the property retains much of the circulation pattern and spatial relationships established during the period of significance that characterize the potential historic district as a whole. A detailed assessment of the integrity of the potential historic district is discussed below.

- Location: The buildings constructed during the period of significance remain in their original locations in the southeastern region of the campus. Therefore, the potential historic district retains integrity of *location*.
- Design: The potential historic district retains most of the character-defining features of its original construction and subsequent development during the period of significance. Buildings constructed during the period of significance include Italian Renaissance Revival style buildings that are representative property types typical of design in the 1920s. In addition, the main courtyard and Santa Monica Boulevard Quad are also important features of the site, and reflect the importance given to outdoor spaces in school design from that period. Although some aspects of the design have been altered, such as the reconfiguration of the main entrance, a majority of the essential physical features reflecting the original design and organization of the property as a school from the 1920s to late 1930s, when the building was rehabilitated, remain intact within the potential historic district. Therefore, the potential historic district retains integrity of *design*.
- Setting: The potential historic district is located in the southern region of the school property. Since the period of significance, the school has undergone periodic development, with the addition of two buildings (1951, c. 1973) to the east and west of the school. The property continues to function as a school and newer buildings have been constructed for similar uses and functions; as a result, the potential historic district's immediate surroundings have retained the historic character and identity of a public elementary school. The surrounding area of Santa Monica has a whole has experienced consistent development since the school's establishment in the area in 1923. Particularly, some commercial development was expanded along Santa Monica Boulevard. However, the

school's surrounding property uses of residential, educational, and commercial development remain intact. Thus, the potential historic district retains integrity of *setting*.

- Materials: The potential historic district retains most of its original materials. Contributors retain most physical elements from the period of significance, including original cladding and detailing such as outdoor corridors. However, all contributors have been altered to some degree. Common alterations include infill additions and replacement of most, if not all, original doors and windows. Therefore, the potential historic district's integrity of *materials* has been compromised.
- Workmanship: The potential historic district retains the physical evidence of workmanship. This includes the contributors' general massing, construction methods, and aesthetic principals. Moreover, most exterior cladding and even detail work have been retained. Overall, the buildings continue to retain substantial physical evidence of period construction techniques from initial construction in the 1920s and rehabilitation in the 1930s, including original finishes and design elements that reflect the character and identity of the potential historic district as the work of notable architects. Therefore, the potential historic district retains integrity of *workmanship*.
- Feeling: The potential historic district retains most of the character-defining features of its original construction, including representative building types as well as spatial relationships and circulation patterns that are typical of campuses from this time. These essential physical features continue to convey the original aesthetic and historic sense of a small public school completed in the late 1920s. Thus, the potential historic district retains integrity of *feeling*.
- Association: Because the potential historic district retains integrity of *location*, *design*, *setting*, *workmanship,* and *feeling*, it retains sufficient integrity to convey its significance as an Italian Renaissance Revival-style public school built during the growth of Santa Monica in the 1920s and rehabilitated following the 1933 Long Beach Earthquake. Therefore, the potential historic district retains integrity of *association*.

The potential historic district has retained integrity of *location*, *design*, *setting, workmanship, feeling*, and *association*. The potential historic district has retained sufficient integrity to convey its significance at the state and local levels.

Integrity of Contributing and Non-Contributing Resources

The integrity of each contributing resource was evaluated and given an assessment of *Very Good*, *Good*, or *Fair*. Integrity assessments and associated thresholds are described in greater detail below. Table 2 above includes an assessment of historic integrity for each building on the site.

Very Good

Buildings which have been given an assessment of *Very Good* possess the following characteristics:

- Retain most or all of the seven aspects of integrity
- Exhibit the character-defining features of a distinct architectural style or type
- May exhibit minor alterations, including the replacement of some windows and/or entrance doors or the replacement of roofing material

Good

Buildings which have been given an assessment of *Good* possess the following characteristics:

- Retain most or all of the relevant aspects of integrity; likely retains integrity of design and/or workmanship[141]
- May exhibit some character-defining features of a distinct architectural style or type
- May exhibit some degree of alteration, including the replacement of windows, entrance doors, railings, cladding, and/or roofing material, with generally compatible substitutes
- May include subsequent additions that do not disrupt the overall building form

Fair

Buildings which have been given an integrity assessment of *Fair* possess the following characteristics:

- Retain some of the relevant aspects of integrity, but may not retain integrity of design and/or workmanship
- Retain original building form, massing, and scale
- Exhibit multiple alterations, including the replacement of windows, entrance doors, cladding, and/or roofing material, possibly with incompatible substitutes
- May exhibit infill of some original windows and/or entrance doors and/or resizing of original window and door openings
- May include subsequent additions to primary and/or secondary facades, but the original building form is still discernible

[141] For properties significant under Criterion A for association with events that have made a significant contribution to the broad patterns of our history, the National Park Service has stated that properties "ideally might retain *some* features of all seven aspects of integrity…Integrity of design and workmanship, however, might not be as important to the significance."

Non-contributing buildings are those which were constructed outside the period of significance, or which date from the period of significance but lack sufficient integrity due to extensive alterations. These buildings may have retained the majority of their original massing and may remain in their original locations, and as such, they continue to convey the original plan and spatial relationships associated with the early school period, but ultimately lack the integrity to be considered contributors.

Non-contributing resources that were constructed during the period of significance but no longer convey their historic identity due to substantial alteration are given an assessment of ***Poor.***

Evaluation of Eligibility

Evaluation of the Potential Historic District for the National Register

The potential historic district does not appear to be eligible for listing in the National Register due to integrity considerations. The integrity of *materials* has been compromised by alterations, which include infill additions and the replacement of original doors and windows. For these reasons, the potential historic district does not appear to meet the criteria for listing on the National Register of Historic Places.

Evaluation of the Potential Historic District for the California Register

The potential historic district appears to be significant under California Register Criteria 1 and 3 for its association with the growth of Santa Monica in the 1920s and the development of Italian Renaissance Revival-style buildings by master architects Allison & Allison. It is also significant for its subsequent rehabilitation by architects Parkinson & Parkinson with funds provided by the WPA following the Long Beach Earthquake of 1933. It is important as a group of resources that date from the school's early development from the 1920s to its retrofitting in the1930s.

The potential historic district has retained integrity of *location*, *design*, *setting*, *feeling*, *workmanship,* and *association*. While integrity of *materials* has been somewhat compromised by alterations, the California Register does not require the same level of integrity as required for the National Register. Therefore, the potential historic district retains sufficient integrity to convey its significance at the state level. For these reasons, the potential historic district appears to meet the criteria for listing on the California Register of Historical Resources.

Evaluation of the Potential Historic District in the City of Santa Monica

The potential historic district appears to be significant for local listing under Criteria 1, 2, 3, 4, and for its association with the growth of Santa Monica in the 1920s and the development of Italian Renaissance Revival-style buildings by master architects Allison & Allison. It is also significant for its subsequent rehabilitation by architects Parkinson & Parkinson with funds provided by the WPA following the Long Beach Earthquake of 1933. It is important as a group of resources that date from the school's early development from the 1920s to its retrofitting in the1930s.

The potential historic district has retained integrity of *location*, *design*, *setting*, *feeling*, *workmanship,* and *association*. While integrity of *materials* has been somewhat compromised by alterations, local designation does not require the same level of integrity as required for the National Register. Therefore, the potential historic district retains sufficient integrity to convey its significance at the local level. For these reasons, the potential historic district appears to meet the criteria for listing as a historic district in the City of Santa Monica.

6.3 Character-Defining Features

Character-defining features are distinctive elements and physical features that convey the historical appearance of a property and are required for it to convey its historical significance. According to Preservation Brief 17, there is a stepped process to identifying character-defining features.[142] The first step involves assessing the distinguishing physical aspects of the building as a whole. This second step involves examining the building more closely. While on their own each of the elements above may not convey historical significance, in combination they define the property and convey the associations for which it is significant. Table 3 is included below to provide the character-defining features of each contributing resource to the potential historic district.

[142] Lee Nelson, *Architectural Character—Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving their Character,* Preservation Brief No. 17, U.S. Department of the Interior, National Park Service, Technical Preservation Services.

Table 3: Character-Defining Features

Contributing Feature	Shape/Form	Roof	Openings	Projections	Trim and Secondary Features	Materials	Setting
Building B	• Rectangular plan • 2-story height	• Gable roof	• Original door and window openings • Tripartite arched vents	• Courtyard patio	--	• Smooth stucco exterior • Red clay roof tiles	• Location and proximity to Building C
Building C	• Irregular, 'F'-shaped plan • 1- to 2-story height • Central body with four wings	• Gable roof with vent dormers	• Original arched window openings • Primary entrance	• Front-gabled bays • Tapered chimney	• Blind arch • Terracotta medallions/ cartouches • Pilasters and Solomonic column • Stringcourse • Arched windows	• Smooth stucco exterior • Terracotta cartouche	• Setback from 14th Street • Location and proximity to other contributing buildings
Santa Monica Boulevard Quad	• Rectangular shape	--	--	--	--	--	• Setback from Santa Monica Boulevard • Location and proximity to contributing buildings
Main Courtyard	• Rectangular shape • Central sculpture and pedestal	--	--	--	--	--	• Proximity to Buildings B and C

6.4 Assessment of Individual Resources

In addition to considering the campus as a historic district, the buildings and features of the McKinley Elementary School campus have also been considered separately for their potential eligibility for listing in the National Register of Historic Places (National Register), the California Register of Historical Resources (California Register), and/or listing at the local level as a historic district

As noted in Section 4.3 of this report, the National Park Service defines *historic significance* as "the importance of a property to the history, architecture, archaeology, engineering, or culture of a community, state, or the nation."[143] Historic significance can be achieved through a property's association with important events, activities or patterns; association with important persons; distinctive physical characteristics of design, construction, or form; or potential to yield important information.

For a building or feature of the McKinley Elementary School campus to be historically significant as an individual resource, it must possess historic significance separate and apart from the other buildings and features on the campus. That is, the individual building or feature must itself have individual significance.

This is not the case at McKinley Elementary School, where significant buildings are collectively associated, and significance is connected to other buildings and features on the campus. For this reason, no buildings were found eligible for listing in the National Register, California Register, or for local designation.

[143] *National Register Bulletin 16A: How to Complete the National Register Registration Form*. Washington D.C.: National Park Service, U.S. Department of the Interior, 1997. (3)

7.0 CONCLUSIONS

Based on visual observation of the property, research of primary and secondary sources, and an analysis of the eligibility criteria for listing at the federal, state, and local levels, HRG has identified a potential historic district at McKinley Elementary School that is eligible for listing in the California Register of Historical Resources and for designation as a City of Santa Monica historic district. The potential historic district consists of two (2) contributing buildings, two (2) site features, and two (2) additional features with a period of significance from 1923 to 1937. Contributors to the potential historic district are as follows:

Buildings

- Building B, 1923
- Building C, 1923

Site Features

- Santa Monica Boulevard Quad, 1923
- Main Courtyard, 1923

Additional Features

- "Storybook Land" Sculpture, 1936
- WPA Bronze Plaque, 1937

All other buildings and features on site were determined ineligible for listing at the federal, state, and local levels.

SELECTED BIBLIOGRAPHY

Alquist, Alfred E. "The Field Act and Public School Construction: A 2007 Perspective." California Seismic Safety Commission, February 2007.

Basten, Fred E. Paradise by the Sea: Santa Monica Bay. General Publishing Group, Inc., 1997.

Basten, Fred E. Santa Monica Bay: The First 100 Years. Douglas-West Publishers, Inc., 1974.

California Public Resources Code, Sections 21000-21177.

California Code of Regulations, Title 14, Division 6, Chapter 3, Sections 15000-15387.

California Environmental Quality Act (CEQA) Statute and Guidelines, 2011. California Association of Environmental Professionals website, www.califaep.org. Accessed November 2016.

"Citizens' Report on Santa Monica Schools." The Citizens' Advisory Committee for the Study of School Needs, Santa Monica, 1963.

"City of Santa Monica Historic Resources Inventory Update Historic Context Statement," prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, March 2018.

City of Santa Monica. PublicDocs Santa Monica. Building Permit Document Archive. https://publicdocs.smgov.net/WebLink/Welcome.aspx?cr=1.

City of Santa Monica Historic Preservation Element. Prepared by PCR Services Corporation and Historic Resources Group, September 2002.

City of Santa Monica website, https://www.smgov.net/. Accessed September 2021.

Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." *History of Education Journal*, Vol. 5, No. 1, Autumn, 1953.

Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952.

Code of Federal Regulations, Title 36, Part 60.

Designated City Landmarks, City of Santa Monica, 2018.

Digital Archive, USC.

Gee, Stephen. *Iconic Vision: John Parkinson, Architect of Los Angeles*. Los Angeles: Angel City Press, 2013.

Historic Aerials website, http://www.historicaerials.com/. Accessed September 2021.

Historic Resources Inventory, California State Office of Historic Preservation, August 2011.

Huntington Digital Library website, http://hdl.huntington.org/. Accessed September 2021.

Living New Deal website, https://livingnewdeal.org/. Accessed September 2021.

Los Angeles Unified School District Historic Context Statement, 1870 to 1969. Sapphos Environmental, Inc., March 2014.

McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961.

Michelson, Alan. "Allison and Allison, Architects (Partnership)," Pacific Coast Architecture Database, 2005-2021, pcad.lib.washington.edu. Accessed September 1, 2021.

___. "Parkinson and Parkinson Architects (Partnership)," Pacific Coast Architecture Database, 2005-2021, pcad.lib.washington.edu. Accessed September 1, 2021.

National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation. Washington D.C.: National Park Service, U.S. Department of Interior, 1995.

National Register Bulletin 16A: How to Complete the National Register Registration Form. Washington D.C.: National Park Service, U.S. Department of the Interior, 1997.

Sanborn Fire Insurance maps. Sanborn Map Company, Los Angeles, California. http://sanborn.umi.com.ezproxy.lapl.org/. September 2021.

Santa Monica Citywide Historic Resources Inventory Update Final Report, prepared by ICF Jones & Stokes, November 2010.

Santa Monica Citywide Survey. Prepared for the City of Santa Monica by Historic Resources Group and Architectural Resources Group, March 2018.

Santa Monica Conservancy website, http://www.smconservancy.org/. Accessed September 2021.

"Santa Monica High School Campus Plan Historic Resources Technical Report," Prepared for the Santa Monica-Malibu Unified School District by Historic Resources Group, July 2018.

Santa Monica–Malibu Unified School District website, http://www.smmusd.org/. Accessed August 2021.

Santa Monica Municipal Code, Article 9, Division 6, Chapter 9.56.

Santa Monica Public Library Image Archives.

Scott, Paula A. Santa Monica: A History on the Edge. Arcadia Publishing, 2004.

Secretary of the Interior's Standards for Rehabilitation. National Park Service website, https://www.nps.gov/tps/standards.htm. Accessed September 2021.

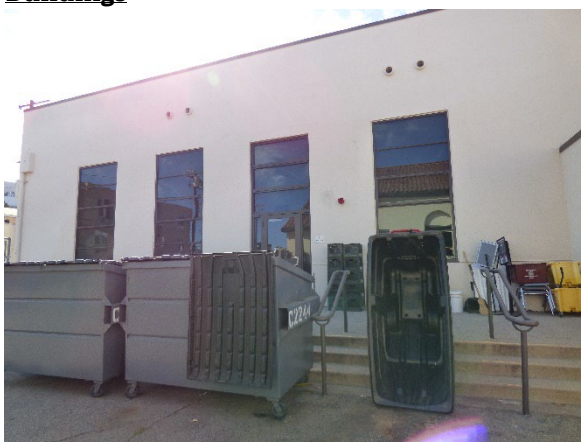
State of California Department of Parks and Recreation Historic Resources Inventory form, Santa Monica Public Schools Potential Thematic District. Leslie Heumann & Associates, 1992.

Storrs, Les. "Santa Monica: Portrait of a City." Santa Monica: Santa Monica Bank, 1974.

Water and Power Associates website, http://waterandpower.org/. Accessed August 2021.

APPENDIX A. SITE PHOTOGRAPHS

Buildings



Building A.
Northwest view.

Building A.
South view.

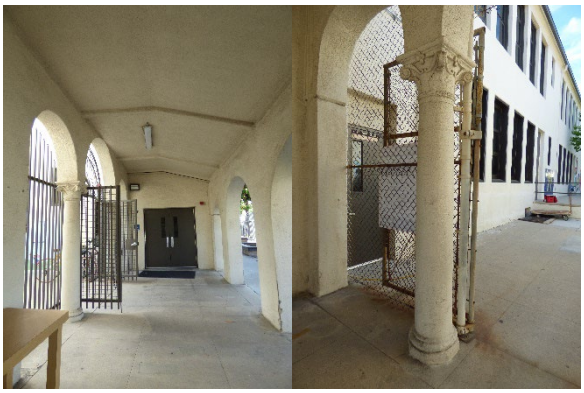
Building B.
North view.

Building B.
Northwest view.

Building B.
Southwest view.

Building B.
South view.

Building B.
East view.



Arcade, Buildings B and C.
North view.

Building C.
Northwest view.

Building C.
Northwest view.

Entrance, Building C.
Northwest and North view.

Building C.
Northwest view.

Building C.
West view.

Building C.
Northwest view.

Building C.
South view.

Building C.
East view.

Arcade, Building C.
East view.

Building C.
West view.

Building C.
Southeast view.

Building C.
Southwest view.

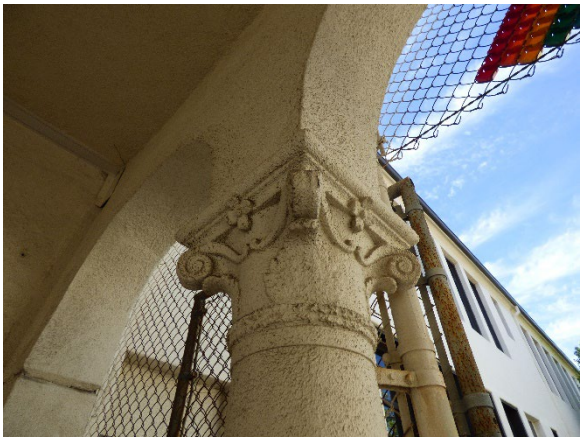
Building C.
West view.

Building C.
Southwest view.

Building C.
South view.

Detail, staircase. Building C.
South view.

Detail, Building C.
Northwest view.



Detail, Building C.
South view.

Building C and Arcade.
Southwest view.

Arcade.
Northwest view.

Building D.
North view.

Building D
Southeast view.

Features

Santa Monica Boulevard Quad.
West view.

Santa Monica Boulevard Quad.
Northwest view.

Main Courtyard.
Southeast view.

West Courtyard.
Northeast view.

Children's Play Area.
Northeast view.

Athletic Field.
West View.

Additional Features

"Storybook Land" Sculpture, 1936.

WPA Bronze Plaque, 1937.

"McKinley" Mural, c. 1990s.

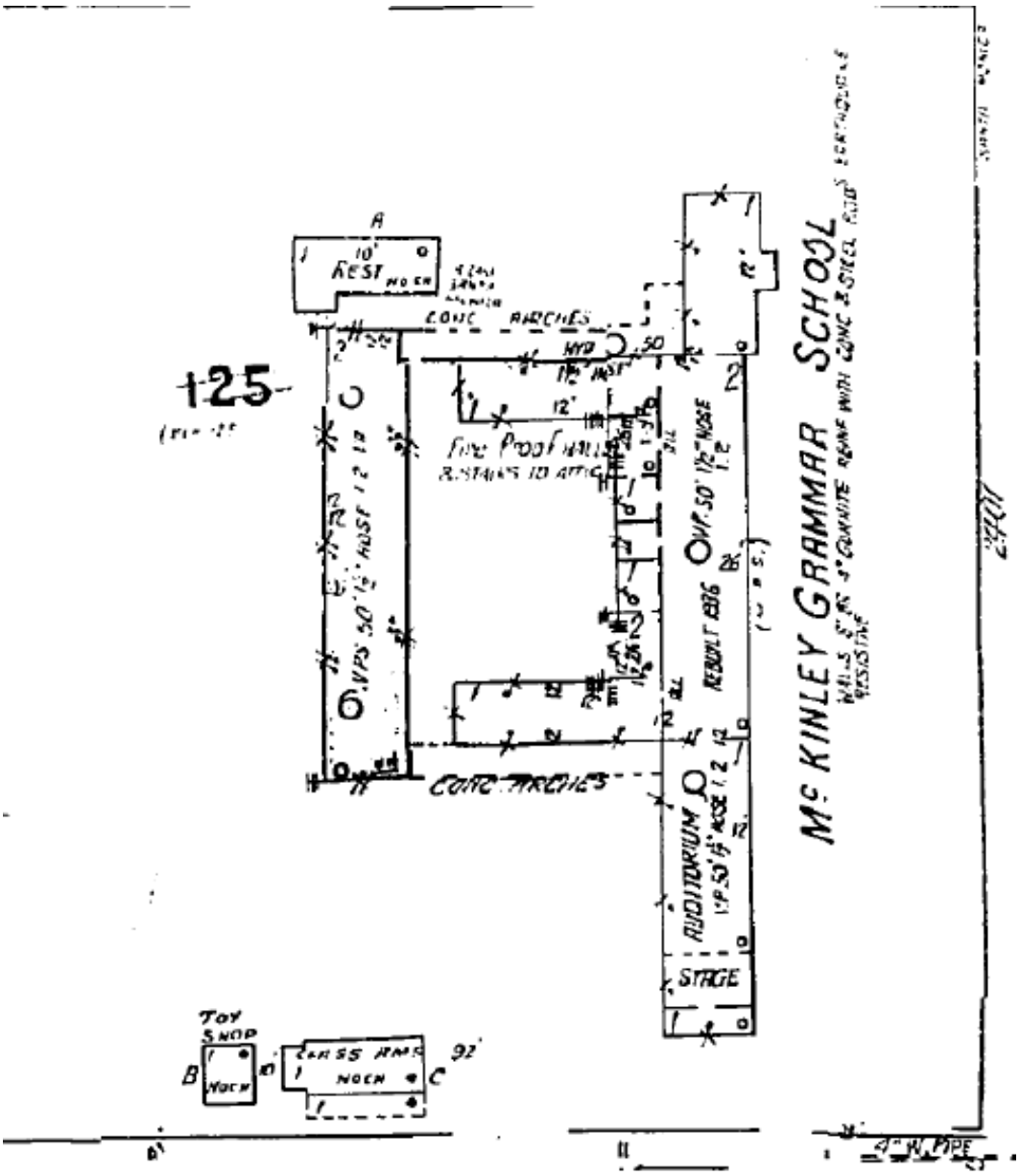
"Handprints" Mural, c. 2000s.

"Cool Down" Mural, 2004.

"Out of the Dust" Mural, 2011

APPENDIX B. SANBORN MAPS

Sanborn map, 1950.



Source: LAPL, 2021

McKinley Elementary School
Historic Resources Inventory Report

HISTORIC RESOURCES GROUP

APPENDIX C. HISTORIC AERIALS

Historic aerial, 1928.

Source: EDR, 2021.

Historic aerial, 1938.

Source: EDR, 2021.

Historic aerial, 1952.

Source: EDR, 2021.

Historic aerial, 1964.

Source: EDR, 2021.

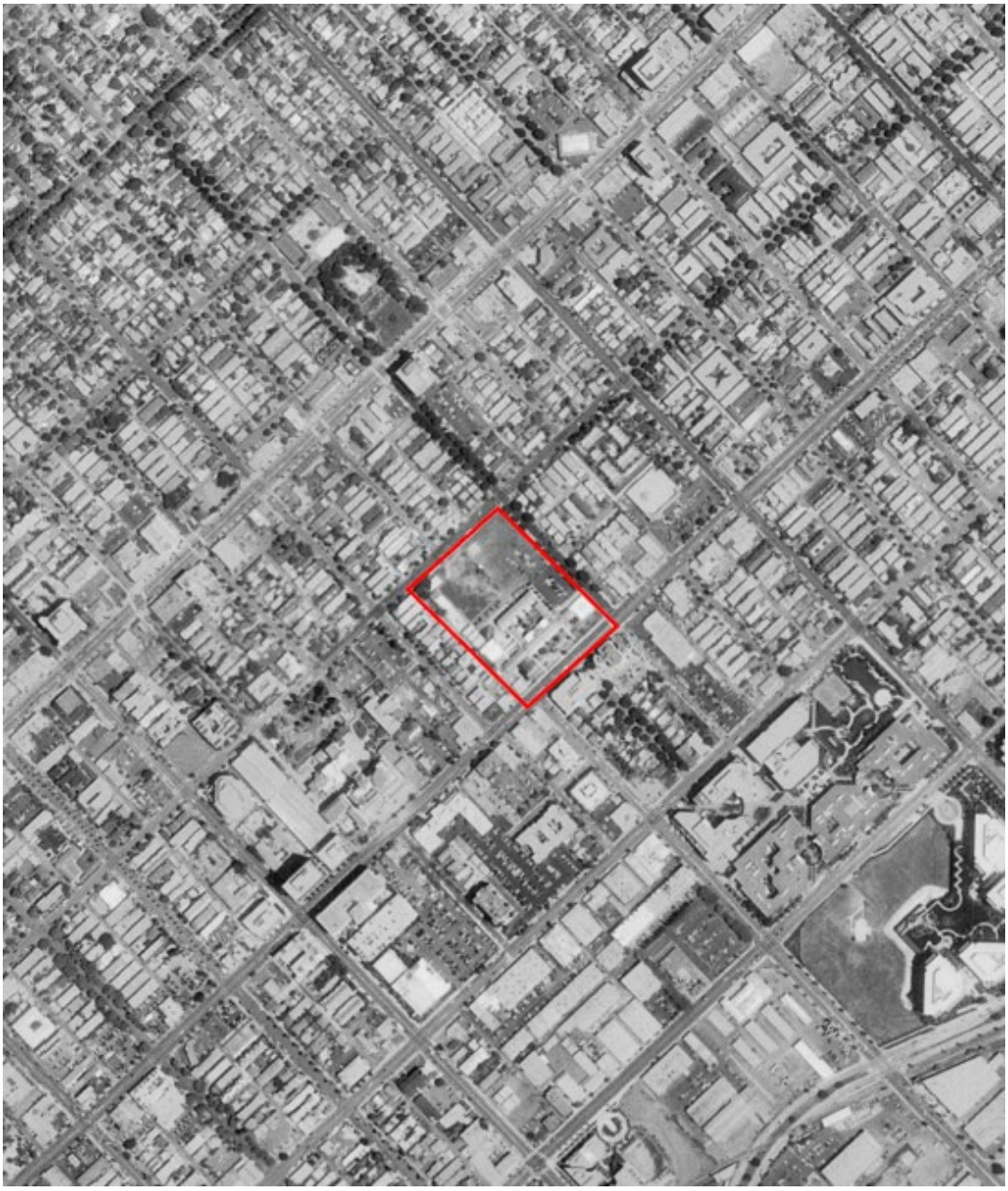
Historic aerial, 1972.

Source: EDR, 2021.

Historic aerial, 1983.

Source: EDR, 2021.

Historic aerial, 1994.

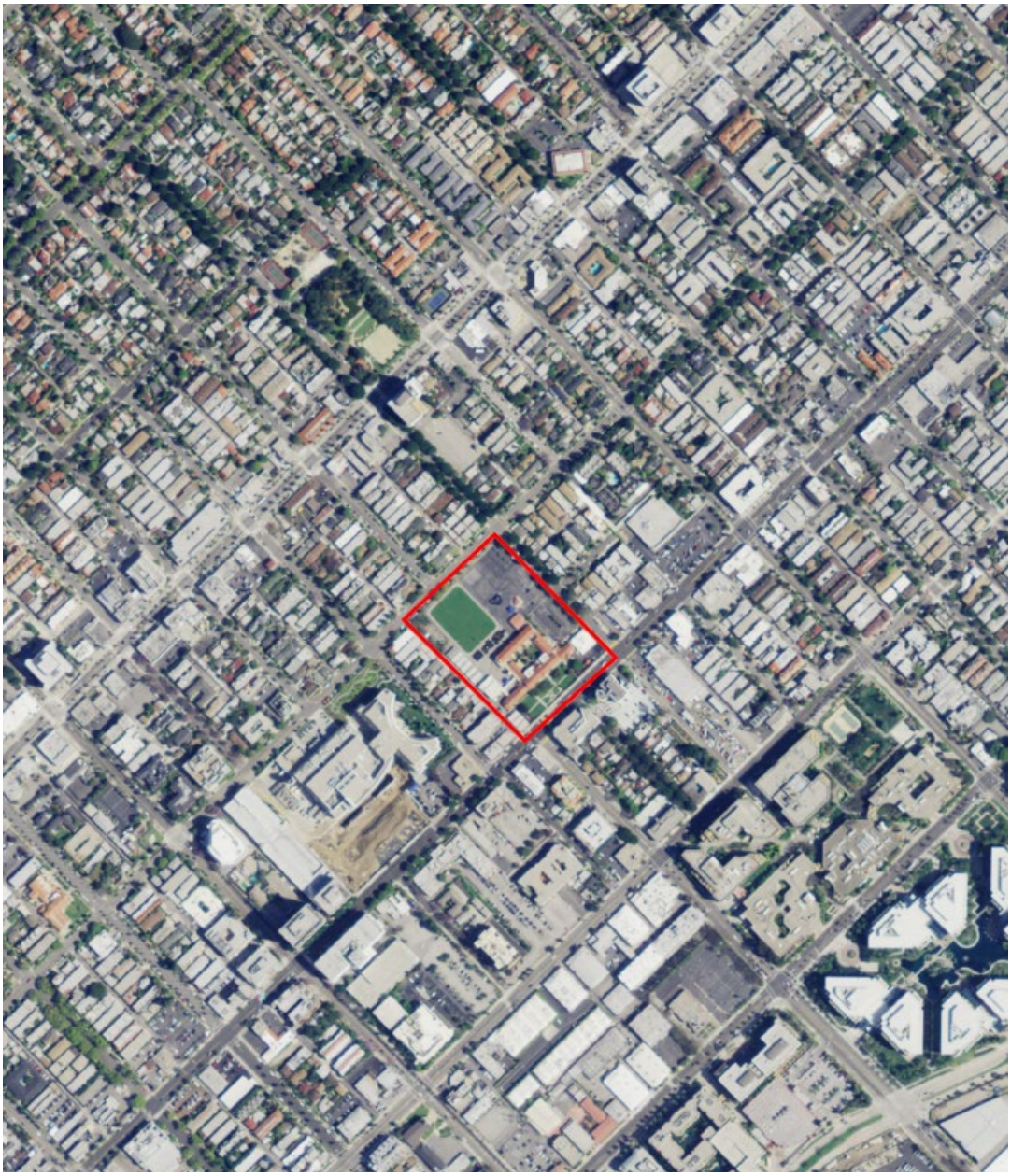


Source: EDR, 2021.

Historic aerial, 2005.

Source: EDR, 2021.

Historic aerial, 2012.



Source: EDR, 2021.