



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**Prepared by**

Sapphos Environmental, Inc.

for the

Los Angeles Unified School District  
Office of Environmental Health and Safety

**June 2014**

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## DRAFT HISTORIC RESOURCES SURVEY REPORT

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Figures 1 and 2. San Fernando Valley postwar schools: at left, Grover Cleveland Senior High School (1959), Charles Matcham & Stewart Granger and Associates, Reseda-West Van Nuys; at right, Chatsworth Senior High School (1963), Wilson & Associates, Chatsworth. Source: Sapphos Environmental, Inc., 2013.

### EXECUTIVE SUMMARY

This report presents the results of a historic resources survey conducted for the Los Angeles Unified School District (LAUSD) by Sapphos Environmental, Inc. between October 2013 and February 2014. Debi Howell-Ardila, senior architectural historian, served as project manager, survey team lead, and principal author of the LAUSD Historic Resources Survey Report. Marilyn Novell, historic resources coordinator, contributed to fieldwork, research, data management, and documenting survey results on Department of Parks and Recreation forms. Carole Zellie, historic resources manager, provided oversight and input. All staff meet and/or exceed the Secretary of the Interior's Professional Qualifications Standards for architectural history. Gwenn Godek of the LAUSD Office of Environmental Health and Safety served as project administrator and manager.

This survey represents a first step in a district-wide historic resources survey of as-yet unevaluated LAUSD campuses and properties. The information compiled in this report, including the *LAUSD Historic Context Statement, 1870 to 1969*, is intended to provide the district with a basis for proactively identifying, documenting, and maintaining its historically significant school buildings and campuses in advance of district-wide redevelopment efforts.

Included in this survey were a total of 55 LAUSD campuses, which span the extent of the district (Figure 3, *Los Angeles Unified School District boundary*). At the time of the survey, all campuses were 45 years of age or older, with dates of construction ranging from the late 1940s through early 1970s; a majority had not been previously surveyed or evaluated. The survey sample included elementary, middle, and senior high schools, as well as several specialty facilities or campuses.

Of the 55 campuses surveyed, 14 campuses appear to be eligible for the National Register of Historic Places (NRHP) and/or the California Register of Historical Resources (CRHR). Eligible campuses are described in detail in Section 4, Survey Results, and documented on Department of Parks and Recreation (DPR) Primary and Building, Structure, and Object forms, which are included in Appendix A.



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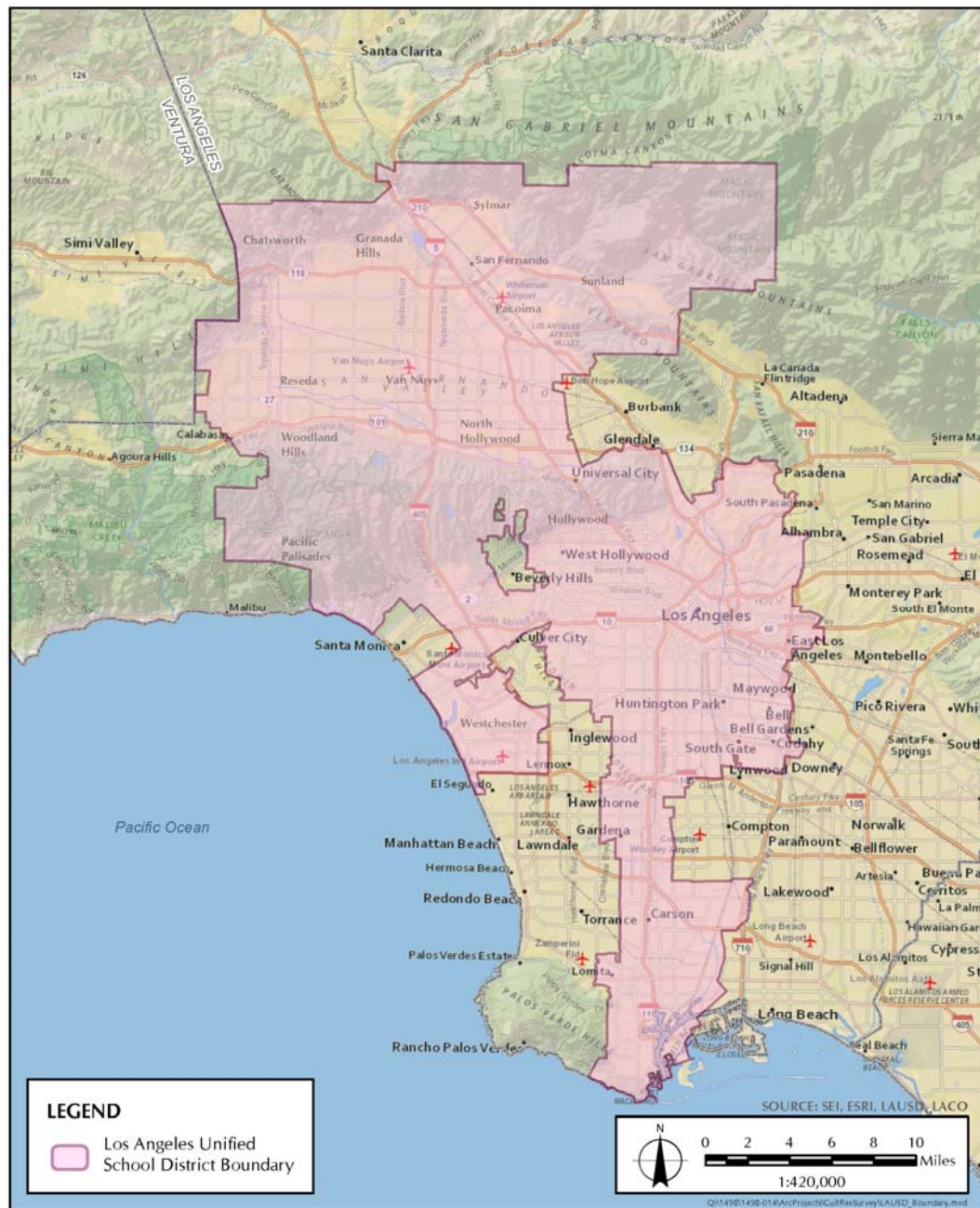


Figure 3. Los Angeles Unified School District boundary. Source: Sapphos Environmental, Inc., 2014.



Figures 4 and 5. Leapwood Avenue Elementary School (1962), Carson. Source: Sapphos Environmental, Inc., 2014.

### I. INTRODUCTION

With nearly 800 campuses and a geographic span of over 700 square miles, LAUSD is the second largest public school system in the United States. The district includes all of incorporated Los Angeles, as well as unincorporated areas throughout Los Angeles County. LAUSD's northern portion spans the San Fernando Valley, including Granada Hills, Chatsworth, Reseda, Woodland Hills, Van Nuys, Sylmar, San Fernando, Pacoima, and Sunland. Along the west, LAUSD includes western Los Angeles, Pacific Palisades, Venice, and Westchester. Along the east, LAUSD borders Glendale, Monterey Park, Montebello, Commerce, Downey, and Long Beach. Within LAUSD, extending south from Los Angeles, are the communities of Vernon, Huntington Park, Maywood, Bell, South Gate, Gardena, and Carson. LAUSD's southernmost portion includes San Pedro, Lomita, and Rancho Palos Verdes.

Since its founding in 1872, LAUSD has commissioned, designed, and acquired a remarkable collection of buildings, campuses, and facilities. These properties reflect more than a century of social, architectural, and technological advances, as well as ongoing educational and curricular reform. Extant properties range from a wood-framed schoolhouse of the late nineteenth century to superblock campuses displaying Mid-Century Modern architectural styles.

In the early 2000s, in conjunction with the Getty Conservation Institute, LAUSD launched the district's first comprehensive Historic Resources Survey. This work resulted in findings of federal and/or state eligibility for 123 schools (local eligibility criteria were not included in these surveys; public schools are statutorily exempt in the California State Government Code from local landmark designation).<sup>1</sup> With a project scope focused primarily on the pre-World War II era, however, many postwar campuses were either not surveyed or not subject to context-driven evaluations. Since the 2001–2004 surveys, approximately 175 additional campuses have passed the 45-year mark, signaling the need for future evaluation. Another approximately 125 campuses constructed between 1945 and 1955 have been evaluated only at the reconnaissance level, and only from the public right-of-way.<sup>2</sup>

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### **Project Description and Purpose**

In advance of campus-wide redevelopment, LAUSD contracted with Sapphos Environmental, Inc. to provide historic resource consulting services to inform master planning efforts and environmental review pursuant to the California Environmental Quality Act (CEQA). The scope of work is three-fold:

1. Preparation of a comprehensive LAUSD Historic Context Statement;
2. Historic resource surveys of 55 campuses; and
3. Updating the LAUSD Historic Resources Inventory database.

The 55 campuses surveyed included school plants that have not yet been subject to historic resource evaluations due to age (i.e., schools built primarily between 1955 and 1969) and schools that were previously identified as warranting re-evaluation once they reached 45 years of age. These included: (1) 10 high schools; (2) 22 schools identified in the 2002 “Phase 2” Getty survey as warranting re-evaluation; and (3) 23 elementary and junior high schools.

### ***Historic Resources and CEQA***

In addition to helping inform master planning efforts for LAUSD, this Historic Resources Survey and report are designed to facilitate compliance with CEQA, which requires lead agencies to consider the potential effects of proposed projects on historic resources as defined by CEQA. CEQA identifies a historic resource as a property that is listed in—or is eligible for listing in—the NRHP, CRHR, or local registers. NRHP-listed properties are automatically included in the CRHR. The criteria for both are similar and described below, with the NRHP letter (A, B, C, and D) followed by the corresponding CRHR number (1, 2, 3, and 4). In keeping with the 2001–2004 LAUSD Historic Resources Surveys, local criteria were not included.<sup>3</sup>

Resources that may be eligible for listing include buildings, sites, structures, objects, and historic districts. To qualify as a historic resource under CEQA, a resource must be significant at the local, state, or national level under one or more of the following criteria:

- A/1: For an association 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 (NRHP Criterion A; CRHR Criterion 1);
- B/2: For an association with the lives of persons important to local, California, or national history (NRHP Criterion B; CRHR Criterion 2);
- C/3: As an embodiment of the distinctive characteristics of a type, period, region, or method of construction, representative of the work of a master or high artistic values (NRHP Criterion C; CRHR Criterion 3); or

D/4: Has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California, or the nation (NRHP Criterion D; CRHR Criterion 4).

There is no specific age threshold for CRHR eligibility; rather, the regulations specify that enough time must have passed for a property to be evaluated within its historic context.

Resources eligible for listing in the CRHR must retain enough of their historic character or appearance to be recognizable as historic resources and to convey the reasons for their significance. It is possible that resources that may not retain sufficient integrity for listing in the NRHP may still be eligible for the CRHR. The evaluation of integrity is based on how a property's physical features and attributes tell the story of its historic significance. The NRHP has defined the following seven aspects of historic integrity: Location, Design, Setting, Materials, Workmanship, Feeling, and Association.<sup>4</sup>

### ***Previous Historic Resources Surveys and Studies***

The consultants reviewed past LAUSD property surveys, including the following three historic resource surveys, as well as one in-progress project:

(1) **Historic resource surveys following the 1994 Northridge Earthquake**

Conducted for the Federal Emergency Management Agency (FEMA) and carried out in support of compliance under Section 106 of the National Historic Preservation Act, these surveys identified approximately 39 out of 71 campuses surveyed as historic (i.e., eligible for listing in the NRHP or for designation under a local ordinance);

(2) **"Phase 1" Getty survey**

This 2001–2002 historic resource survey was funded through a Planning Grant from Preserve LA, a program of the J. Paul Getty Trust. The survey included approximately 190 campuses, with results incorporating and expanding on the 1994 FEMA survey; a database of 410 schools aged 45 years or older was prepared as part of the project;

(3) **"Phase 2" Getty survey**

This 2002–2004 expansion of Phase 1 considered approximately 220 campuses;

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### (4) **SurveyLA**

A multi-year, citywide historic resource survey, partially funded by the J. Paul Getty Trust and covering all of Los Angeles; led by the City of Los Angeles Office of Historic Resources, the project is in its final phase as of spring 2014. Numerous LAUSD properties appear to be eligible for federal, state, or local listing and are therefore presumed historic resources for the purposes of CEQA. Final results from SurveyLA will be incorporated into the California State Historic Resources Inventory.

Included in the compiled LAUSD Historic Resources Inventory prepared for this report are eligibility findings from the 2001–2004 Phase 1 and Phase 2 Getty surveys (i.e., all campuses found eligible for either the NRHP and/or the CRHR). Eligibility findings for LAUSD schools made through SurveyLA, which is in progress as of June 2014, are available through the City of Los Angeles Office of Historic Resources.<sup>5</sup>



### II. SURVEY METHODS AND PROCEDURES

The survey process used by Sapphos Environmental, Inc. staff was based on recognized professional standards, including those recommended by the National Park Service and the California Office of Historic Preservation guided by California Historic Resources Status Codes. Proceeding in stages, the survey method was as follows:

1. Pre-field research on each campus;
2. Fieldwork, including on-campus site inspections;
3. Compilation of results, with data entered into a property list including Assessor's Parcel Number; address; principal dates of construction; architect, designer, and/or contractor, if known; and past and present evaluation results;
4. Analysis, with compiled data and results of site inspections studied and compared with applicable criteria as well as the findings of the LAUSD Historic Context Statement;
5. Evaluation/Designation, wherein each campus was found either eligible or not eligible and assigned a California Historic Resources Status Code indicating evaluation findings.

Before beginning survey work, Sapphos Environmental, Inc. completed a comprehensive Historic Context Statement to guide evaluations. The complete LAUSD Historic Context Statement is included in this report as Appendix B. Framed in accordance with the NRHP Multiple Property Documentation (MPD) approach, the LAUSD Historic Context Statement identifies themes of significance, property types, eligibility standards, and integrity thresholds for LAUSD school properties from the late nineteenth century through 1969. By using the MPD approach, properties sharing a given theme of significance are assessed consistently, in comparison with resources that share similar physical characteristics and historical associations. In this way, the Historic Context Statement was designed to provide a consistent framework for evaluations both for the current scope of work and future LAUSD historic resource surveys.

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Figure 6. Susan Miller Dorsey High School, Gogerty and Noerenberg, Los Angeles (1937). Source: LAUSD.

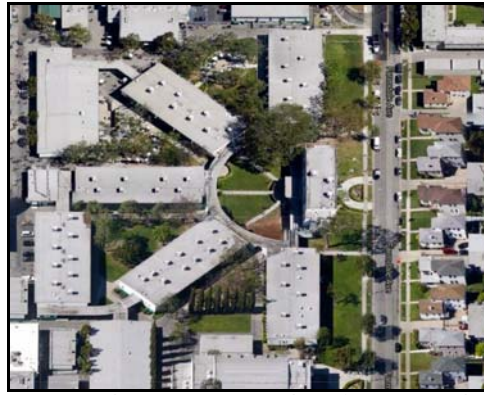


Figure 7. The inventive site plan of Dorsey High School. Source: Google Maps, 2013.

Survey results were incorporated into the LAUSD Historic Resource Inventory database; the inventory compiles 2013/2014 survey results with eligibility findings from the 2001–2004 Phase 1 and Phase 2 Getty surveys. The LAUSD Historic Resources Inventory prepared for this report is ArcGIS-compatible and designed for future use as an ArcGIS layer.

Campus-specific research incorporated a wide variety of sources, online databases and archives, as well as available print sources. Sapphos Environmental, Inc. staff investigated the origins and history of each school. This included research on architects, designers, or contractors involved in the school's design and construction; significant teachers, students, administrators, or other individuals who might have had an association with the school over time; and how the school reflected or fit within patterns of development, such as suburbanization, or significant events.

Staff members also reviewed and compiled data collected as part of LAUSD's Pre-Planning Surveys; relevant information was obtained from the Pre-Planning Surveys for all 55 campuses, including dates of construction, site maps, and plans.<sup>6</sup>

For site inspections, survey teams documented the principal buildings, structures, general character-defining features, and alterations. DPR Primary and Building, Structure, and Object forms were prepared for all campuses appearing to have either individual buildings or districts eligible for federal or state landmark designation. For potential historic districts, the identification of contributors and non-contributors was outside the scope of the current project, but is a suggested next step, as projects are proposed for school campuses including buildings, structures, related features, or historic districts appearing eligible for federal or state landmark designation and therefore qualifying as historic resources under CEQA.

### Definitions of California Historic Resources Status Codes

The following are the California Historic Resources Status Codes assigned in the course of this survey and incorporated into the Historic Resources Inventory; codes also include eligibility findings from the 2001–2004 Phase 1 and Phase 2 Getty surveys:

- 1S/1D: Properties listed in the NRHP or CRHR either as individual resources (1S) or contributors to historic districts (1D).
- 2S/2D: Officially determined eligible for NRHP (and therefore also for the CRHR) as a single property or as a district contributor. As official evaluations, these codes were not modified during either the Phase 1 or Phase 2 studies.
- 3S: Appears individually eligible for the NRHP as a result of survey evaluation. These properties should also be understood as eligible for the CRHR.
- 3D: Appears eligible as a historic district for the NRHP as a result of survey evaluation. These properties should also be understood as eligible for the CRHR.
- 3CS: Appears individually eligible for the CRHR as a result of a survey evaluation.
- 3CD: Appears eligible for the CRHR as a potential historic district as a result of survey evaluation.
- 6Y: Officially determined ineligible for the NRHP.
- 6Z: Does not appear eligible for the NRHP or the CRHR, in the opinion of the surveyor.

Given that all codes from 1 to 5 denote properties eligible for either federal, state, or local listing, all codes from 1 to 5 correspond to properties considered to be historic resources for the purposes of CEQA.



Figure 8. Children at Vernon Avenue Junior High School, Los Angeles, circa 1925. Source: LAPL Photo Collection.

### III. SUMMARY OF THE LAUSD HISTORIC CONTEXT STATEMENT

The complete *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*, follows this report as Appendix B. Prepared in accordance with the National Register Multiple Property Documentation approach, the study provided the survey team with a consistent, context-driven framework for evaluations of LAUSD campuses and buildings.<sup>7</sup>

To summarize, research conducted for the *Los Angeles Unified School District Historic Context* revealed four distinct periods and corresponding themes of significance:

- (1) Founding Years, 1870s through 1909;
- (2) Progressive Education Movement: Standardization and Expansion, 1910 to 1933;
- (3) Era of Reform: Great Depression, Earthquake, and Early Experiments in the Modern, Functionalist School Plant, 1933 to 1944; and
- (4) Educating the Baby Boom: Postwar Expansion and the Modern, Functionalist School Plant, 1945 to 1969.

Themes of significance associated with each era were developed, along with eligibility standards, character-defining features, and integrity thresholds. Additional sections describe the typical architectural styles of LAUSD schools, along with character-defining features for each, as well as a list of some of the leading architects and designers participating in the design of extant LAUSD schools and campuses. Given this survey's focus on unevaluated properties, constructed between the late 1940s and 1969, evaluations primarily drew upon the final era, from 1945 to 1969. The following section presents the applicable themes of significance, architectural style descriptions, and architects/designers corresponding to the era of 1945 to 1969.



Figure 9. Baldwin Hills Elementary School, Robert Alexander, architect, Los Angeles (1949–1951). Source: Getty Research Institute, Shulman Archives.



Figure 10. Early finger-plan school, Baldwin Hills Elementary School. Source: Google Maps, 2013.

**CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION**

**THEME: LAUSD | EDUCATING THE BABY BOOM: THE POSTWAR MODERN FUNCTIONALIST SCHOOL PLANT, 1945–1969**

By the 1950s, many of the design ideas considered experimental in the 1930s had matured and become the national standard for schools. Stylistically, schools might include some historicist detailing reflecting popular styles (such as Colonial Revival). However, overall, a unified campus design, building types and plans that accommodated a high degree of indoor-outdoor integration, ample outdoor spaces, and sheltered corridors marked the typology as the mature version of the functionalist school plant. The priority remained the creation of a domestic scale for schools. Campuses displayed a one-story massing for elementary schools, and up to two stories for middle and high schools. Site plans, which often featured a decentralized, pavilion-like layout, lacked the formality and monumentality that characterized earlier eras of school design.

School types expressive of these ideals include the finger-plan (1940s through 1950s) and cluster-plan (1950s), and variations on their basic themes. Combinations of these basic forms, which flexed according to available lot size and school enrollment, are also evident.

For LAUSD, the postwar years brought another round of reform as well as unprecedented expansion. Given the postwar classroom shortage, many campuses were constructed quickly, from standardized plans used district-wide, in designs that convey some of these ideas. The most intact and well-designed campuses among these, though, uniquely represent this era of reform and the midcentury modern school.



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## HISTORIC RESOURCES SURVEY REPORT

Property Type:	Institutional/Educational
Property Subtypes:	Elementary Schools, Junior High Schools, and High Schools
Period of Significance:	1945 to 1969
Area of Significance:	Education
Geographic Location:	Citywide; with concentrations in the San Fernando Valley and West Los Angeles
Area of Significance:	A/1

### Eligibility Standards

- Clearly embodies the characteristics of a postwar modern functionalist school campus
- Displays a unified, functional site design, with buildings extending across the site and oriented in relation to outdoor spaces (courtyards, patios, outdoor play areas)
- One-story massing for elementary schools; up to two-stories for junior/high schools
- Classrooms, in detailing and plans, clearly express their function, with axial, finger-like wings, plentiful fenestration, and connections to the outdoors
- Retains most of the associative and character-defining features from the period of significance

### Character-Defining Features | Buildings/Structures

- Building plans and site design clearly express their function; classroom wings often exhibit one-story “finger-like” wings, arranged on an axis
- Easily identifiable indoor-outdoor spaces, connections to classrooms through the incorporation of patios, courtyards, and outdoor canopied corridors
- One-story massing, particularly for elementary schools; up to two to three stories for junior and high schools
- Building types and plans expressive of postwar ideals in school design; these can include (1) finger-plan schools (usually in 1940s through 1950s); (2) cluster-plan schools (beginning in 1950s); and (3) variations and combinations of these typologies clearly expressive of the ideals for informality, indoor-outdoor connections, and zoned planning for the site
- Varying elevations might display differentiated window sizes and configurations, in order to tailor interior light to sun patterns and create cross-lit classrooms

### Character-Defining Features | Campus/District

- Unified campus design includes most or all of the following attributes: lack of formality and monumentality; low massing (usually one story for classrooms and up to two stories for auditoriums/multipurpose rooms); strong geometric ordering of buildings and outdoor spaces; decentralized, pavilion-like layout; rational, function-

driven site design; buildings extend across the site; buildings are oriented to outdoor spaces (courtyards, patios, outdoor areas), purposeful indoor-outdoor integration

- Automobile traffic/drop-off areas separated from campus; linked to interior via extended canopied corridors
- Buildings often turn inward, toward green spaces, courtyards, and lawns
- Outdoor corridors, sheltered beneath simple canopies, forming links between the buildings of the campus
- Classrooms often consist of a series of axial, modular units
- An informal, domestic scale for the buildings and campus might be especially evident in elementary schools
- Swaths of patios, terraces, and plantings adjacent to and alternating with buildings
- Generous expanses of windows, including steel- and wood-framed multi-light windows, in awning and hopper casements, clerestories, and fixed panes
- Flat roof or broken-plane roof often used for lighting and acoustical issues
- Modular design, with a rhythmic, asymmetrical but balanced composition
- Usually displays a modern design idiom, usually either regional modernist (with use of native materials such as stone, brick, and wood siding and/or framing), International Style modernist, or, by the early 1960s, Late Modern (more expressive and sculptural)
- Some examples might include some degree of historicist detailing or styles popular in the postwar period (such as American Colonial Revival); these are less common than modernist examples
- May have been designed by a prominent architect of the period
- Often associated with post–World War II suburbanization and growth near major employment centers beyond the city periphery (such as the San Fernando Valley and southwest Los Angeles)
- Often built in residential neighborhoods on large expanses of land, with large areas devoted to landscape design and playing fields (in particular for high school campuses)

### **Integrity Considerations**

- Retains most of the essential physical features from the period of significance
- School expansion and new construction over the years, in particular in the postwar period, might have resulted in the addition of in-fill buildings and structures in areas that were originally designed open spaces. Such new additions should not interfere with or serve as a visual impairment to the designed connections between buildings, in particular classroom wings, and adjacent outdoor patios and spaces.

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- Many postwar schools were designed to be easily expandable as enrollment increased; the original site design and building types and plans should be readily discernible. If additional wings were added or the campus extended, the additions should be compatible with and visually subordinate to the original.
- Some materials may have been removed or altered
- Modern lighting and fencing of site acceptable
- Should retain integrity of Setting, Materials, Design, Workmanship, Feeling, and Association from its period of significance
- Addition of portable or permanent buildings after the period of significance acceptable as long as original campus design is intact

**Comments:** This theme would most often apply to a campus evaluated as a historic district. Individual buildings and/or campuses exhibiting distinctive design features might also qualify under Criteria C/3, as the embodiment of the distinctive characteristics of a type/period or method of construction, as an example of the work of a master architect, or for high artistic values.



Figure 11. The “East LA Blow Out,” Lincoln High School, 16 September 1968. Students protested for “better schools for Mexican Americans. Sal Castro was a teacher there and spearheaded the movement.” Source: LAPL, Herald-Examiner Collection, 00041327.

**CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION**

**THEME: LAUSD AND THE CIVIL RIGHTS MOVEMENT, 1954–1980**

This theme of significance begins with the filing of the landmark U.S. Supreme Court case *Brown v. The Board of Education Topeka, Kansas*. Although *Brown v. Board of Education* addressed state laws that did not exist in California—namely, laws allowing for racially segregated public schools—this case and the Civil Rights Movement helped generate and focus attention on related issues in Los Angeles. Issues touched on racial division and cultural identity, equal access, and how to create more balance and diversity in public schools. Signaling the end of this period of significance is the U.S. Supreme Court decision effectively ending mandatory school busing as a solution to racial imbalance in California’s public schools. Although this issue continued to form part of the social context for LAUSD, this period captures an era of intense debate and activism on the part of community members, parents, politicians and jurists, as well as teachers and administrators.

A school eligible under this theme might be the site of significant integration initiatives, challenges, or community activities related to the Civil Rights Movement and school integration. This might include initiatives for equal access to schools and/or to employment opportunities in LAUSD schools.

In addition, a school might qualify under this theme for a long-term association with a figure who was significant in the Civil Rights Movement and school integration.

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Property Type: Institutional/Educational  
Property Subtypes: Elementary Schools, Junior High Schools, and High Schools  
Period of Significance: 1954 to 1980  
Area of Significance: Education/Ethnic Heritage  
Geographic Location: Citywide  
Area of Significance: A/1 and/or B/2

### Eligibility Standards

- Was constructed during the theme of significance
- Was the site of significant integration initiatives, challenges, or activities related to the Civil Rights Movement and school integration
- Directly reflects the movement for equal access to schools, through integration activities, events, or protests, and/or equal access to employment opportunities in LAUSD schools
- Has a well-established, long-term association with a figure who was significant in the Civil Rights Movement and school integration (eligibility under B/2)

### Character-Defining Features

- Retains most of the associative and character-defining features from the period of significance

### Integrity Considerations

- Retains integrity of Location, Design, Setting, Feeling, Association
- Some materials may have been removed or altered
- If there are multiple buildings on campus constructed during the period of significance, these should be evaluated as a potential historic district





Figures 12 and 13. At left, Fernangeles Elementary School (1954), Sun Valley. At right, Parmelee Avenue Elementary School (1962), southeastern Los Angeles. Source: Sapphos Environmental, Inc., 2014.

### ARCHITECTURAL STYLES

#### MID-CENTURY MODERNISM / REGIONAL MODERNISM (POST-1945)

Mid-Century Modernism, or Regional Modernism, represents a middle ground between the formal, machine-age aesthetic of the International Style and a regional idiom reflecting local precedent and identity. In the postwar period through the 1960s, as practiced in Southern California, Mid-Century Modernism took its cues from the region's first-generation modernist architects such as Richard Neutra, Rudolph Schindler, Gregory Ain, Frank Lloyd Wright, and Harwell Hamilton Harris. In the postwar period, second-generation practitioners such as Raphael Soriano, Whitney Smith, and A. Quincy Jones, among many others, established Los Angeles as a center for innovative architectural design and culture.

Mid-Century Modernism is characterized by an honest expression of structure and function, with little applied ornament. Aesthetic effect is achieved through an asymmetrical but balanced, rhythmic design composition, often expressed in modular post-and-beam construction. Whether wood or steel, post-and-beam construction allowed for open floor plans, ease of expansion, and generous expanses of glazing to heighten indoor-outdoor integration. Infill panels of wood or glass are common, with glazing often extending to the gable. Buildings are generally one to two-stories, with an emphasis on simple, geometric forms. Capped with low-pitched gabled or flat roofs, a Mid-Century Modern building often displays wide eaves and cantilevered canopies, supported on spider-leg or post supports. Sheathing materials vary, with wood, stucco, brick and stone, or steel-framing and glass. Windows are generally flush-mounted, with metal frames.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



Figures 14 and 15. Grover Cleveland High School, Administration Building (left) and typical classroom wing (right), Matcham & Granger and Associates (1959), Reseda. Source: Sapphos Environmental, Inc., 2013.

This style was seen in postwar institutional and commercial buildings, as well as residences, from 1945 until circa 1975.

### Typical Character-Defining Features

- Horizontal design composition and massing; generally one to two stories; simple, geometric volumes; flat or shed roof, often with wide, cantilevered overhangs
- Exterior materials include stucco, brick, or concrete; modular design and planning
- Simply treated, natural materials and excellent craftsmanship
- Direct expression of structural systems, often in wood or steel post-and-beam
- Lack of historicizing ornament
- Generous expanses of fenestration, including bands of grouped multi-light windows
- Extensive use of sheltered exterior corridors, with flat or slightly sloped roofs supported by posts, piers, or pipe columns

### ***Mid-Century Modernism | Expressionistic/Organic Subtype***

- A more dynamic Mid-Century Modernism: combines sculptural forms with basic geometric volumes; curved, sweeping wall surfaces; dynamic, expressionistic roof forms, including butterfly, folded plate or barrel vault roof forms

### ARCHITECTS AND BUILDERS OF LAUSD PROPERTIES

Since the early years of LAUSD, the school buildings and campuses of LAUSD have been designed by some of the region's most prominent master architects as well as the district's own architectural department. The following architects and firms were responsible for numerous designs of extant buildings throughout the district, since the early twentieth century:

- Thornton Abell
- Ain, Johnson & Day (Gregory Ain, Joseph Johnson, and Alfred Day)
- Robert Evans Alexander
- Allison & Allison (David Clark Allison and James Edward Allison)
- John C. Austin
- Austin and Ashley (John C. Austin and Frederic Ashley)
- Austin, Field & Fry (John C. Austin, Robert Field, Jr., Charles Eugene Fry)
- Edwin Bergstrom
- Daniel, Mann, Johnson & Mendenhall, DMJM (Phillip Daniel, Arthur Mann, Kenneth Johnson, Irvan Mendenhall)
- Stiles O. Clements
- Roland Coate
- Edelman and Zimmerman
- Sidney Eisenshtat
- Henry L. Gogerty
- Heitschmidt & Thompson (Earl Heitschmidt and Whiting Thompson)
- Frank Hudson
- Hudson & Munsell
- Stewart S. Granger
- Myron Hunt
- Hunt & Chambers
- Hunt & Burns
- Gordon B. Kaufmann
- George Lindsey
- Marsh, Smith, & Powell (Norman Marsh, David Smith, and Herbert James Powell)
- A. C. Martin
- Matcham & Granger (Charles O. Matcham Sr. and Stewart S. Granger)
- Alfred S. Nibecker
- Richard Neutra
- C.E. Noerenberg and Johnson
- Parkinson and Parkinson
- Charles Plummer
- Alfred Rosenheim
- Sumner Spaulding
- Spaulding & Rex (Sumner Spaulding and John Rex)
- William Stockwell
- Whiting Thompson
- Walker and Eisen
- Adrian Wilson & Associates

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

### IV. SURVEY RESULTS

As a result of the LAUSD Historic Resources Survey, 2013/2014, the following 14 of 55 LAUSD campuses were found to include properties that appear eligible for either the NRHP and/or the CRHR. These campuses therefore include one or more buildings, structures, and/or related features that are presumed historic resources for purposes of CEQA:

1. 156th Street Elementary School	Eligible for CRHR (3CD)
2. Castle Heights Elementary School	Eligible for CRHR (3CD)
3. Chatsworth Senior High School	Eligible for NRHP (3D)
4. Cleveland Senior High School	Eligible for NRHP (3D)
5. Colfax Avenue Elementary School	Eligible for CRHR (3CD)
6. Dodson Middle School	Eligible for CRHR (3CD)
7. Fernangeles Elementary School	Eligible for CRHR (3CD)
8. Leapwood Avenue Elementary School	Eligible for NRHP (3D)
9. Narbonne Senior High School	Eligible for CRHR (3CD)
10. Pacoima Middle School	Eligible for CRHR (3CD)
11. Palisades Senior High School	Eligible for NRHP (3D)
12. Parmelee Avenue Elementary School	Eligible for CRHR (3CD)
13. Topanga Charter Elementary School	Eligible for NRHP (3D)
14. Webster Middle School	Eligible for CRHR (3CD)

Properties found eligible for the National Register under Criteria A/1, as representing the ideals and design principals of LAUSD from the era, were highly exceptional examples of the school type, though minor alterations might have been noted. Properties found eligible for the California Register only under the same criteria were generally outstanding examples of the applicable school type but exhibited a higher number of alterations.

The following sections present: (1) an overall district map, as well as detailed area maps, showing survey results, and (2) a pictorial overview of all eligible and non-eligible campuses, including school name, address, dates of construction, architect/designer (if known), and evaluation findings. Section 5 provides a tabulated version of the updated LAUSD Historic Resources Inventory.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

### Mapped Results: District Overview and Area Maps

Below is a composite map of the study area showing all LAUSD campuses, with eligibility indicated for campuses evaluated in the Historic Resources Survey, 2013/2014. The subsequent pages present enlarged versions of each subdivision of the composite map.

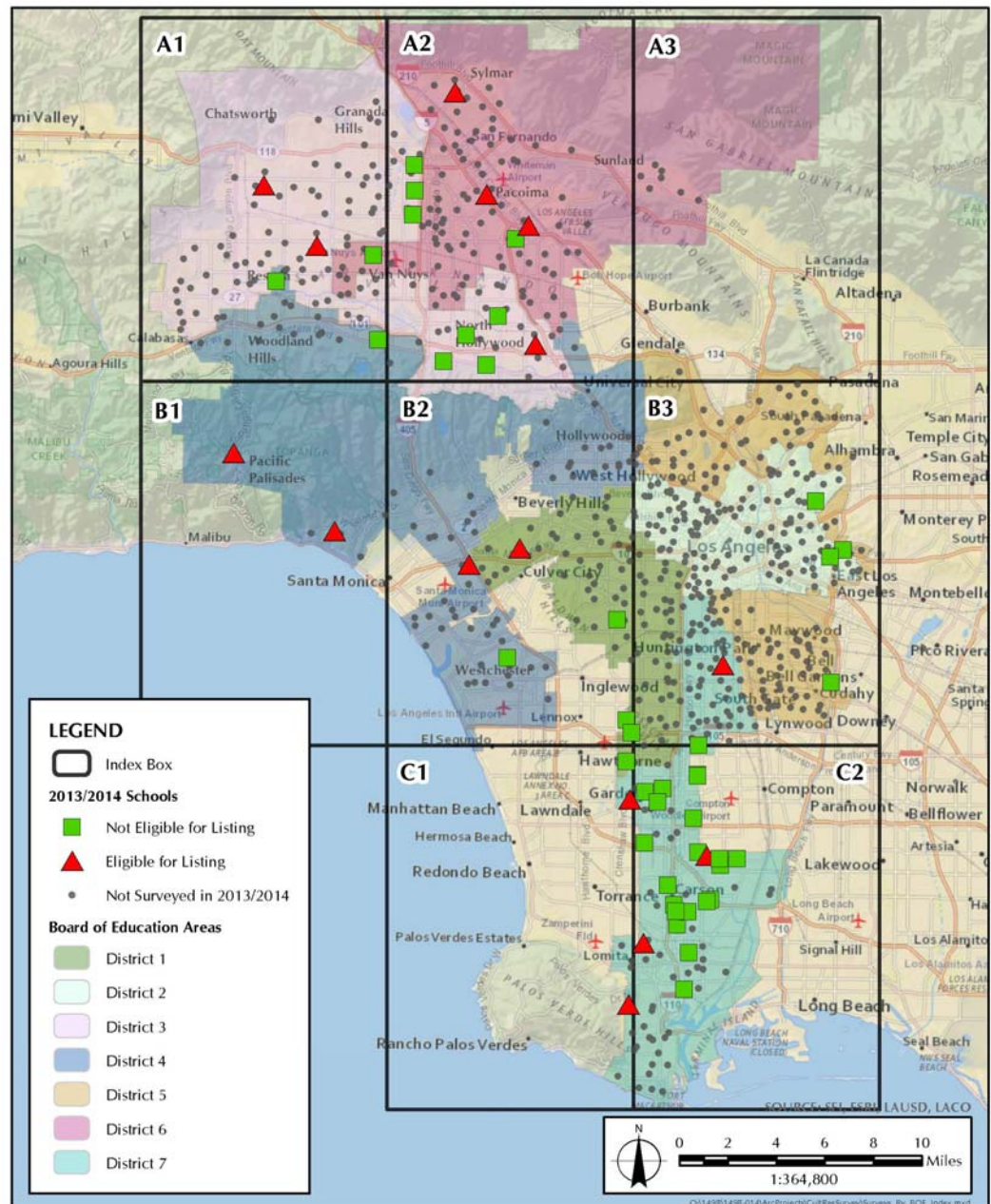


Figure 16a. District overview: Results of Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

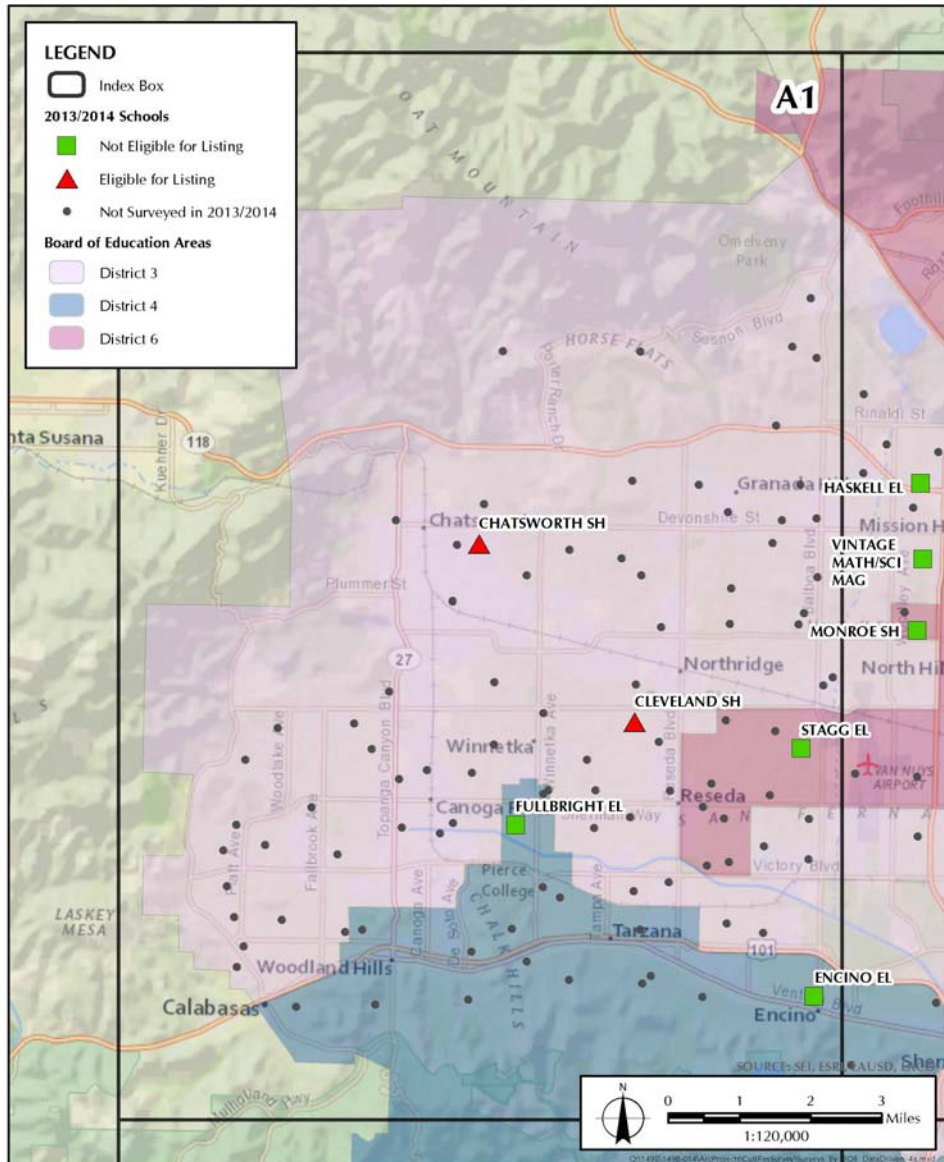


Figure 16b. Results, Map A1 (San Fernando Valley), Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

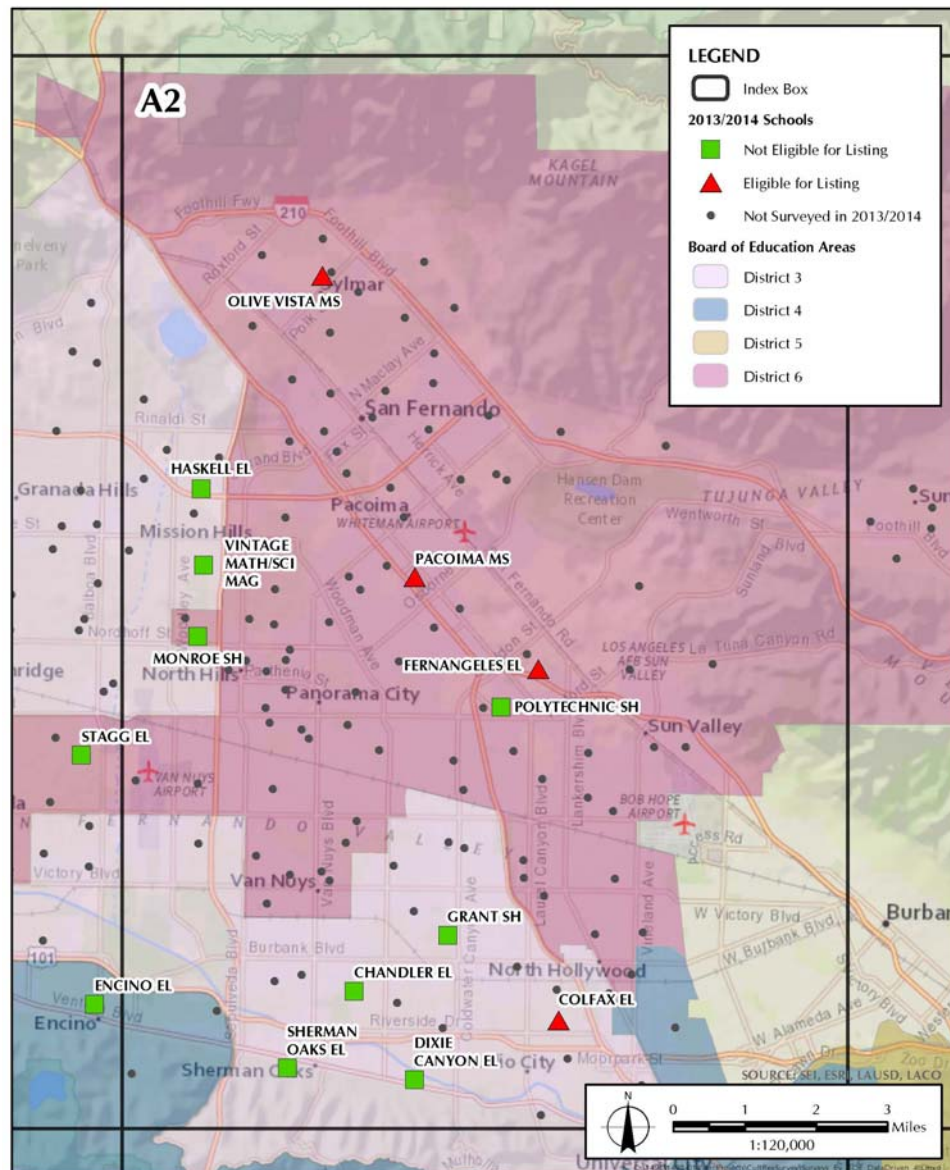


Figure 16c. Results, Map A2 (San Fernando Valley), Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

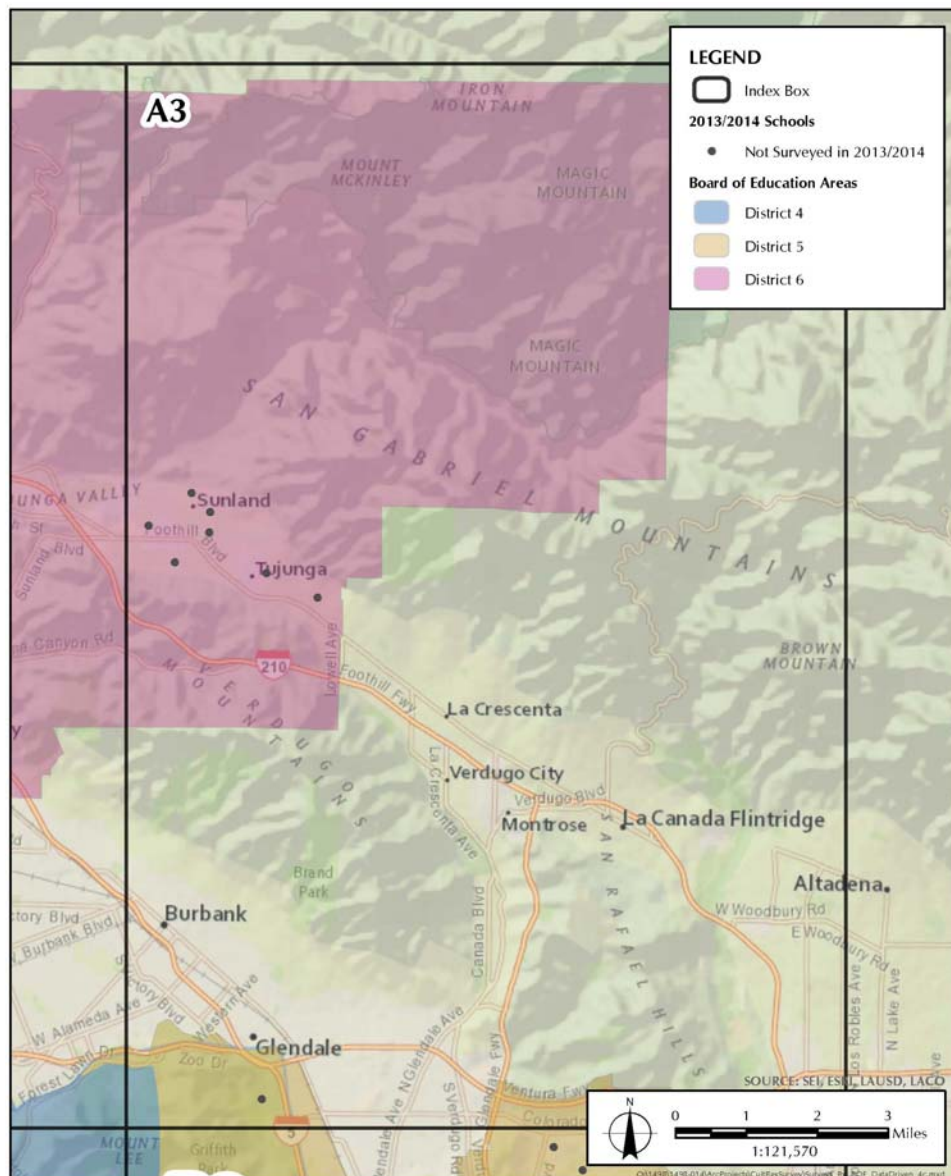


Figure 16d. Results, Map A3 (San Fernando Valley), Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

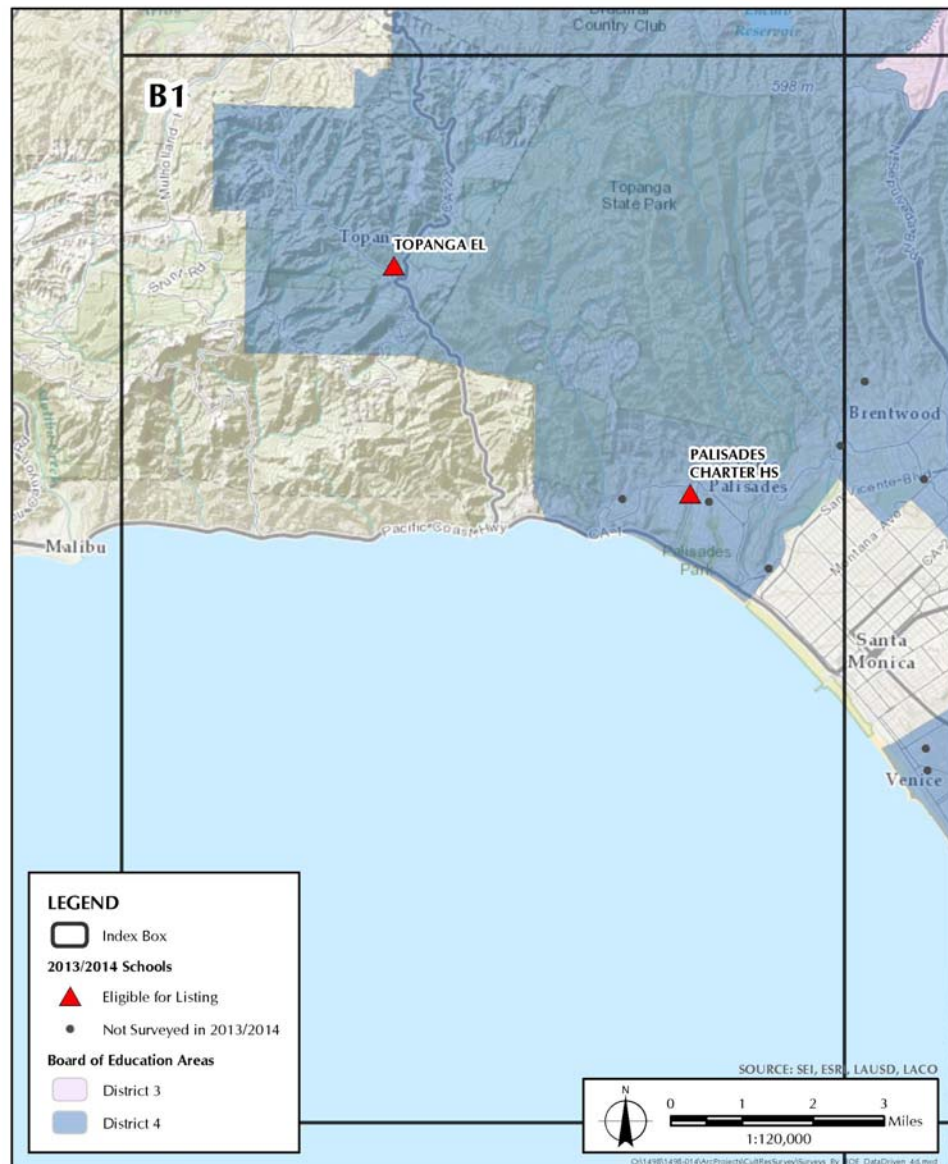


Figure 16e. Results, Map B1 (Topanga, Pacific Palisades), Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.

## HISTORIC RESOURCES SURVEY REPORT

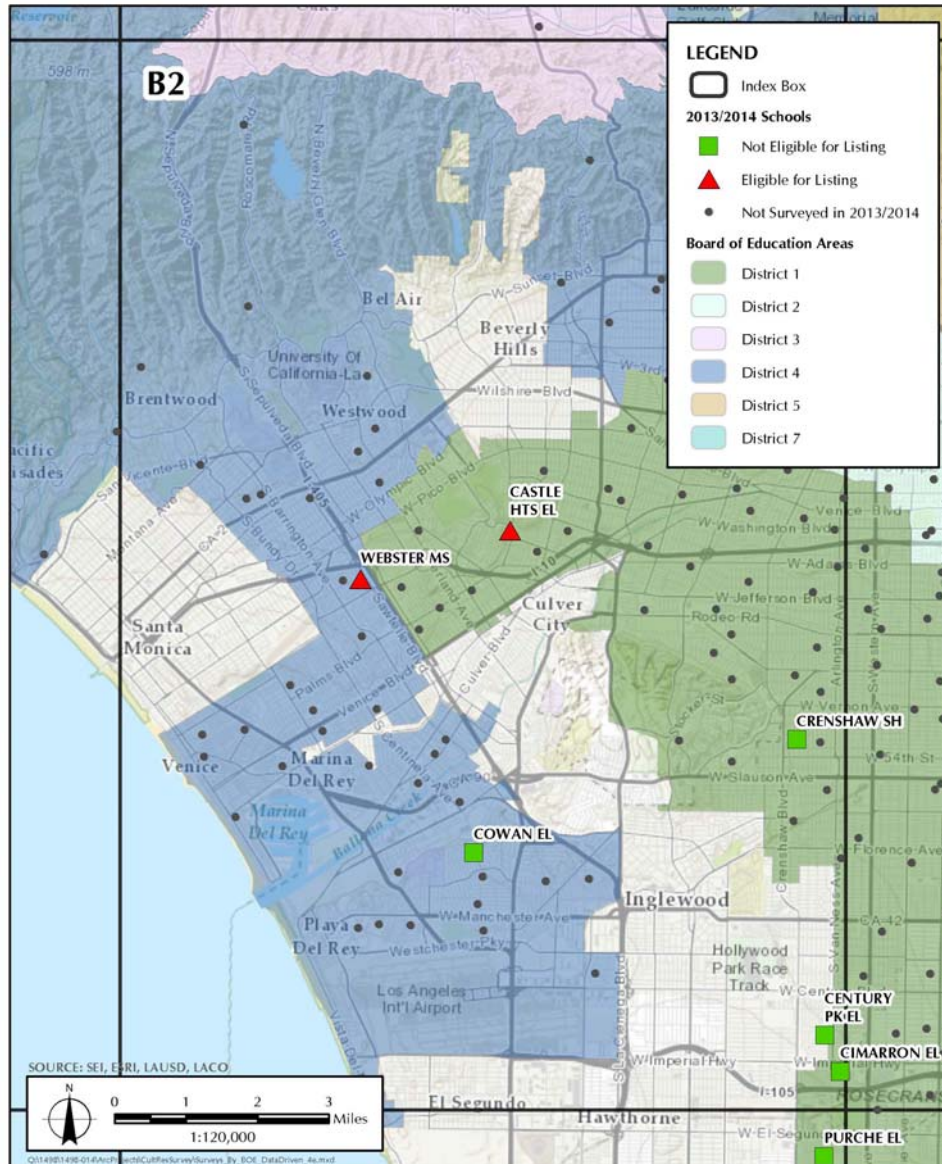


Figure 16f. Results, Map B2 (West Los Angeles), Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.



## HISTORIC RESOURCES SURVEY REPORT

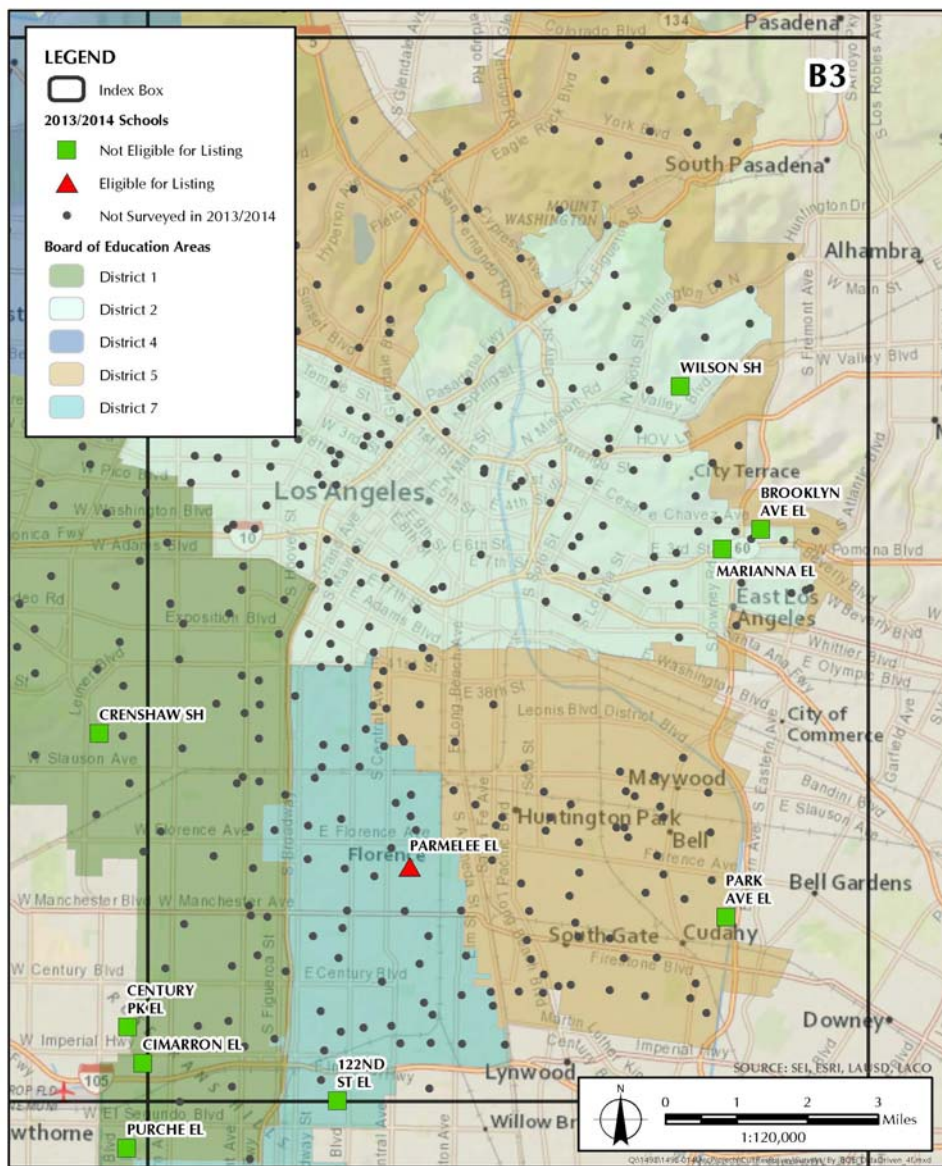


Figure 16g. Results, Map B3 (Central Los Angeles), Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

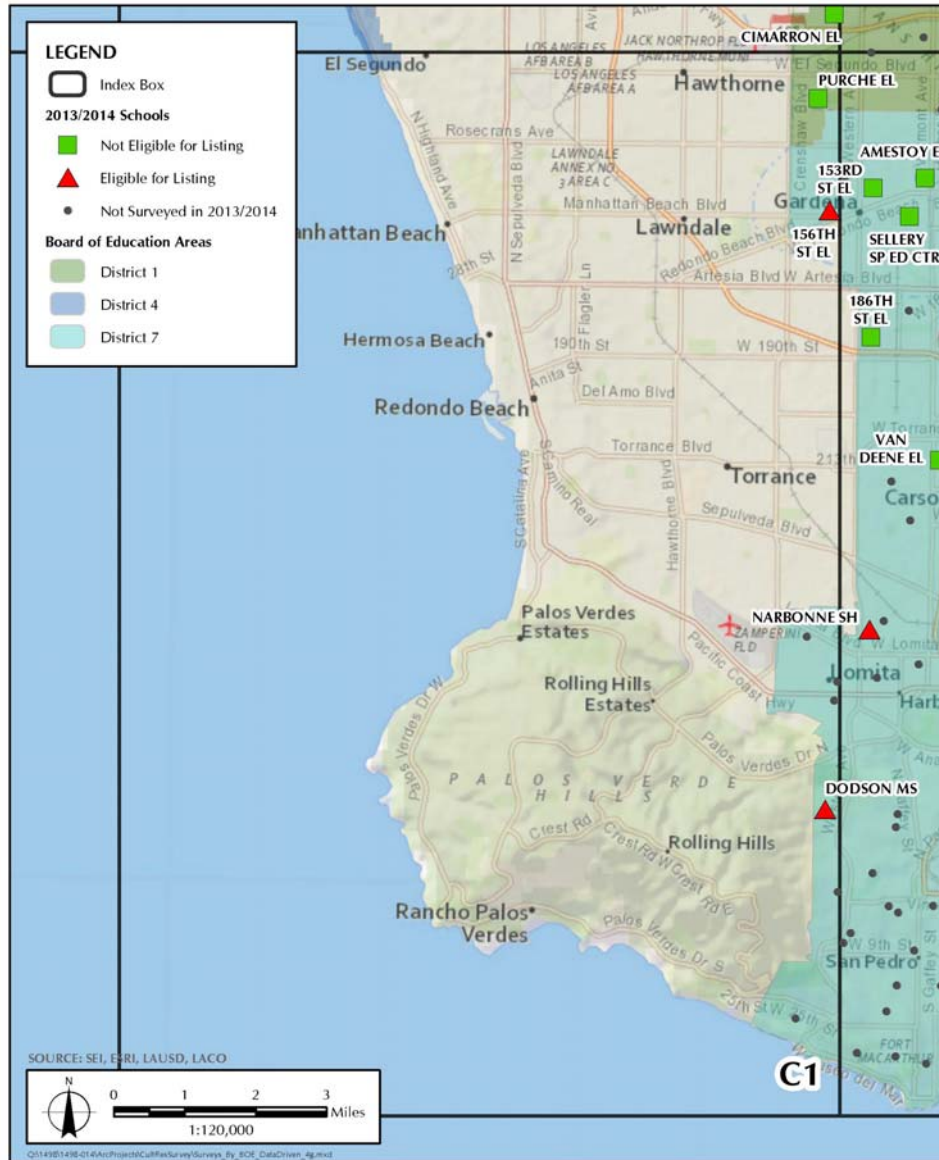


Figure 16h. Results, Map C1 (Palos Verdes, San Pedro), Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

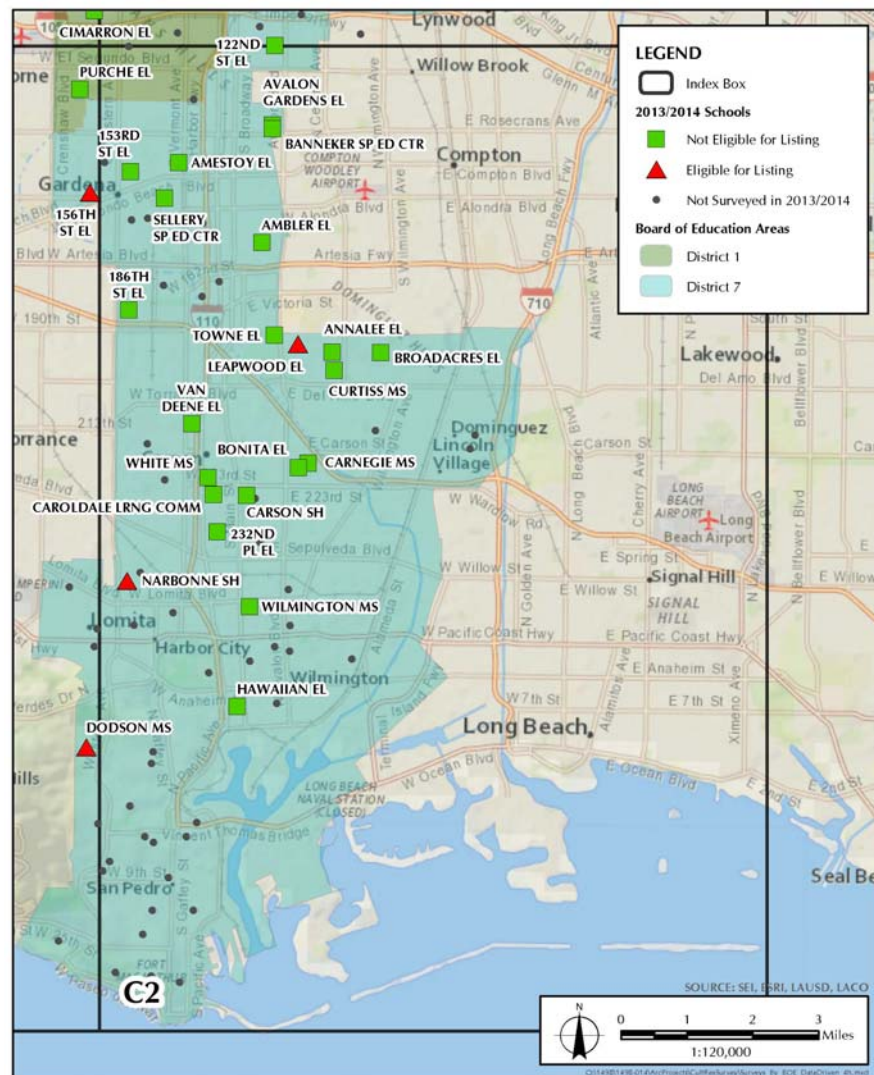


Figure 16i. Results, Map C2 (San Pedro, Carson, South Los Angeles), Los Angeles Unified School District Historic Resources Survey, 2013/2014. Source: Sapphos Environmental, Inc., 2014.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

### ELIGIBLE CAMPUSES: OVERVIEW



**School Name:** 156th Street Elementary School  
**Address:** 2100 West 156th Street, Gardena  
**Date(s) of Construction:** 1953  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent and intact example of the standardized finger-plan school used throughout LAUSD in the postwar period. Exemplifies LAUSD design principles of the era. CRHR eligible only (due to alterations).



**School Name:** Castle Heights Elementary School  
**Address:** 9755 Cattaraugus Avenue, Los Angeles  
**Date(s) of Construction:** 1951  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Castle Heights Elementary School is an excellent example of a postwar indoor-outdoor LAUSD campus. Exemplifies LAUSD design principles of the postwar era.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Chatsworth Senior High School  
**Address:** 10027 Lurline Avenue, Chatsworth  
**Date(s) of Construction:** 1963  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** NRHP 1, 3; CRHR A, C  
**CHR Status Code:** 3D

**Notes:** The campus core appears eligible as a historic district under Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. Also eligible as a historic district under Criteria C/3, as an excellent example of Mid-Century Modern design applied to institutional architecture. Some alterations, but intact and exceptional example that is eligible for the NRHP and CRHR.



**School Name:** Cleveland Senior High School  
**Address:** 8140 Vanalden Avenue, Reseda  
**Date(s) of Construction:** 1959–1960  
**Architect/Designer:** Matcham and Granger & Associates  
**Eligibility Criteria:** NRHP 1, 3; CRHR, A, C  
**CHR Status Code:** 3D

**Notes:** The campus core appears eligible as a historic district under the NRHP and CRHR Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. As an intact, indoor-outdoor finger- and cluster-plan school, Cleveland Senior High School exemplifies LAUSD design ideals and principles of the era. Also eligible as a historic district under Criteria 3, as an excellent example of Mid-Century Modern style applied to institutional architecture. Some alterations, but intact and exceptional example that is eligible for the NRHP and CRHR.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Colfax Avenue Elementary School  
**Address:** 11724 Addison St., North Hollywood  
**Date(s) of Construction:** 1950–1955  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Colfax Avenue Elementary School is an excellent, intact example of an indoor-outdoor, postwar finger-plan school. Exemplifies LAUSD design ideals and principles of the era. Some replaced/filled-in windows and non-original hardscaping; CRHR eligible as historic district.



**School Name:** Dodson Middle School  
**Address:** 28014 South Montereina Drive,  
Rancho Palos Verdes  
**Date(s) of Construction:** 1960  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent and intact example of an indoor-outdoor, postwar finger-plan school. Exemplifies LAUSD design principles of the era. CRHR eligible only (due to alterations).



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Fernangeles Elementary School  
**Address:** 12001 Art Street, Sun Valley  
**Date(s) of Construction:** 1954  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Administration building and assembly room form a distinctive entrance to the school and architectural anchor for adjacent neighborhood. From the interior, these buildings frame a courtyard and outdoor dining area. Site design includes expansive central lawn with mature (original) trees. Due to alterations, CRHR eligible only.



**School Name:** Leapwood Avenue Elementary School  
**Address:** 19302 Leapwood Avenue, Carson  
**Date(s) of Construction:** 1962  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** NRHP A; CRHR 1  
**CHR Status Code:** 3D

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Outstanding example of a one- and two-story school with a finger- and cluster-plan campus design.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Narbonne Senior High School  
**Address:** 24300 South Western Avenue, Harbor City  
**Date(s) of Construction:** 1955–1960  
**Architect/Designer:** Daniel, Mann, Johnson & Mendenhall  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, innovative example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. Some replaced / filled-in windows and non-original seismic supports. CRHR eligible only (due to alterations).



**School Name:** Pacoima II Middle School  
**Address:** 9919; 9921 Laurel Canyon Boulevard, Pacoima  
**Date(s) of Construction:** 1953 - 1957  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. A number of alterations, including many filled-in / covered over clerestory windows, which has compromised the integrity of some classroom wings. CRHR eligible only (due to alterations). Site of a 1957 mid-air collision of two aircrafts.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Palisades Senior High School  
**Address:** 15777 Bowdoin Street, Pacific Palisades  
**Date(s) of Construction:** 1961  
**Architect/Designer:** Adrian Wilson and Associates  
**Eligibility Criteria:** NRHP 1, 3; CRHR, A, C  
**CHR Status Code:** 3D

**Notes:** Campus core appears eligible as a historic district under Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. Also eligible as a historic district under Criteria C/3, as an excellent example of Mid-Century Modern design (expressionist subtype) applied to institutional architecture in Los Angeles. Few visible alterations; eligible for NRHP and CRHR as historic district.



**School Name:** Parmelee Avenue Elementary School  
**Address:** 1338 E. 76th Place, Los Angeles  
**Date(s) of Construction:** 1962, 1964, 1965  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Outstanding example of a one- and two-story school with a cluster-plan campus design and ample indoor-outdoor integration. CRHR eligible only (due to alterations).

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Topanga Elementary School  
**Address:** 22075 Topanga School Road, Topanga  
**Date(s) of Construction:** 1953, 1955  
**Architect/Designer:** Unknown  
**Eligibility Criteria:** NRHP 1, 3; CRHR, A, C  
**CHR Status Code:** 3D

**Notes:** Campus core appears eligible as a historic district under Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. Also eligible as a historic district under Criteria C/3 as an excellent example of the Mid-Century Modern style applied to institutional architecture.



**School Name:** Webster Middle School  
**Address:** 11330 Graham Place, Los Angeles  
**Date(s) of Construction:** 1954–1958  
**Architect/Designer:** Building Dept., Los Angeles Board of Education  
**Eligibility Criteria:** CRHR 1  
**CHR Status Code:** 3CD

**Notes:** Campus core appears eligible as a historic district under CRHR Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Outstanding example of a postwar, indoor-outdoor school employing an innovative site plan. CRHR eligible only (due to alterations).

### INELIGIBLE CAMPUSES: OVERVIEW



**School Name:** 122nd Street Elementary School

**Address:** 405 East 122nd Street, Los Angeles

**Date(s) of Construction:** 1963

**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus is a typical but not outstanding example of a postwar LAUSD campus. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criterion 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** 153rd Street Elementary School

**Address:** 1605 W 153rd Street, Gardena

**Date(s) of Construction:** 1957–1958

**Architect/Designer:** Ain, Johnson & Day

**Notes:** Not eligible. This campus has many of the character-defining features of a postwar finger-plan school but not all the eligibility standards required under Criteria A/1 as an exemplification of LAUSD design ideals for postwar schools. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, this campus was designed by master architects Ain, Johnson & Day; however, the school plan and design overall do not stand out as an outstanding exemplar of the firm's work.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** 186th Street Elementary School

**Address:** 1581 West 186th Street, Gardena

**Date(s) of Construction:** 1955–1962

**Architect/Designer:** John Kewell & Associates

**Notes:** Not eligible. Not typical of LAUSD design principles of the era; site design does not exhibit an exceptionally unified plan. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect. Displays some characteristics of Mid-Century Modern design, but the design does not rise to the level required for eligibility for either the NRHP or CRHR.



**School Name:** 232nd Place Elementary School

**Address:** 23240 Archibald Avenue, Carson

**Date(s) of Construction:** 1957–1968

**Architect/Designer:** A. Quincy Jones and Frederick E. Emmons & Associates; landscape architect Curtis Dixon Anderson

**Notes:** Not eligible. Campus and its classroom wings and buildings represent typical but not outstanding examples of a postwar finger-plan school. Lack of indoor-outdoor integration in campus plan; arcades are replaced with tunnel-like corridors. Represents the work of master architects A. Quincy Jones and Frederick E. Emmons & Associates, but is not an exceptional example of their many buildings throughout Southern California. The campus is not eligible under other applicable criteria.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Ambler Avenue Elementary School

**Address:** 319 East Sherman Drive, Carson

**Date(s) of Construction:** 1966

**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, the school does not qualify as an outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Amestoy Elementary School

**Address:** 1048 West 149th Street, Gardena

**Date(s) of Construction:** 1949–1957

**Architect/Designer:** Unknown

**Notes:** Not eligible. Not typical of LAUSD design principles of the era; site design does not exhibit an exceptionally unified plan. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Annalee Avenue Elementary School  
**Address:** 19410 South Annalee Avenue, Los Angeles  
**Date(s) of Construction:** 1966–1967  
**Architect/Designer:** Unknown

**Notes:** Not eligible. The school campus and buildings represent a typical but not exemplary embodiment of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Avalon Gardens Elementary School  
**Address:** 13940 South San Pedro Street, Los Angeles  
**Date(s) of Construction:** 1948–1955  
**Architect/Designer:** Unknown

**Notes:** Not eligible. This campus has many of the character-defining features of a postwar finger-plan school, but the range of construction dates, from 1948 to 1955, produced a campus plan that is not sufficiently unified to qualify under Criteria A/1 as an exemplification of LAUSD design ideals for postwar schools (under the context of institutional architecture/educational facilities in Los Angeles). In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Banneker Special Education Center

**Address:** 14024 South San Pedro Street, Los Angeles

**Date(s) of Construction:** 1972–1978

**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, the campus is not representative of LAUSD design principles of the era. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Bonita Street Elementary School

**Address:** 21929 Bonita Street, Carson

**Date(s) of Construction:** 1958

**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Broadacres Elementary School  
**Address:** 19424 South Broadacres Avenue, Carson  
**Date(s) of Construction:** 1967  
**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities, the campus does not represent an outstanding example of LAUSD design principles of the era. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Brooklyn Avenue Elementary School  
**Address:** 4620 Cesar Chavez Avenue, Los Angeles  
**Date(s) of Construction:** 1960–1975  
**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, the campus is not representative of LAUSD design principles of the era. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Carnegie Middle School

**Address:** 21820 Bonita Street, Carson

**Date(s) of Construction:** 1965

**Architect/Designer:** Unknown

**Notes:** Not eligible. The campus overall is not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Caroldale Learning Community

**Address:** 22424 Caroldale Avenue, Carson

**Date(s) of Construction:** 1960–1969

**Architect/Designer:** Unknown

**Notes:** Not eligible. The campus overall is not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Carson Senior High School  
**Address:** 22328 South Main Street, Carson  
**Date(s) of Construction:** 1962–1969  
**Architect/Designer:** Austin, Field, and Fry

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Century Park Elementary School  
**Address:** 10935 South Spinning Avenue, Inglewood  
**Date(s) of Construction:** 1948–1959  
**Architect/Designer:** Unknown

**Notes:** Not eligible. Not typical of LAUSD design principles of the era; all of the original classrooms in addition to the auditorium are located in a single building; classrooms on double-loaded interior corridor. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Chandler Elementary School

**Address:** 14030 Weddington Street, Van Nuys

**Date(s) of Construction:** 1949–1956

**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Cimarron Elementary School

**Address:** 11559 Cimarron Avenue, Los Angeles

**Date(s) of Construction:** 1953–1957

**Architect/Designer:** Unknown

**Notes:** Not eligible. The school campus and buildings represent a typical but not exemplary embodiment of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Cowan Avenue Elementary School

**Address:** 7615 Cowan Avenue, Los Angeles

**Date(s) of Construction:** 1953–1958

**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Crenshaw Senior High School

**Address:** 5010 11th Avenue, Los Angeles

**Date(s) of Construction:** 1968

**Architect/Designer:** Unknown

**Notes:** Not eligible. Not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research showed that construction of Crenshaw High School reflected post-Watts Riots investment in South Los Angeles schools. Research conducted within the parameters of the current scope, however, did not identify a broader, contextual pattern to justify eligibility under Criteria A/1 on this basis. In addition, research did not show that this campus was the site of a significant event. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Curtiss Middle School

**Address:** 1254 East Helmick Street, Carson, Los Angeles

**Date(s) of Construction:** 1969

**Architect/Designer:** Unknown

**Notes:** Not eligible. The school campus and buildings represent a typical but not exemplary embodiment of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or work of a master architect.



**School Name:** Dixie Canyon Avenue Elementary School

**Address:** 4220 Dixie Canyon Avenue, Sherman Oaks

**Date(s) of Construction:** 1949–1961

**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Encino Elementary School

**Address:** 16941 Addison Street, Encino, Los Angeles

**Date(s) of Construction:** 1949–1961

**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Francis Polytechnic Senior High School

**Address:** 12431 Roscoe Boulevard, Sun Valley

**Date(s) of Construction:** 1957

**Architect/Designer:** Austin, Field, and Fry

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Fullbright Avenue Elementary School

**Address:** 6940 Fullbright Avenue, Canoga Park

**Date(s) of Construction:** 1954

**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Grant Senior High School

**Address:** 13000 Oxnard Street, Valley Glen

**Date(s) of Construction:** 1958–1964

**Architect/Designer:** J. E. Stanton and William F. Stockwell

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design. Designed by prominent architectural firm, Stanton & Stockwell (J.E. Stanton & William F. Stockwell), but the school is not the most representative or intact example of the firm's work.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Haskell Avenue Elementary School  
**Address:** 15850 Tulsa Street, Granada Hills  
**Date(s) of Construction:** 1953–1965  
**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus exhibits most of the character-defining features of the indoor-outdoor, finger-plan school constructed throughout LAUSD in the postwar period. However, due to alterations (primarily in-filled windows, altered window and door openings), the campus does not retain sufficient integrity to convey its period of significance.



**School Name:** Hawaiian Avenue Elementary School  
**Address:** 540 Hawaiian Avenue, Wilmington  
**Date(s) of Construction:** 1948–1966  
**Architect/Designer:** Unknown

**Notes:** Not eligible. The campus overall is not typical of LAUSD design principles of the era. The 1948 Administration Building is noteworthy, but due to alterations (replaced windows), it does not retain integrity. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation.

In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Marianna Elementary School

**Address:** 4215 East Gleason Street, Los Angeles

**Date(s) of Construction:** 1958–1964

**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus is a typical but not outstanding example of a postwar LAUSD campus. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Monroe Senior High School

**Address:** 9229 North Haskell Avenue, North Hills

**Date(s) of Construction:** 1957

**Architect/Designer:** Heitschmidt and Thompson

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Park Avenue Elementary School

**Address:** 8020 Park Avenue, Cudahy

**Date(s) of Construction:** 1968

**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, the campus is a common but not outstanding example of LAUSD design principles of the era. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Purche Elementary School

**Address:** 13210 Purche Avenue, Gardena

**Date(s) of Construction:** 1957

**Architect/Designer:** Unknown

**Notes:** Not eligible. The school campus and buildings represent a typical but not exemplary embodiment of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Sellery Special Education Center

**Address:** 15804 South Budlong Avenue, Gardena

**Date(s) of Construction:** 1961–1963

**Architect/Designer:** Unknown

**Notes:** This school was custom-built to serve a special needs population of children with severe handicaps. As such, the plan and building types vary from typical LAUSD plan typologies. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect. The school displays many character-defining features of the Mid-Century Modern architectural style. However, the school is not an outstanding or distinctive example of the Mid-Century Modern architectural style and does not qualify under Criteria C/3.



**School Name:** Sherman Oaks Elementary School

**Address:** 14755 Greenleaf Street, Sherman Oaks

**Date(s) of Construction:** 1948–1976

**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Stagg Street Elementary School  
**Address:** 7839 Amestoy Avenue, Van Nuys  
**Date(s) of Construction:** 1954–1958  
**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus exhibits most of the character-defining features of the indoor-outdoor, finger-plan school constructed throughout LAUSD in the postwar period. However, due to alterations (primarily in-filled windows, altered window and door openings), the campus does not retain sufficient integrity to convey its period of significance.



**School Name:** Towne Avenue Elementary School  
**Address:** 18924 Towne Avenue, Carson  
**Date(s) of Construction:** 1958  
**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus is a typical but not outstanding example of a postwar LAUSD campus. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Van Deene Elementary School  
**Address:** 826 West Javelin Street, Torrance  
**Date(s) of Construction:** 1960–1965  
**Architect/Designer:** Unknown

**Notes:** Not eligible; very typical but not outstanding example of LAUSD design ideals of the era. Appears to be drawn from one of the standardized plans for schools during this period. Not the site of significant event or representative of a significant pattern of development. Not an outstanding example of architectural design or the work of a master architect.



**School Name:** Vintage Street Elementary School  
(Vintage Street Fundamental Magnet School)  
**Address:** 15848 Stare Street, North Hills  
**Date(s) of Construction:** 1953  
**Architect/Designer:** Unknown

**Notes:** Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus exhibits most of the character-defining features of the indoor-outdoor, finger-plan school constructed throughout LAUSD in the postwar period. However, due to alterations (primarily in-filled windows, altered window and door openings, and changes to the design configuration of the entrance and auditorium), the campus does not retain sufficient integrity to convey its period of significance.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** White Middle School  
**Address:** 22102 South Figueroa Street, Carson  
**Date(s) of Construction:** 1956  
**Architect/Designer:** Unknown

**Notes:** Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



**School Name:** Wilmington II Middle School  
**Address:** 1700 Gulf Avenue, Wilmington  
**Date(s) of Construction:** 1951–1962  
**Architect/Designer:** Unknown

**Notes:** Not eligible. The campus overall is not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT



**School Name:** Wilson Senior High School

**Address:** 4500 Multnomah Street, Los Angeles

**Date(s) of Construction:** 1970

**Architect/Designer:** Unknown

**Notes:** Not eligible. The campus overall is not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC RESOURCES SURVEY REPORT

### **V. UPDATED LAUSD HISTORIC RESOURCES INVENTORY**

This section presents a tabulated version of the updated LAUSD Historic Resources Inventory. The inventory compiles results from the LAUSD Historic Resources Survey, 2013/2014, with eligibility findings from the 2001–2004 Phase 1 and Phase 2 Getty Historic Resources Surveys. The compiled results are presented in an Excel spreadsheet format and an Access Database format compatible with ArcGIS.

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TABLE V-1  
UPDATED LAUSD HISTORIC RESOURCES INVENTORY WITH COMPILED RESULTS FROM THE LAUSD HISTORIC RESOURCES SURVEY, 2013/2014, AND  
THE GETTY HISTORIC RESOURCES SURVEYS, 2001/2004

Assessor Parcel Number	LAUSD Campus #	Campus Name	School Type	Street #	Street Direction	Street Name	Street Type	City	ZIP	Principal Construction Dates: Start Date	Principal Construction Dates: End Date	Year Opened	Former Names & Dates	CR Status (2001- 2004 Getty Surveys)	Evaluation Results / Notes	Found Eligible in 2013 / 2014 Survey?	CHR Status Code
4063-012-900	13673	156th Street Elementary School	ES	2100	W	156th	St	Gardena	90249	1953		1953		6Z/7N	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent and intact example of the standardized indoor-outdoor, postwar finger-plan school used throughout LAUSD in the postwar period. Exemplifies LAUSD design principles of the era. California Register eligible only (due to alterations).	Yes	3CD
4308-019-900	13680	Castle Heights Elementary School	ES	9755		Cattaraugus	Ave	Los Angeles	90034	1951	1961	1951		6Z/7N	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Castle Heights Elementary School is an excellent example of a postwar, indoor-outdoor LAUSD campus. Exemplifies LAUSD design principles of the postwar era.	Yes	3CD
2355-013-900	13681	Colfax Avenue Elementary School	ES	11724		Addison	St	North Hollywood	91607	1950	1955	1951		6Z/7N	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Colfax Avenue Elementary School is an excellent, intact example of an indoor-outdoor, postwar finger-plan school. Exemplifies LAUSD design ideals and principles of the era. Some replaced/filled-in windows and non-original hardscaping; CRHR eligible as historic district.	Yes	3CD
2631-019-904	13594	Fernangeles Elementary School	ES	12001		Art	St	Sun Valley	91352	1948	1954	1946		6Z/7N	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Administration building and assembly room form a distinctive, 1950s-flavored entrance to the school and anchor for the residential community around it. From the interior, these two buildings frame a courtyard and outdoor dining area. Site design features buildings and facilities oriented around an expansive lawn with mature (original) trees. Due to alterations on many of the classrooms, however, including clerestories that have been covered and sheathed in stucco, contributing buildings appear eligible for the California Register only.	Yes	3CD
2505-025-900	13707	Olive Vista Middle School	MS	14600		Tyler	St	Sylmar	91342	1958	1968	1958		6Z/7N	Campus core appears eligible as a historic district under Criteria C/3, as an excellent example of Mid-Century Modern design applied to institutional architecture. The elements of the campus that are considered contributors are the complex of buildings and structures at the entrance of the campus on Tyler Street, consisting of the Administration Building, the Library, the Health and Counseling Building, and the entrance portal that unifies the northwest side of the campus and forms a distinctive 1950s Mid-Century Modern entrance. Because the other structures on	Yes	3CD

TABLE V-1  
UPDATED LAUSD HISTORIC RESOURCES INVENTORY WITH COMPILED RESULTS FROM THE LAUSD HISTORIC RESOURCES SURVEY, 2013/2014, AND  
THE GETTY HISTORIC RESOURCES SURVEYS, 2001/2004

Assessor Parcel Number	LAUSD Campus #	Campus Name	School Type	Street #	Street Direction	Street Name	Street Type	City	ZIP	Principal Construction Dates: Start Date	Principal Construction Dates: End Date	Year Opened	Former Names & Dates	CR Status (2001- 2004 Getty Surveys)	Evaluation Results / Notes	Found Eligible in 2013 / 2014 Survey?	CHR Status Code
															campus and the site plan are not outstanding examples of LAUSD design principles or architecture, California Register eligible only.		
2622-001-900	13750	Pacoima II Middle School	MS	9919; 9921		Laurel Canyon	Blvd	Pacoima	91331	1953	1957	1954	Pacoima Junior High School	6Z/7N	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. A number of alterations, including many filled-in/stucco'd over clerestories, may compromise the integrity of some classroom wings. California Register eligible only (due to alterations).Site of infamous 1957 mid-air collision of two aircraft.	Yes	3CD
4258-016-900	13741	Webster, Daniel Middle School	MS	11330		Graham	Pl	Los Angeles	90064	1954	1958	1954	Richland JHS 1954	6Z/7N	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent example of postwar LAUSD middle school campus; exemplifies LAUSD design ideals and principles of the era. Inventive site plan, with classroom wings radiating outward from a central circular core, and extensive network of arcades creates classroom spaces well integrated with designed outdoor spaces throughout the campus. Some alterations (to Auditorium and to some classroom wings, mostly consisting of in-filled windows). Eligible for CRHR as a district.	Yes	3CD
7552-017-900	13846	Dodson Middle School (Rudecinda Sepulveda Dodson Middle School)	MS	28014	S	Montereina	Dr	Rancho Palos Verdes	90275	1960		1960		N/A	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent and intact example of an indoor-outdoor, postwar finger-plan school. Exemplifies LAUSD design principles of the era. California Register eligible only (due to alterations).	Yes	3CD
7439-015-900	13407	Narbonne Senior High School	SH	24300	S	Western	Ave	Harbor City	90710	1956		1938		N/A	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. Highly inventive site plan, in the form of a spiral, allows for maximum indoor-outdoor integrated classrooms on compact, urban site. Some replaced/filled-in windows and seismic supports visible on building exteriors. California Register eligible only (due to alterations).	Yes	3CD



TABLE V-1  
UPDATED LAUSD HISTORIC RESOURCES INVENTORY WITH COMPILED RESULTS FROM THE LAUSD HISTORIC RESOURCES SURVEY, 2013/2014, AND  
THE GETTY HISTORIC RESOURCES SURVEYS, 2001/2004

Assessor Parcel Number	LAUSD Campus #	Campus Name	School Type	Street #	Street Direction	Street Name	Street Type	City	ZIP	Principal Construction Dates: Start Date	Principal Construction Dates: End Date	Year Opened	Former Names & Dates	CR Status (2001- 2004 Getty Surveys)	Evaluation Results / Notes	Found Eligible in 2013 / 2014 Survey?	CHR Status Code
6024-022-900	13815	Parmelee Elementary School	ES	1338	E	76th	Pl	Los Angeles	90001	1962	1965	1962		N/A	Campus core appears eligible as a historic district under California Register Criterion 1, in the context of institutional architecture/educational facilities in Los Angeles. Outstanding example of a one- and two-story school with a cluster-plan campus design and ample indoor-outdoor integration. California Register eligible only (due to alterations).	Yes	3CD
2741-002-900	13870	Chatsworth Senior High School	SH	10027		Lurline	Ave	Chatsworth	91311	1963		1963		N/A	Campus core appears eligible as a historic district under Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. Inventive site plan, with classrooms radiating outward from a central landscaped quad. Also eligible as a historic district under Criteria C/3, as an excellent example of Mid-Century Modern design applied to institutional architecture. Some alterations, but intact and exceptional example that is eligible for both National Register and California Register.	Yes	3D
2104-004-905	13753	Cleveland, Grover Senior High School	SH	8140		Vanalden	Ave	Reseda	91335	1959	1960	1950		N/A	Campus core appears eligible as a historic district under National Register and California Register Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. As an intact, indoor-outdoor finger-plan school, Cleveland Senior High School exemplifies LAUSD design ideals and principles of the era. Also eligible as a historic district under Criteria A/3, as an excellent example of Mid-Century Modern style applied to institutional architecture. Some replaced/filled-in windows and non-original hardscaping.	Yes	3D
7321-018-900	13817	Leapwood Elementary School	ES	19302		Leapwood	Ave	Carson	90746	1962		1963		N/A	Campus core appears eligible as a historic district under National Register and California Register Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. Outstanding example of a one- and two-story school with a cluster-plan campus design and ample indoor-outdoor integration. Few visible alterations.	Yes	3D
4413-021-905	13742	Palisades Charter Senior High School	SH	15777		Bowdoin	St	Pacific Palisades	90272	1961		1958		N/A	Campus core appears eligible as a historic district under Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. Also eligible as a historic district under Criteria C/3, as an excellent example of Mid-Century Modern design (expressionist subtype) applied to institutional architecture in Los Angeles. Few visible alterations; eligible for National Register and California Register as historic district.	Yes	3D
4445-	13816	Topanga Charter	ES	22075		Topanga	Rd	Topanga	90290	1953	1955	1940		N/A	Campus core appears eligible as a historic district	Yes	3D

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Assessor Parcel Number	LAUSD Campus #	Campus Name	School Type	Street #	Street Direction	Street Name	Street Type	City	ZIP	Principal Construction Dates: Start Date	Principal Construction Dates: End Date	Year Opened	Former Names & Dates	CR Status (2001- 2004 Getty Surveys)	Evaluation Results / Notes	Found Eligible in 2013 / 2014 Survey?	CHR Status Code
005-902		Elementary School				School									under Criteria A/1, in the context of institutional architecture/educational facilities in Los Angeles. Excellent, intact example of postwar LAUSD school; exemplifies LAUSD design ideals and principles of the era. Also eligible as a historic district under Criteria C/3 as an excellent example of the Mid-Century Modern style applied to institutional architecture.		
6103-017-900	13812	153rd Street Elementary School	ES	1605	W	153rd	St	Gardena	90247	1957	1958	1956		6Z/7N	Not eligible. This campus has many of the character-defining features of a postwar finger-plan school but not all the eligibility standards required under Criteria A/1 as an exemplification of LAUSD design ideals for postwar schools. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, this campus was designed by master architects Ain, Johnson & Day; however, the school plan and design overall do not stand out as an outstanding exemplar of the firm's work.	No	6Z
6108-003-900	13303	186th Street Elementary School	ES	1581	W	186th	St	Gardena	90248	1955	1962	1907	McKinley Home 1907; 182nd St 1924; 184th St 1925	6Z/7N	Not eligible. Not typical of LAUSD design principles of the era; site design does not exhibit an exceptionally unified plan. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect. Displays some characteristics of Mid-Century Modern design, but the design does not rise to the level required for eligibility for either the National Register or California Register.	No	6Z
6114-030-902	13426	Amestoy Elementary School	ES	1048	W	149th	St	Gardena	90247	1949	1957	1915	Amestoy Avenue 1915	6Z/7N	Not eligible. Not typical of LAUSD design principles of the era; site design does not exhibit an exceptionally unified plan. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural	No	6Z

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															design or the work of a master architect.		
6131-013-900	13618	Avalon Gardens Elementary School	ES	13940	S	San Pedro	St	Los Angeles	90061	1948	1955	1952		6Z/7N	Not eligible. This campus has many of the character-defining features of a postwar finger-plan school, but the range of construction dates, from 1948 to 1955, produced a campus plan that is not sufficiently unified to qualify under Criteria A/1 as an exemplification of LAUSD design ideals for postwar schools (under the context of institutional architecture/educational facilities in Los Angeles). In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
4029-021-900	13675	Century Park Elementary School	ES	10935	S	Spinning	Ave	Inglewood	90303	1948	1959	1947		6Z/7N	Not eligible. Not typical of LAUSD design principles of the era; all of the original classrooms in addition to the auditorium are located in a single building; classrooms on double-loaded interior corridor. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
2247-020-900	13619	Chandler Elementary School	ES	14030		Weddington	St	Van Nuys	91401	1949	1956	1949		6Z/7N	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z

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4110-016-900	13622	Cowan Avenue Elementary School	ES	7615		Cowan	Ave	Los Angeles	90045	1953	1958	1949		6Z/7N	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
2360-011-900	13677	Dixie Canyon Avenue	ES	4220		Dixie Canyon	Ave	Sherman Oaks	91423	1949	1961	1947		6Z/7N	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
2258-016-902	13500	Encino Elementary School	ES	16941		Addison	St	Encino	91316	1947	1961	1923		6Z/7N	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z



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2136-009-900	13661	Fullbright Avenue Elementary School	ES	6940		Fullbright	Ave	Canoga Park	91306	1954	1954	1955		6Z/7N	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
2667-020-900	13736	Haskell Avenue Elementary School	ES	15850		Tulsa	St	Granada Hills	91344	1953	1965	1956	Haskell Avenue 1956	6Z/7N	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus exhibits most of the character-defining features of the indoor-outdoor, finger-plan school constructed throughout LAUSD in the postwar period. However, due to alterations (primarily in-filled windows, altered window and door openings), the campus does not retain sufficient integrity to convey its period of significance.	No	6Z
7417-012-900	13648	Hawaiian Avenue Elementary School	ES	540		Hawaiian	Ave	Wilmington	90744	1948	1966	1942	Hawaiian Avenue School	6Z/7N	Not eligible. The campus overall is not typical of LAUSD design principles of the era. The 1948 Administration Building is noteworthy but, due to alterations (replaced windows), it does not retain integrity. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
2276-012-902	13517	Sherman Oaks Elementary School	ES	14755		Greenleaf	St	Sherman Oaks	91403	1948	1976	1924	Cahuenga Park 1924; Dickens Street 1929	6Z/7N	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state,	No	6Z

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															or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.		
2204-014-900	13722	Stagg Street Elementary School	ES	7839		Amestoy	Ave	Van Nuys	91406	1954	1958	1953		6Z/7N	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus exhibits most of the character-defining features of the indoor-outdoor, finger-plan school constructed throughout LAUSD in the postwar period. However, due to alterations (primarily in-filled windows, altered window and door openings), the campus does not retain sufficient integrity to convey its period of significance.	No	6Z
2669-015-900	13694	Vintage Street Elementary School (Vintage Street Fundamental Magnet School)	ES	15848		Stare	St	North Hills	91343	1953	1955	1955	Vintage Street 1955	6Z/7N	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus exhibits most of the character-defining features of the indoor-outdoor, finger-plan school constructed throughout LAUSD in the postwar period. However, due to alterations (primarily in-filled windows, altered window and door openings, and changes to the design configuration of the entrance and Auditorium), the campus does not retain sufficient integrity to convey its period of significance.	No	6Z
7414-008-900	13538	Wilmington II Middle School	MS	1700		Gulf	Ave	Wilmington	90744	1951	1962	1949		6Z/7N	Not eligible. The campus overall is not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
6086-021-906	13868	122nd Street Elementary School	ES	405	E	122nd	St	Los Angeles	90061	1963	1963	1963		N/A	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus is a typical but not outstanding example of a postwar LAUSD campus. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z

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7363-020-900	13709	232nd Place Elementary School	ES	23240		Archibald	Ave	Carson	90745	1957	1968	1953		N/A	Not eligible. Campus and its classroom wings and buildings represent typical but not outstanding examples of a postwar finger-plan school. Lack of indoor-outdoor integration in campus plan; arcades are replaced with tunnel-like corridors. Represents the work of master architects A. Quincy Jones and Frederick E. Emmons & Associates but is not an exceptional example of their many buildings throughout Southern California. The campus is not eligible under other applicable criteria.	No	6Z
6126-012-900	13833	Ambler Avenue Elementary School	ES	319	E	Sherman	Dr	Carson	90746	1966		1966		N/A	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, the school does not qualify as an outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
7322-005-900	13760	Annalee Avenue Elementary School	ES	19410	S	Annalee	Ave	Los Angeles	90746	1966	1967	1965		N/A	Not eligible. The school campus and buildings represent a typical but not exemplary embodiment of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding/distinctive example of architectural design or the work of a master architect.	No	6Z
6131-013-900		Banneker Special Education Center		14024	S	San Pedro	St	Los Angeles	90061	1972	1978	1968	Alternate/former name Benjamin Banneker School	N/A	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, the campus is not representative of LAUSD design principles of the era. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z

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7332-003-900	13796	Bonita Street Elementary School	ES	21929		Bonita	St	Carson	90745	1958	1958	1958		N/A	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
7320-013-900	13837	Broadacres Elementary School	ES	19424	S	Broadacres	Ave	Carson	90746	1967	1967	1967		N/A	Not eligible. In terms of the context of institutional architecture/educational facilities, the campus does not represent an outstanding example of LAUSD design principles of the era. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
5235-021-906	13471	Brooklyn Avenue Elementary School	ES	4620		Cesar Chavez	Ave	Los Angeles	90022	1960	1975	1922		N/A	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, the campus is not representative of LAUSD design principles of the era. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
7332-004-901	13761	Carnegie Middle School	MS	21820		Bonita	St	Carson	90745	1965		1965		N/A	Not eligible. The campus overall is not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In	No	6Z



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															terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.		
7341-024-900	13843	Caroldale Learning Community	ES	22424		Caroldale	Ave	Carson	90745	1960	1969	1960		N/A	Not eligible. The campus overall is not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
7333-001-900	13869	Carson Senior High School	SH	22328	S	Main	St	Carson	90745	1962	1969	1962		N/A	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
4057-005-900	13660	Cimarron Elementary School	ES	11559		Cimarron	Ave	Los Angeles	90044	1953	1957	1955		N/A	Not eligible. The school campus and buildings represent a typical but not exemplary embodiment of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
5014-001-922	13766	Crenshaw	SH	5010		11TH	Ave	Los Angeles	90043	1968	1968	1968		N/A	Not eligible. Not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research showed that construction of Crenshaw High School reflected post-Watts Riots investment in South Los Angeles schools. Given project limitations and	No	6Z

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															scope, however, research did not identify a broader, contextual pattern to justify eligibility under Criteria A/1. In addition, research did not show that this campus was the site of a significant event. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.		
7380-004-900	13775	Curtiss Middle School	MS	1254	E	Helmick	St	Carson	90746	1969	1969	1969		N/A	Not eligible. The school campus and buildings represent a typical but not exemplary embodiment of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
2634-019-900	13734	Francis, John H., Polytechnic Senior High School	SH	12431		Roscoe	Blvd	Sun Valley	91352	1957	1957	1957	Los Angeles Commercial High School, 1900; Los Angeles Polytechnic High, 1905-1953 (LAT, Oct 14, 1956)	N/A	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
2341-024-900	13674	Grant, Ulysses S. Senior High School	SH	13000		Oxnard	St	Valley Glen	91401	1958	1964	1958		N/A	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated	No	6Z

TABLE V-1  
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Assessor Parcel Number	LAUSD Campus #	Campus Name	School Type	Street #	Street Direction	Street Name	Street Type	City	ZIP	Principal Construction Dates: Start Date	Principal Construction Dates: End Date	Year Opened	Former Names & Dates	CR Status (2001- 2004 Getty Surveys)	Evaluation Results / Notes	Found Eligible in 2013 / 2014 Survey?	CHR Status Code
															with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design. Designed by prominent architectural firm, Stanton & Stockwell (J.E. Stanton & William F. Stockwell), but the school is not the most representative or intact example.		
5234-008-900	13479	Marianna Elementary School	ES	4215	E	Gleason	St	Los Angeles	90063	1958	1964	1924		N/A	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus is a typical but not outstanding example of a postwar LAUSD campus. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
2671-013-900	13704	Monroe, James Senior High School	SH	9229	N	Haskell	Ave	North Hills	91343	1957	1957	1958		N/A	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
6224-001-900	13861	Park Avenue Elementary School	ES	8020		Park	Ave	Cudahy	90210	1968	1968	1968		N/A	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, the campus is a common but not outstanding example of LAUSD design principles of the era. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding/distinctive example of architectural design or the work of a master architect.	No	6Z

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Assessor Parcel Number	LAUSD Campus #	Campus Name	School Type	Street #	Street Direction	Street Name	Street Type	City	ZIP	Principal Construction Dates: Start Date	Principal Construction Dates: End Date	Year Opened	Former Names & Dates	CR Status (2001- 2004 Getty Surveys)	Evaluation Results / Notes	Found Eligible in 2013 / 2014 Survey?	CHR Status Code
4060-018-900	13655	Purche Elementary School	ES	13210		Purche	Ave	Gardena	90249	1957	1957	1957		N/A	Not eligible. The school campus and buildings represent a typical but not exemplary embodiment of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
6113-004-902	13855	Sellery Special Education Center	ES	15804	S	Budlong	Ave	Gardena	90247	1961	1963	1961	C. Morley Sellery Elementary School	N/A	This school was custom-built to serve a special needs population of children with severe handicaps. As such, the plan and building types vary from typical LAUSD plan typologies. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect. The school displays many character-defining features of the Mid-Century Modern architectural style. However, the school is not a distinctive example of the Mid-Century Modern architectural style and does not qualify under Criteria C/3.	No	6Z
7341-002-902	13708	Stephen M. White Middle School	MS	22102	S	Figueroa	St	Carson	90745	1956	1956	1956		N/A	Not eligible. Campus plan and buildings have many of the typical character-defining features of postwar LAUSD schools. However, taken as a whole, the campus is a common but not outstanding exemplification of postwar LAUSD design ideas. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z



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7338-021-901	13755	Towne Avenue Elementary School	ES	18924		Towne	Ave	Carson	90746	1958	1958	1953		N/A	Not eligible. In terms of the context of institutional architecture/educational facilities in Los Angeles, this campus is a typical but not outstanding example of a postwar LAUSD campus. Additionally, under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
7345-006-900	13788	Van Deene Elementary School	ES	826	W	Javelin	St	Torrance	90502	1960	1965	1960		N/A	Not eligible; very typical but not outstanding example of LAUSD design ideals of the era. Appears to be drawn from one of the standardized plans for schools during this period. Not the site of significant event or representative of a significant pattern of development. Not an outstanding example of architectural design or the work of a master architect.	No	6Z
5215-040-901	13778	Wilson, Woodrow Senior High School	SH	4500		Multnomah	St	Los Angeles	90032	1970	1970	1969		N/A	Not eligible. The campus overall is not typical of LAUSD design principles of the era. In terms of eligibility under Criteria A/1, research did not show that this campus was the site of a significant event or representative of a significant pattern of development. In terms of eligibility under Criteria B/2, research did not show that the campus was associated with a person of significance in the community, state, or nation. In terms of eligibility under Criteria 3, the campus and its buildings are not an outstanding or distinctive example of architectural design or the work of a master architect.	No	6Z
	13429	Cienega	ES	2611	S	Orange	Dr	Los Angeles	90016	1924-1969		1917	Sprague School 1917	2			
	13427	Angeles Mesa	ES	2611	W	52nd	St	Los Angeles	90043	1917-1968		1917		2S	Annexed from Hyde Park School District 1917; HUD DOE 1989 Crit AC		
	13350	Buchanan Street	ES	5024		Buchanan	St	Los Angeles	90042	1937-1996		1913	Illinois Avenue 1913	2S1	Ross Montgomery		
	13326	002nd Street	ES	1942	E	2nd	St	Los Angeles	90033	1923	1969	1895		2S2			
		017th Street	ES	644	W	17th	St	Los Angeles	90015	1926		1881	Georgia Street 1881; Montgomery Street 1885	2S2	Closed 1939; now Admin Ofc-SH Div		
	13335	024th Street	ES	2055	W	24th	St	Los Angeles	90018	1926-1971		1904		2S2	per GAP listing; not on OHP data base		
		Arlington Heights	ES	1717		Seventh	Ave	Los Angeles	90019	1937-1968		1910	Arlington Hts 1910; Seventh Avenue 1914	2S2	District; GAP db: at Mt. Vernon JHS		
	13458	Bandini Street	ES	425	N	Bandini	St	San Pedro	90731	1923-1977		1923		2S2	looked altered		

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Assessor Parcel Number	LAUSD Campus #	Campus Name	School Type	Street #	Street Direction	Street Name	Street Type	City	ZIP	Principal Construction Dates: Start Date	Principal Construction Dates: End Date	Year Opened	Former Names & Dates	CR Status (2001- 2004 Getty Surveys)	Evaluation Results / Notes	Found Eligible in 2013 / 2014 Survey?	CHR Status Code
	13373	Belvedere I	ES	3724	E	1st	St	Los Angeles	90063	1922-1962		1912		2S2			
	13416	Canoga Park I	ES	7438		Topanga Canyon	Blvd	Canoga Park	91303	1935-1969		1915	Owensmouth School 1915	2S2	Annexed from San Fernando 1915		
		Eshelman Avenue	ES	25902		Eshelman	Ave	Lomita	90717	1925-1969				2S2			
		Garvanza	ES	317	N	Avenue 62		Los Angeles	90042	1922-1966		1899	Garvanza 1899; Eagle Rock Ave 1903; 62nd Ave 1908	2S2			
		Gompers, Samuel Intermediate	MS	234	E	112th	St	Los Angeles	90061	1937-1962		1937	Gompers, Samuel 1937	2S2			
		Grant II	ES	1530	N	Wilton	Pl	Los Angeles	90028	1922-1990		1910		2S2			
		Gulf Avenue	ES	828	W	L	St	Wilmington	90744	1926-1969		1923		2S2			
		Hamilton, Alexander	SH	2955	S	Robertson	Blvd	Los Angeles	90034	1931-1974		1931		2S2			
		Hancock Park	ES	408	S	Fairfax	Ave	Los Angeles	90036	1937-1958		1937		2S2			
		Hollenbeck	MS	2510	E	6th	St	Los Angeles	90023	1923-1976		1914	Boyle Hts Inter. #1 1914	2S2			
		LA CES/Pasteur, Louis	Mag	5931	W	18th	St	Los Angeles	90035	1937-1961		1937		2S2	Closed 1987		
		Le Conte, Joseph	MS	1316	N	Bronson	Ave	Los Angeles	90028	1922-1977		1922	Le Conte Junior 1922	2S2			
		Lincoln, Abraham II	SH	3501	N	Broadway		Los Angeles	90031	1937-1980		1878	var.ES1878;Av e21Inter1911; LincolnHigh1 918	2S2			
		Los Feliz	ES	1740	N	New Hampshire	Ave	Los Angeles	90027	1937		1910		2S2			
		Manual Arts	SH	4131	S	Vermont	Ave	Los Angeles	90037	1935-1989		1910		2S2	Donald Parkinson		
		Marshall, John	SH	3939		Tracy	St	Los Angeles	90027	1931-1992		1931		2S2			
		Miramonte	ES	1400	E	68th	St	Los Angeles	90001	1936-1969		1912		2S2	Annexed 1912		
		Morningside	ES	576	N	Maclay	Ave	San Fernando	91340	1915-1995		1915		2S2	Annexed from Morningside School District 1915		
		North Hollywood III	SH	5231		Colfax	Ave	North Hollywood	91601	1926-		1927	Lankershim HS 1927	2S2			
		Reseda I	ES	7265		Amigo	Ave	Reseda	91335	1936-1955		1916	Marian Avenue 1916	2S2	Annexed from San Fernando 1915		
		Ritter	ES	11108		Watts	Ave	Los Angeles	90059	1932-1968		1928		2S2	Annexed from Palomar District 1927		
		San Fernando II	MS	130	N	Brand	Blvd	San Fernando	91340	1916-1975		1915	San Fernando HS 1915	2S2	Annexed from San Fernando 1915		
		San Pedro I	SH	1001	W	15th	St	San Pedro	90731	1936-1971		1909		2S2	Annexed 1900; sold in late 1930s; new site built late 1930s		
		San Pedro II	AS	950	W	Santa Cruz	St	San Pedro	90731	1926				2S2			
		Santa Monica Boulevard	ES	1022	N	Van Ness	Ave	Los Angeles	90038	1937-1993		1910	Santa Monica Avenue 1910	2S2	Annexed 1910		
		Soto Street	ES	1020	S	Soto	St	Los Angeles	90023	1937		1914	?	2S2			
		South Gate I	MS	4100		Firestone	Blvd	South Gate	90280	1941-1966		1941		2S2			

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		University II	SH	11800		Texas	Ave	Los Angeles	90025	1924-1978		1922	Sawtelle 1922; Harding, Warren G. 1925	2S2			
		Van Ness	ES	501	N	Van Ness	Ave	Los Angeles	90004	1923		1916		2S2			
		Vine Street	ES	955	N	Vine	St	Los Angeles	90038	1922-1995		1909	Colgrove School 1909	2S2	Annexed 1909		
	13265	010th Street	ES	1000		Grattan	St	Los Angeles	90015	1922-1983		1888		3CS			
	13348	049th Street	ES	750	E	49th	St	Los Angeles	90011	1923-1969		1913		3CS			
	13366	Adams, John	MS	151	W	30th	St	Los Angeles	90007	1927-1964		1911	30th St Intermediate 1911	3CS			
	13608	Apperson Street	ES	10233		Woodward	Ave	Sunland	91040	1949-1957		1949		3CS			
	13488	Bell	SH	4328		Bell	Ave	Bell	90201	1925-1989		1926		3CS			
	13533	Broadway	ES	1015		Lincoln	Blvd	Venice	90291	1936-1963		1926	Abraham Lincoln 1926	3CS	Annexed from Venice 1926		
	13558	Bryson Avenue	ES	4470		Missouri	Ave	South Gate	90280	1925-1977		1931		3CS	McNerney annexed 1931		
	13415	Canoga Park II	SH	6850		Topanga Canyon	Blvd	Canoga Park	91303	1930-1977		1915	Owensmouth HS 1915	3CS	Aud.only; annexed from San Fernando 1915		
	13435	Carson Street	ES	161	E	Carson	St	Carson	90745	1927-1966		1921	Boulevard Acres 1920	3CS			
		Eagle Rock I	ES	2057		Fair Park	Ave	Los Angeles	90041	1917-1919		1923		3CS	Annexed 1923		
		Euclid Avenue	ES	806		Euclid	Ave	Los Angeles	90023	1923-1970		1907		3CS			
		Fairfax	SH	7850		Melrose	Ave	Los Angeles	90046	1942-1968		1924		3CS	Parkinson & Parkinson		
		Fries Avenue	ES	1301		Fries	Ave	Wilmington	90744	1924-1977		1923		3CS			
		Graham	ES	8407	S	Fir	Ave	Los Angeles	90001	1925-1975		1924		3CS			
		Hobart Boulevard	ES	980	S	Hobart	Blvd	Los Angeles	90006	1937-1968		1906		3CS			
		Humphreys Avenue	ES	500	S	Humphreys	Ave	Los Angeles	90022	1923-1969		1922		3CS			
		Jordan, David Starr	SH	2265	E	103rd	St	Los Angeles	90002	1927-1970		1925		3CS	Annexed 1925		
		Kester Avenue	ES	5353		Kester	Ave	Van Nuys	91411	1951-1957		1951		3CS	Richard Neutra		
		King Jr., Martin Luther	ES	3989	S	Hobart	Blvd	Los Angeles	90062	1936-1972		1914	Santa Barbara Ave 1914; Santa Barbara 1968	3CS			
		Lankershim I	ES	5250		Bakman	Ave	North Hollywood	91601	1912-1982		1910		3CS	Annexed 1910		
		Leland Street	ES	2120		Leland	St	San Pedro	90731	1924-1977		1922		3CS			
		Lokrantz, Sven Special Ed Ctr	SS	19451		Wyandotte	St	Reseda	91335	1960-1975		1961		3CS	Sidney Eisenstadt		
		Lomita Fundamental Magnet	ES	2211	W	247th	St	Lomita	90717	1937-1968		1909	Lomita 1909	3CS			

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		Mann, Horace	MS	7001	S	St. Andrews	Pl	Los Angeles	90047	1926-1977		1926	Mann JHS 1926	3CS	A. M. Edelman & A. C. Zimmerman		
		Mar Vista	ES	3330		Granville	Ave	Los Angeles	90066	1949-1957		1947		3CS			
		Muir, John	MS	5929	S	Vermont	Ave	Los Angeles	90044	1922-1971		1922		3CS	John C. Austin		
		Nightingale, Florence	MS	3311	N	Figueroa	St	Los Angeles	90065	1937-1969		1937		3CS			
		Norwood Street	ES	2020		Oak	St	Los Angeles	90007	1939-1969		1895		3CS			
		Pacoima I	ES	11016		Norris	Ave	Pacoima	91331	1916-1969		1915		3CS	Paul V. Tuttle & A. W. Angel; annexed from San Fernando 1915		
		Palms II	MS	10860		Woodbine	St	Los Angeles	90034	1949-1960		1949		3CS			
		Perez, Alfonso B. Special Education Center	SS	4540		Michigan	Ave	Los Angeles	90022	1926-1981		1926	BelvedereGar dens1926;Eug eneSt1926;Mc DonnellAve19 59	3CS			
		Point Fermin	ES	3333		Kerckhoff	Ave	San Pedro	90731	1921-1925		1912		3CS	Hunt & Burns		
		Salvin, Sophia T. Special Education Center	SS	1925		Budlong	Ave	Los Angeles	90007	1937-1974		1896	see previous entry	3CS			
		San Gabriel Avenue	ES	8628		San Gabriel	Ave	South Gate	90280	1924-1937		1932		3CS	Annexed from Huntington Park 1932		
		San Pedro Street	ES	1635	S	San Pedro	St	Los Angeles	90015	1927-1997		1866		3CS			
		Solano Avenue	ES	615		Solano	Ave	Los Angeles	90012	1924		1904		3CS			
		South Park	ES	8510		Towne	Ave	Los Angeles	90003	1936-1966		1907	South Park Avenue 1907	3CS	Walker & Eisen		
		State Street	ES	3211		Santa Ana	St	South Gate	90280	1924-1937		1932		3CS	Annexed from Huntington park 1932		
		State Street Children's Center	CC	3210		Broadway		Huntington Park	90255	1931		1943		3CS			
		Sterry, Nora Children's Center	CC	1747		Sawtelle	Blvd	Los Angeles	90025	1914			Flower Guild	3CS			
		Sun Valley	MS	7330		Bakman	Ave	Sun Valley	91352	1944-1954		1950		3CS			
		Utah Street	ES	255	N	Clarence	St	Los Angeles	90033	1937-1970		1904		3CS			
		Van Nuys II	MS	5435		Vesper	Ave	Van Nuys	91411	1948-1958		1948		3CS			
		Vernon City	ES	2360	E	Vernon	Ave	Los Angeles	90058	1929-1942		1928		3CS	Annexed from Vernon City District 1928		
		Victoria Avenue	ES	3320		Missouri	Ave	South Gate	90280	1929-1976		1925	Home Gardens 1925	3CS	Annexed from Watts 1925		
		Warner Avenue	ES	615		Holmby	Ave	Los Angeles	90024	1949-1977		1927		3CS			
		West Vernon Avenue	ES	4312	S	Grand	Ave	Los Angeles	90037	1937-1976		1905		3CS			
		Wilton Place	ES	745	S	Wilton	Pl	Los Angeles	90005	1922-1996		1905		3CS			
		Yorkdale	ES	5687		Meridian	St	Los Angeles	90042	1923-1966		1912		3CS	Annexed from Annandale School District 1911		
	13307	052nd Street II	ES	816	W	51st	St	Los Angeles	90037	1922-1969		1908		3S			
	13339	066th Street	ES	6600	S	San Pedro	St	Los Angeles	90003	1927-1965		1909		3S	Fitzhugh & Teal/Gene Verge		
	13672	109th Street	ES	10915		McKinley	Ave	Los Angeles	90059	1940-1976		1926		3S	Survey evaluation		
	13401	Aldama	ES	632	N	Avenue 50		Los Angeles	90042	1923-1927		1924	Aldama Street 1924	3S	Charles F. Plummer		



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	13402	Alta Loma	ES	1745		Vineyard	Ave	Los Angeles	90019	1935-1972		1915	Sprague Avenue 1915	3S	Charles M. Hutchinson		
	13595	Baldwin Hills	ES	5421		Rodeo	Rd	Los Angeles	90016	1949-1973		1943		3S	Robert Alexander (aka University ES?)		
	13340	Barton Hill	ES	423	N	Pacific	Ave	San Pedro	90731	1923-1965		1909		3S			
	13274	Berendo	MS	1157	S	Berendo	St	Los Angeles	90006	1937-1992		1896	Pico Hgts1896;Ber endoSt1903;B erendoInterme d1911	3S			
	13448	Burroughs, John	MS	600	S	McCadden	Pl	Los Angeles	90005	1923-1978		1922		3S			
	13453	Corona Avenue	ES	3825		Bell	Ave	Bell	90201	1935-1968		1926		3S	Richard Neutra; annexed from Bell 1926		
	13510	Dorris Place	ES	2225		Dorris	Pl	Los Angeles	90031	1928-1970		1925		3S			
		Dorsey, Susan Miller	SH	3537		Farmdale	Ave	Los Angeles	90016	1937-1961		1937		3S	Gogerty & Noerenberg		
		El Sereno II	MS	2839	N	Eastern	Ave	Los Angeles	90032	1937-1968		1937	Farmdale1915 ;ElSerenoArea HS1936;Wdr wWilsonHS19 37	3S			
		Emerson, Ralph Waldo	MS	1650		Selby	Ave	Los Angeles	90024	1937-1957		1935		3S	Richard Neutra		
		Fremont, John C.	SH	7676	S	San Pedro	St	Los Angeles	90003	1924-1976		1924		3S	Edwin Bergstrom; auditorium only		
		Glassell Park	ES	2211	W	Avenue 30		Los Angeles	90065	1924-1952		1912	Washington Park 1912	3S			
		Hamasaki, Morris K. School	ES	4865	E	First	St	Los Angeles	90022	1927-1962		1926	Riggin Avenue 1926; Riggin 1968	3S			
		Hollywood	SH	1521	N	Highland	Ave	Los Angeles	90028	1910-1977		1910		3S			
		Huntington Park	SH	6020		Miles	Ave	Huntington Park	90255	1923-1991		1909		3S	Annexed 1932		
		Irving, Washington	MS	3010		Estara	Ave	Los Angeles	90065	1937-1990		1937		3S			
		Jefferson, Thomas	SH	1319	E	41st	St	Los Angeles	90011	1936-1970		1917	Jefferson High 1917	3S	Stiles O. Clements		
		Old Canyon School	N/A	421		Entrada	Dr	Santa Monica	90402	1894				3S			
		Old Farmdale School	N/A	2839	N	Eastern	Ave	Los Angeles	90032	1894				3S	Bradbeer & Ferris		
		Old Vernon Avenue School	N/A	450	N	Grand	Ave	Los Angeles	90012	1876				3S	1884 per Building Directory; restored 1976		
		Pacific Palisades	ES	800		Via de la Paz		Pacific Palisades	90272	1931-1960		1922	Palisades School 1922	3S			
		Reed, Walter	MS	4525		Irvine	Ave	North Hollywood	91602	1939-1958		1939	N.Hollywood JHS 1939	3S			
		Rowan Avenue	ES	600	S	Rowan	Ave	Los Angeles	90023	1916-1963		1912	Belvedere #2	3S	Annexed 1912		
		South Gate II	SH	3351		Firestone	Blvd	South Gate	90280	1930-1988		1932		3S	George M. Lindsey & Erwood P. Elden		
		Van Nuys III	SH	6535		Cedros	Ave	Van Nuys	91411	1933-1976		1915		3S	Annexed from San Fernando 1915		
		Venice	SH	13000		Venice	Blvd	Los Angeles	90066	1935-1969		1925		3S	Annexed 1925		

TABLE V-1  
UPDATED LAUSD HISTORIC RESOURCES INVENTORY WITH COMPILED RESULTS FROM THE LAUSD HISTORIC RESOURCES SURVEY, 2013/2014, AND  
THE GETTY HISTORIC RESOURCES SURVEYS, 2001/2004

Assessor Parcel Number	LAUSD Campus #	Campus Name	School Type	Street #	Street Direction	Street Name	Street Type	City	ZIP	Principal Construction Dates: Start Date	Principal Construction Dates: End Date	Year Opened	Former Names & Dates	CR Status (2001- 2004 Getty Surveys)	Evaluation Results / Notes	Found Eligible in 2013 / 2014 Survey?	CHR Status Code
		Verdugo Hills	SH	10625		Plainview	Ave	Tujunga	91042	1937-1970		1936	Calvin Coolidge High 1936	3S			
		Virgil II	MS	152	N	Vermont	Ave	Los Angeles	90004	1924-1978		1912	Virgil Ave Inter 1912; Virgil School 1914	3S	1924 CR South by Hunt & Burns		
		Virginia Road	ES	2925		Virginia	Rd	Los Angeles	90016	1924-1977		1924		3S			
		Wright, Orville	MS	6550	W	80th	St	Los Angeles	90045	1948-1951		1956		3S			

### VI. CONCLUSION | RECOMMENDATIONS

The LAUSD Historic Resources Survey, 2013/2014, recommended a total of 14 of 55 campuses as eligible for either the NRHP and/or CRHR. Consequently, these campuses include buildings, structures, and features that are presumed historic resources under CEQA. The survey pool included a variety of LAUSD property types, including elementary, middle, and senior high schools, as well as special education centers. This variety was also reflected in the selection of campuses that appear to be eligible.

The following recommendations may further and expand the survey results in this report:

#### 1. **Update and expand the *LAUSD Historic Resources Survey***

LAUSD should update its comprehensive Historic Resources Survey in order to consider all as-yet unevaluated LAUSD assets. The survey could be initially broadened to include all post-1945 school buildings and campuses that have not yet been subject to context-driven evaluation. According to the *Los Angeles Unified School District History of Schools, 1855 to 1972*, there are roughly 175 campuses constructed between 1955 and 1969, as well as approximately 125 campuses constructed between 1945 and 1954.<sup>8</sup>

The current survey examined 55 campuses, with approximately 245 remaining unevaluated.

A comprehensive survey update would provide a cost-effective method for guiding district-wide redevelopment plans and CEQA compliance. It would also assist LAUSD in continuing stewardship of its many historically significant school buildings and campuses.

#### 2. **Intensive-Level, District Recordation for Eligible Campuses**

Proposed modernization or redevelopment projects may include the LAUSD campuses found eligible as historic districts in this survey or included in the LAUSD Historic Resources Inventory database. It is recommended that, prior to or concurrent with project planning, LAUSD commission an intensive-level survey by a qualified architectural historian to document all eligible and non-eligible buildings and structures (contributors and non-contributors) to the historic district. The qualified architectural historian should ideally meet and exceed the Secretary of the Interior's Professional Qualifications Standards for Architectural History and possess a minimum of 5 years of full-time experience conducting historic resource evaluations. It is further recommended that contributors and non-contributors be documented in ArcGIS maps for ease of use by LAUSD Facilities Services Division staff.

**3. Expand the *LAUSD Historic Context Statement* and *Historic Resources Survey* to include the period to 1980**

Pursuant to Measure Q, district-wide modernization and redevelopment will unfold gradually, over many years. Broadening the LAUSD Historic Context Statement and survey to consider all schools constructed in the past 35 years (rather than 45 years) would allow the district to take proactive steps to identify historically significant campuses (and therefore historic resources under CEQA) prior to redevelopment planning and work. This would also bring the LAUSD comprehensive Historic Resources Survey up to date with the City of Los Angeles Office of Historic Resources citywide survey, SurveyLA.

**4. Conduct archival research to expand property eligibility under additional criteria**

In the current scope, campus-specific work included research on events, patterns of development, and significant people associated with the schools included in the accompanying survey. However, scope limitations precluded extensive research on LAUSD's history that might result in eligibility under Criteria A/1 (such as LAUSD and the Civil Rights Movement) and Criteria B/2 (for an association with significant figures in the history of public schools in Los Angeles). These and other areas should receive further study. (The context of the Civil Rights Movement and Los Angeles schools was addressed, however, in the NRHP MPD form for African-Americans in Los Angeles.<sup>9)</sup>)



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## DRAFT HISTORIC RESOURCES SURVEY REPORT

### VII. SELECTED BIBLIOGRAPHY

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
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- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## DRAFT HISTORIC RESOURCES SURVEY REPORT

Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.

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Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## DRAFT HISTORIC RESOURCES SURVEY REPORT

### ENDNOTES

- 1 California State Government Code, Section 53094 permits 'the governing board of a school district, by vote of two-thirds of its members . . . [to] render a city or county zoning ordinance inapplicable to a proposed use of property by such school district . . . ' The legislative history of section 53094 indicates that 'the Legislature deliberately accorded different treatment to school districts than to other local agencies because it was well aware that school construction was subject to almost complete control by the state. . . . The Legislature accordingly provided in section 53094 that school districts, as opposed to other local agencies, should retain the right to exempt themselves from local zoning ordinances.'" (*Santa Clara, supra*, 22 Cal.App.3d at p. 158 fn. 3.) Court of Appeal, State of California, Second Appellate District, Division 7, Los Angeles Unified School District, Petitioner and Appellant, versus City of Maywood, et al., Respondents and Defendants. Nos. B238629, B238630, Los Angeles Superior Court. Filed 13 February 2013.
- 2 These figures are drawn from: Los Angeles Unified School District, Educational Housing Branch, School Planning Division, Los Angeles Unified School District History of Schools, 1855 to 1972, January 1973.
- 3 As noted above, under the provisions of California State Government Code Section 53094, California school districts, including LAUSD, are generally exempt from local zoning ordinance provisions, including for landmark designation. See endnote 1 for further detail.
- 4 U.S. Department of the Interior, National Park Service, National Register Bulletin 15, How to Apply the National Register Criteria for Evaluation (Washington, DC: 1990, revised 1997).
- 5 See <http://www.preservation.lacity.org/survey> for survey results.
- 6 See the Website of the Los Angeles Unified School District for Pre-Planning Surveys. Search engine for Pre-Planning Survey available at: <http://mo.laschools.org/planlausd/content>. Accessed 14 March 2014.
- 7 Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," *National Register Bulletin* No. 16B (1999).
- 8 These figures are drawn from: Los Angeles Unified School District, Educational Housing Branch, School Planning Division, Los Angeles Unified School District History of Schools, 1855 to 1972, January 1973.
- 9 Grimes, Teresa, 31 December 2008, National Register of Historic Places, "Historic Resources Associated with African Americans in Los Angeles, Los Angeles County, California" (Washington, DC: US Department of the Interior, National Park Service).

***APPENDIX A  
DEPARTMENT OF PARKS AND RECREATION FORMS,  
ELIGIBLE CAMPUSES***

---

PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 6 Resource name(s) or number (assigned by recorder) 156th Street Elementary School

P1. Other Identifier:

\*P2. Location: ☐ Not for Publication ☒ Unrestricted

\*a. County Los Angeles County

\*b. USGS 7.5' Quad Inglewood, CA

Date 1981

T 3S R 14W; SW ¼ of SE ¼ of Sec 23; S.B.B.M.

c. Address 2100 West 156th Street

City Gardena

Zip 90249

e. Other Locational Data: APN: # 4063-012-900

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

Located in a residential neighborhood in the city of Gardena, the 156th Street Elementary School occupies a 4.9-acre site bounded by West 156th Street to the north, an alleyway to the south, an LAUSD facility to the east, and Van Ness Avenue to the west. Built in 1953 in a standardized school plan, the campus consists of a series of stucco-clad, one-story rectilinear buildings, with a central courtyard. The campus layout is characterized by finger-like classroom wings, arranged in a grid. Linking the classroom wings of the campus is a network of sheltered corridors, capped with flat roofs, with wood planks and cross beams and simple pipe supports. Campus buildings and structures display a similar massing, detailing, and Mid-Century Modern-influenced architectural style. (See Continuation Sheet)

\*P3b. Resource Attributes: (list attributes and codes) HP15. Educational Building.

\*P4. Resources Present: ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Description of Photo (view, date, accession #) Classroom building, northwest elevation  
15 January 2014

\*P6. Date Constructed/Age and Sources: ☒ Historic ☐ Prehistoric  
☐ Both

1953 (Los Angeles Unified School District)

\*P7. Owner and Address:  
Los Angeles Unified School District

\*P8. Recorded by:  
Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

\*P9. Date Recorded:  
10 March 2014

\*P10. Survey Type:  
Intensive

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

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

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

\*Attachments: ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)



## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3CD

Page 2 of 6

\*Resource Name or #: 156th Street Elementary School

B1. Historic Name: 156th Street Elementary School

B2. Common Name: Same

B3. Original Use: Institutional (Educational Facility)

B4. Present Use: Institutional (Educational Facility)

\*B5. **Architectural Style:** Mid-Century Modern–influenced

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, the campus core was constructed in 1953. A \$338,990 contract was awarded for the construction of a semi-permanent frame and stucco building to accommodate 520 students at the school, with the Hudson Construction Company serving as contractor ("Contract for Gardena School Let" 1953). All of the campus's permanent buildings, structures, and facilities date from 1953. The grounds also contain four portable/temporary buildings dating from 1997 located south of the campus core.

A number of alterations and repairs have taken place over the years, including seismic and systems upgrades, the removal of windows to accommodate the installation of air-conditioning units, the retrofitting of electrical systems, the removal and replacement of gutters and downspouts (*LAUSD Pre-Planning Survey, 156th Street Elementary School*, provides a list of repairs and improvements performed since the late 1990s). Alterations to the original buildings on campus include the replacement of some original windows and hardscaping.

\*B7. **Moved?** ☒ No ☐ Yes ☐ Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees

B9a. Architect: Unknown

b. **Builder:** Hudson Construction Company

\*B10. **Significance:** **Theme,** Institutional (Educational Facility), "Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" **Area** Los Angeles

**Period of Significance:** 1953 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** CRHR: 1

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

The campus core of the 156<sup>th</sup> Street Elementary School appears eligible for the California Register of Historical Resources as a district under Criterion 1 as an excellent, intact example of a postwar finger-plan school in the Los Angeles Unified School District. The campus plan and buildings exemplify LAUSD design principles and ideals from the postwar period (as described in the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* [Sapphos Environmental, Inc. 2014]). While drawing on standardized plans used districtwide, the campus represents a relatively early example of LAUSD's postwar finger-plan school. Character-defining features include a unified site plan with mature landscaping, a network of arcades, Mid-Century Modern-influenced design, one-story massing, and incorporation of generous expanses of windows oriented to the outdoors. Due to alterations, such as the replacement of some windows, the campus is eligible for the California Register only.

B11. Additional Resource Attributes: None

\*B12. **References:** See Continuation Sheet

B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP

\***Date of Evaluation:** 15 January 2014

(This space reserved for official comments.)

Sketch Map, with north arrow required



\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 10 March 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

Buildings are capped with low-pitched shed roofs, terminating in thin, unadorned fascia and shallow eaves. Fenestration generally consists of multi-light, wood-frame windows in a variety of configurations. At the western elevations, classrooms display bands of awning clerestories. Eastern elevations display grouped, four-over-four, double-hung wood sashes. A network of sheltered arcades provides shade and circulation corridors between classroom wings and facilities. Windows occupy approximately 70 percent of the wall height on the eastern elevations and mark the location of the interior classrooms. Classroom entrances consist of wood doors topped with four-light transoms.

Located on the western portion of the campus, the assembly building/cafeteria is rectangular in plan and symmetrical in design composition. It consists of a two-story main block, capped with a flat roof and clad in stucco. The assembly building is accessed via a projecting one-story entrance wing, located on the north elevation. The entrance displays paired wood doors, flanked with thin, attached brick piers, and sheltered beneath a flat cantilevered roof. This roofline forms a continuous horizontal course across the façade and around side elevations. Projecting from the second story on the façade is a perpendicular stucco blade wall, which extends above the height of the building. The entrance is flanked by stack-laid brick piers and planters and two symmetrical bands of multi-light wood-framed windows. The brick motif is continued in the entrance steps and a wall extending from the Assembly Building to the campus entrance. Transoms over the entrance door and some of the windows on the main elevation appear to have been filled in. On the east elevation of the building is an open-air lunch pavilion.

The buildings and structures comprising the campus core are in good repair and enhanced with mature landscaping. Alterations include the removal of a number of windows on the east elevations of classroom buildings to accommodate air-conditioning units and the asphalt paving of open spaces between classroom buildings.

**P5b. Photo (continued): (view and date)**



*156th Street Elementary School, Assembly Building, viewed from the northwest.  
Source: Sapphos Environmental, Inc., 15 January 2014.*

## CONTINUATION SHEET

Page 4 of 6 \*Resource Name or #: 156th Street Elementary School

\*Recorded by Debi Howell-Ardila and Marilyn Novell \*Date: 10 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



156th Street Elementary School, procession of finger-like classroom buildings.  
Northwest perspective. Source: Sapphos Environmental, Inc., 15 January 2014.



156th Street Elementary School, Classroom Building 7, grouping of windows and door  
viewed from the southeast. Source: Sapphos Environmental, Inc., 15 January 2014.



\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 15 January 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



156th Street Elementary School, asphalt hardscaping to the east of the Administration Building, viewed from the southeast. Source: Sapphos Environmental, Inc., 15 January 2014.

#### EXISTING CAMPUS PLAN



156th Street Elementary School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, 156th Street Elementary School, October 17, 2011.

\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 15 January 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
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- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
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- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
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- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).



PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 7 Resource name(s) or number (assigned by recorder) Castle Heights Elementary School

**P1. Other Identifier:**

**\*P2. Location:** ☐ Not for Publication ☒ Unrestricted

**\*a. County** Los Angeles County

**\*b. USGS 7.5' Quad** Beverly Hills, CA

**Date** 1981

**T** R N/A

c. Address 9755 Cattaraugus Avenue

City Los Angeles

Zip 90034

e. Other Locational Data: APN: # 4308-019-900

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

Located on a 5.1-acre site in west Los Angeles, Castle Heights Elementary School is bounded by Beverlywood Street on the north, Cattaraugus Avenue on the south, Castle Heights Avenue on the east, and Beverwil Drive on the west. The campus core was constructed in 1951 in a predominantly residential neighborhood. Displaying a Mid-Century Modern architectural style, the original campus consists of four principal buildings: a one-story administration building/classroom, a two-story auditorium/cafeateria, separate kindergarten, and a one-story classroom wing. Following the curve of Castle Heights Avenue on the east is a curved classroom building, constructed in 1961.

(See Continuation Sheet)

**\*P3b. Resource Attributes:** (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

**\*P4. Resources Present:** ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



**P5b. Photo:** (view and date)

Auditorium, view from southeast, 23 January 2014

**\*P6. Date Constructed/Age and Sources:**

☒ Historic ☐ Prehistoric ☐ Both

1951/1961 (Los Angeles Unified School District)

**\*P7. Owner and Address:**

Los Angeles Unified School District

**\*P8. Recorded by:**

Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

**\*P9. Date Recorded:**

10 March 2014

**\*P10. Survey Type:** Intensive

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

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

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

**\*Attachments:** ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)

**BUILDING, STRUCTURE, AND OBJECT RECORD**

\*NHRP Status Code 3CD

Page 2 of 7

\*Resource Name or #: Castle Heights Elementary School

- B1. Historic Name: Castle Heights Elementary School  
B2. Common Name: Same  
B3. Original Use: Institutional (Educational Facility)  
B4. Present Use: Institutional (Educational Facility)

\*B5. **Architectural Style:** Mid-Century Modern

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District (LAUSD), the campus core was constructed in 1951, with an additional classroom building added in 1961. All of the campus's permanent buildings, structures, and facilities date from this period. Portable buildings were added between 1990 and 1998 to the north of the campus core.

A number of alterations and repairs have taken place over the years, including seismic and systems upgrades and the removal/replacement of original windows to accommodate installation of air-conditioning units (the *LAUSD Pre-Planning Survey, Castle Heights Elementary School* lists repairs and improvements carried out since the late 1990s). Alterations to the original buildings on campus include the removal and infilling of original clerestory and transom windows.

\*B7. **Moved?** ☒ No ☐ Yes ☐ Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. **Significance:** **Theme**, Institutional (Educational Facility), "Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" **Area** Los Angeles

**Period of Significance:** 1951-1961 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** CRHR: 1

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

The core of the campus of Castle Heights Elementary School appears eligible for the California Register of Historical Resources as a district under Criterion 1 as an excellent, intact example of an indoor-outdoor postwar school in the Los Angeles Unified School District. The campus plan and buildings exemplify LAUSD design principles and ideals from the postwar period (as described in the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*). The campus retains integrity of location, design, setting, workmanship, feeling, and association. However, due to alterations, the campus is not eligible for the National Register of Historic Places and is eligible for the California Register only.

B11. Additional Resource Attributes: None

\*B12. **References:**

Sapphos Environmental, Inc., March 2014, *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA).

(See *Continuation Sheet*)

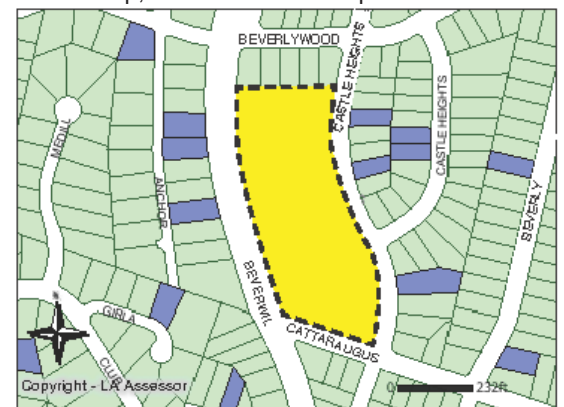
B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP

\***Date of Evaluation:** 10 March 2014

(This space reserved for official comments.)

Sketch Map, with north arrow required



\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 10 March 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

The principal entrance is set back from the street and fronted by a lawn with mature trees and landscaping. Through the entrance breezeway, the campus opens to an expansive central courtyard containing a small lawn and a number of mature trees in brick planters. The courtyard is flanked by classrooms on the east and west, the cafeteria/auditorium on the south, and recreational areas on the north.

Rectangular in plan and sheathed in smooth stucco, the auditorium/cafeteria is two stories in height and capped with a flat roof and no eaves. The principal entrance is located on the south elevation; it consists of recessed double doors elevated on two concrete steps. The entrance's original side lights appear to have been filled in. Attached brick piers and a planter accent the primary elevation of the auditorium. Fenestration generally consists of multi-light wood-framed windows in a variety of configurations, including hopper casements and fixed panes. On the north elevation, a breezeway with an open skylight provides a transitional space between the auditorium, the cafeteria, and classrooms.

Classroom wings are one story in height and rectangular in plan, capped with flat roofs and no eaves. Exterior walls are clad in smooth stucco, with minimal adornment. Classrooms display groupings of six four-over-four, wood-framed double-hung sashes with simple wood surrounds. Doors are integrated into the window grouping and include fixed-pane transoms. Attached brick piers accent the exterior of the buildings, echoing the ornamental theme displayed at the entrance to the campus.

A later addition to the campus is the curved classroom along Castle Heights Avenue. The stucco-clad building forms a continuous, curved line along Castle Heights Avenue, where it is setback from the sidewalk and lined by a series of concrete planters. Stack-bond brick planters and wall cladding at the north and south ends of the building reiterate the decorative elements throughout the campus. One classroom deep, the building displays a curved recessed corridor with pole supports that open onto a landscaped courtyard. Two single-light, double-hung sashes grouped with a unadorned door and a small filled-in transom mark each classroom.

Buildings and structures comprising the campus core are in good repair. Alterations include the removal and infilling of some original windows, including on the auditorium and 1961 classroom, the replacement of windows with air-conditioning units, and placement of storage sheds in the main courtyard outside of classrooms. The campus otherwise retains sufficient integrity to convey its period of significance.

**P5b. Photo (continued): (view and date)**



*Castle Heights Elementary School, Cafeteria/Auditorium, south elevation as seen from Cattaraugus Avenue. Source: Sapphos Environmental, Inc., 23 January 2014.*



**CONTINUATION SHEET**

Primary #

HRI#

Trinomial

Page 4 of 7      \*Resource Name or #: Castle Heights Elementary School

\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 10 March 2014

☒ Continuation    ☐ Update

P5b. Photo (continued): (view and date)



Castle Heights Elementary School, landscaping and Administration Building, viewed from the west. Source: Sapphos Environmental, Inc., 23 January 2014.



Castle Heights Elementary School, main courtyard, viewed from the south. Source: Sapphos Environmental, Inc., 23 January 2014.

**CONTINUATION SHEET**

Primary #

HRI#

Trinomial

Page 5 of 7 \*Resource Name or #: Castle Heights Elementary School

\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 10 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



Castle Heights Elementary School, Kindergarten Building, viewed from the southwest. Source: Sapphos Environmental, Inc., 23 January 2014.



Castle Heights Elementary School, courtyard between classrooms, viewed from the south. Source: Sapphos Environmental, Inc., 23 January 2014.



Page 6 of 7 \*Resource Name or #: Castle Heights Elementary School

\*Recorded by Debi Howell-Ardila and Marilyn Novell

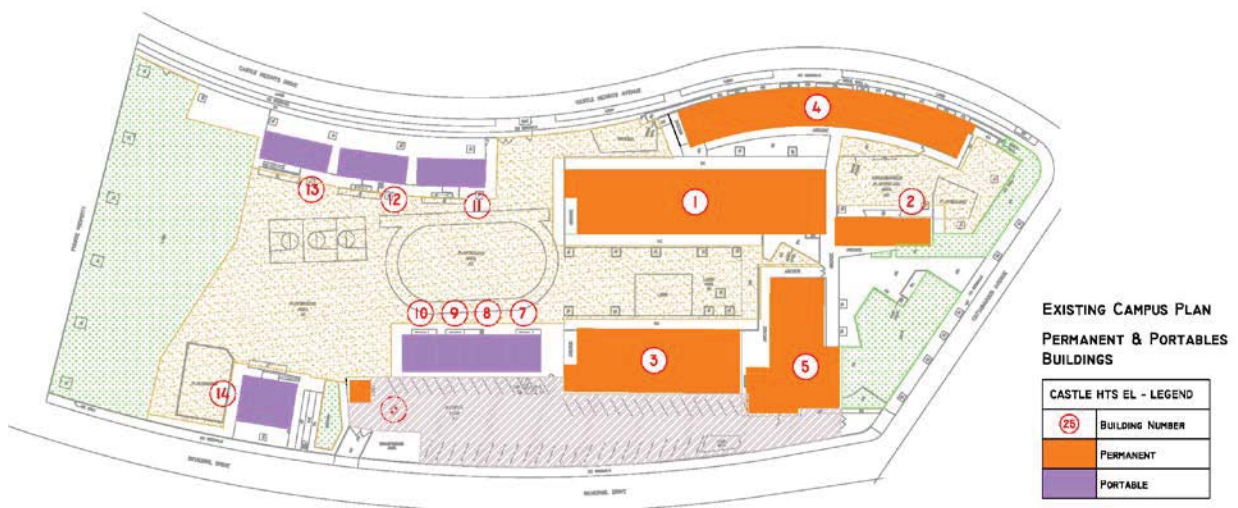
\*Date: 10 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



Castle Heights Elementary School, classroom building as seen from Castle Heights Avenue from the southeast. Source: Sapphos Environmental, Inc., 23 January 2014.



Castle Heights Elementary School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Castle Heights Elementary School, 15 June 2010.

\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 10 March 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
- California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).
- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- "Contracts Awarded for Two Schools Total \$1,174,571." *Los Angeles Times* (21 July 1950).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
- Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).
- Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).
- Harris, Cyril M., *American Architecture: An Illustrated Encyclopedia* (New York: W.W. Norton & Company, 1998).
- Heumann & Associates and Anne Doehne, Science Applications International Corporation, March 2002, "Historic Schools of the Los Angeles Unified School District," a presentation prepared for LAUSD Facilities Services Division (March 2002).
- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
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- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).
- Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.
- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
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- U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," National Register Bulletin No. 15 (Washington, DC, 2002).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," National Register Bulletin No. 16A (Washington, DC, 1997).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," National Register Bulletin No. 16B (Washington, DC, 1999).
- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3D

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 6

Resource name(s) or number (assigned by recorder) Chatsworth Senior High School

**P1. Other Identifier:**

\*P2. Location: ☐ Not for Publication ☒ Unrestricted

\*a. County Los Angeles County

\*b. USGS 7.5' Quad Oat Mountain, CA

Date 1969

T 2N R 16W; W ½ of SW ¼ of Sec 17. S.B.B.M.

c. Address 10027 Lurline Avenue

City Chatsworth

Zip 91311

e. Other Locational Data: APN: # 2741-002-900

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

Located on a 37.5-acre site in northwestern San Fernando Valley, Chatsworth Senior High School is bounded by Lemarsh Street on the north, Lurline Avenue on the east, Vintage Street on the south, and De Soto Avenue on the west. The campus core displays the textbook features of the postwar indoor-outdoor school plant, with low (generally one story) classroom wings extending across a large site, and ample outdoor courtyards and landscaping, connected by an extensive system of arcades. Constructed in 1963 in a Mid-Century Modern architectural style, the focal point of the campus is an oval-shaped central lawn, with eight one-story classroom wings radiating outward from the lawn. The central lawn is bisected by a concrete walkway and accented with mature trees and landscaping. An outdoor auditorium, with concrete steps and stage, are located in the lawn's northwestern portion. Anchoring both sides of the lawn are the Administration Building in the southeast portion of the campus and the cafeteria, outdoor dining area, and multipurpose room in the northwest portion. Throughout the core of the campus, landscaped courtyards with walkways, benches, and landscaping line each classroom wing.

The Administration Building consists of a one-story building, rectangular in plan and capped with a low-pitched, front-gabled roof. The building is sheathed in stucco and brick. Windows display a variety of configurations, including fixed lights, transoms, multi-light double-hung sashes, and awning casements. (See Continuation Sheet)

\*P3b. Resource Attributes: (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

\*P4. Resources Present: ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date) Southeast elevation, 7 November 2013

**\*P6. Date Constructed/Age and**

**Sources:** ☒ Historic ☐ Prehistoric

☐ Both 1963 (Los Angeles Unified School District)

**\*P7. Owner and Address:**

Los Angeles Unified School District

**\*P8. Recorded by:**

Debi Howell-Ardila, MHP  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

\*P9. Date Recorded: 2 January 2014

\*P10. Survey Type: Intensive

\*P11. Report Citation: (Cite survey report and other sources, or enter "none") Sapphos Environmental, Inc. March 2014. *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Pasadena, CA.

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

\*Attachments: ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)



## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3D

Page 2 of 6

\*Resource Name or #: Chatsworth Senior High School

B1. Historic Name: Chatsworth Senior High School

B2. Common Name: Same

B3. Original Use: Institutional (Educational Facility)

B4. Present Use: Institutional (Educational Facility)

\*B5. Architectural Style: Mid-Century Modern

\*B6. Construction History: (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, construction was completed on Chatsworth Senior High School in 1963. A majority of the campus's extant buildings, structures, and facilities date from this period. The grounds also include several portable/temporary buildings from the 1940s and 1950s. After construction of the campus (especially during the 1980s and 2000s), additional modular, portable buildings and structures were added, primarily in the campus's southwestern portion. A number of alterations and repairs have taken place over the years, including seismic and systems upgrades, the installation of air-conditioner units, and safety improvements (see *LAUSD Pre-Planning Survey, Chatsworth Senior High School* for list of repairs and improvements carried out since the 1990s). Alterations to original buildings on campus include the infilling of original window openings with air-conditioners or other materials (such as wood paneling); such changes are visible on several classroom wings. The Multipurpose Room and Gymnasium also appear to have had window openings/doors altered or filled in.

\*B7. Moved? ☒ No ☐ Yes ☐ Unknown Date: \_\_\_\_\_ Original Location: \_\_\_\_\_

\*B8. Related Features: Landscaping/mature trees, hardscaping, benches

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. Significance: Theme, Institutional (Educational Facility), "Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" Area Los Angeles

Period of Significance: 1963 (District) Property Type: Institutional (Educational Facility)

Applicable Criteria: NRHP: A and C; CRHR: 1 and 3.

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

The campus core of Chatsworth Senior High School appears eligible as a district under Criteria A/1 as an excellent, intact example of an indoor-outdoor postwar school in the Los Angeles Unified School District. The campus plan and buildings exemplify LAUSD design principles and ideals from the postwar period (as described in the Los Angeles Unified School District Historic Context Statement, 1870 to 1969). The construction of Chatsworth Senior High School in 1963 also reflects the continuing postwar suburban expansion of the San Fernando Valley. The campus is also eligible under Criteria C/3 as an excellent example of the Mid-Century Modern style applied to institutional architecture.

With plans launched in 1961, Chatsworth Senior High School was designed to accommodate overflow student populations from Canoga Park, Cleveland, and Granada Hills high schools. The school was originally designed to accommodate up to 2,500 students. Although the campus shows some signs of alteration, such as the removal of original hardscaping, windows, and doors, the campus core retains integrity of location, design, setting, workmanship, feeling, and association.

B11. Additional Resource Attributes: HP15. Educational Facility.  
HP 29. Landscape Architecture.

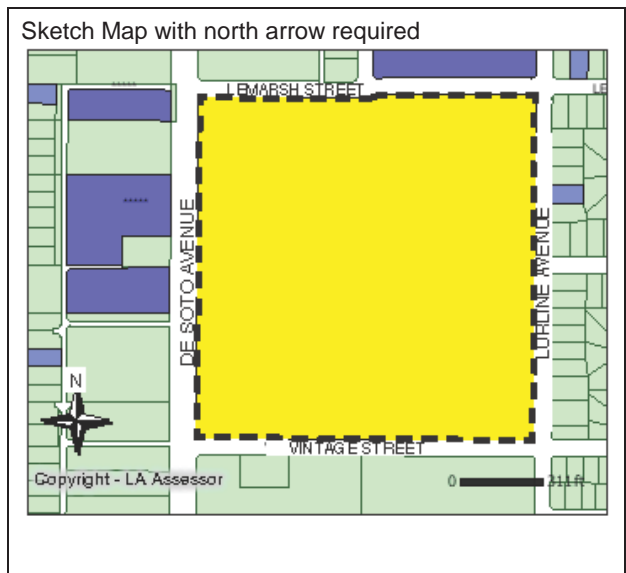
\*B12. References: (See Continuation Sheet)

B13. Remarks: None

\*B14. Evaluator: Debi Howell-Ardila, MHP

\*Date of Evaluation: 7 November 2013

(This space reserved for official comments.)





\*Recorded by Debi Howell-Ardila

\*Date: 2 January 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

Swaths of wide horizontal louvers provide shade along the façade the Administration Building. The campus also displays a generous setback, with the Administration Building fronted by an expansive lawn and several mature trees.

The eight wings of the campus core, which include the main classroom wings and campus library, are largely identical in plan, configuration, and architectural detailing. Classrooms consist of rectangular, one-story buildings capped with low-pitched, front-gabled roofs. Roof lines terminate in thin gable bargeboards. At the ends of the roof gables, eaves extend and turn downward at a 90-degree angle, providing additional shading for the interior. These wings have double-loaded corridors with classrooms along each side. Generous bands of fixed and casement windows line the classroom wings; in a typical fenestration pattern for postwar LAUSD schools, windows occupy approximately 60 percent of the exterior wall height. Sheathing materials used on classroom wings vary; facing the central lawn, primary and secondary elevation walls are sheathed in smooth stucco, with some scoring detailing. The elevation facing the exterior of the campus displays patterned Roman brick sheathing and a cantilevered shelter over the entrance.

The entrances on both sides of the classroom wings feature similar architectural detailing. Flanking the entrances are thin, square piers, sheathed in off-white brick. Entrances consist of sets of metal doors with fixed and side lights, capped with clerestory windows. On all classroom wings, decorative tile work and horizontal vents accent the apexes of the roof gables. On the interior of the campus, the cantilevered roofs over entrances extend to form covered canopies. The concrete-clad canopies are capped with flat roofs and rest on thin, spider-leg supports.

Beyond the campus core, the school includes a music room, gymnasium, playing fields, and a shop building, as well as other ancillary buildings and structures. Alterations include the replacement of some original hardscaping and windows, and the infilling of original window openings with air-conditioner units. The core of the campus is otherwise intact. The original entrance of the gymnasium also appears to have been altered, with original windows and doors filled in on the eastern portion of the façade.

**P5b. Photo (continued): (view and date)**



*Chatsworth Senior High School, Classroom Wing D, northwest (outward facing) elevation.  
Source: Sapphos Environmental, Inc., 7 November 2013.*

**CONTINUATION SHEET**

Primary #

HRI#

Trinomial

Page 4 of 6 \*Resource Name or #: Chatsworth Senior High School

\*Recorded by Debi Howell-Ardila

\*Date: 2 January 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Chatsworth Senior High School, Classroom Building 8, seen from the curved arcade, which forms a network throughout the campus. West perspective. Source: Sapphos Environmental, Inc., 7 November 2013.*



*Chatsworth Senior High School, oval-shaped lawn and arcade system. Southeast perspective. Source: Sapphos Environmental, Inc., 7 November 2013.*

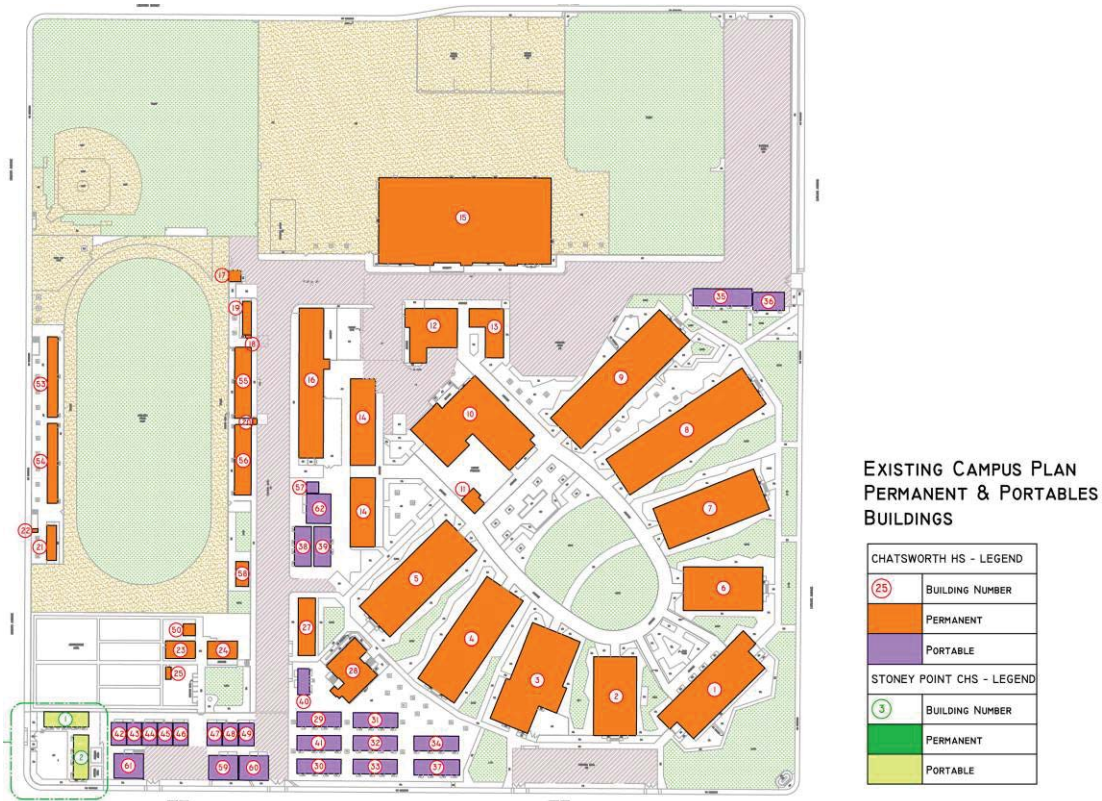


\*Recorded by Debi Howell-Ardila

\*Date: 2 January 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Chatsworth Senior High School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Chatsworth Senior High School, December 2010.*

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

Primary #  
HRI#  
Trinomial

Page 6 of 6 \*Resource Name or #: Chatsworth Senior High School

\*Recorded by Debi Howell-Ardila

\*Date: 29 January 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).

Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).

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"Contracts Awarded for 2 Major Schools." *Los Angeles Times* (3 August 1961).

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Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.

Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).

Los Angeles Unified School District. *Los Angeles Unified School District Pre-Planning Survey* (2011).

McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).

Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).

"New School Will Expect Much from Students, Says Principal." *Los Angeles Times* (23 January 1963).

Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.

Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).

Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).

U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," National Register Bulletin No. 15 (Washington, DC, 2002).

U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," National Register Bulletin No. 16A (Washington, DC, 1997).

U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," National Register Bulletin No. 16B (Washington, DC, 1999).

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## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3D

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 7

Resource name(s) or number (assigned by recorder) Cleveland Senior High School

**P1. Other Identifier:**

\*P2. Location: ☐ Not for Publication ☒ Unrestricted

\*a. County Los Angeles County

\*b. USGS 7.5' Quad Canoga Park, CA

Date 1967

T 2N R 16W; Unsectioned; S.B.B.M.

c. Address 8140 Vanalden Avenue

City Reseda

Zip 91335

e. Other Locational Data: APN: # 2104-004-905

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

Located in northwest Reseda in the San Fernando Valley, Grover Cleveland Senior High School occupies a 33-acre site bounded by Roscoe Boulevard on the north, the Los Angeles River on the east, Wilbur Avenue on the southeast, Strathern Street on the south, and Vanalden Avenue on the west.

Constructed in 1959/1960 in the Mid-Century Modern style, the campus core displays the textbook features of the postwar indoor-outdoor school plant, with low (generally one story) classroom wings extending across a large site, and with outdoor courtyards and plantings, connected by an extensive network of arcades. The site plan combines the features of a finger-plan and a cluster-plan school, with axial, double-loaded classroom wings grouped around shared courtyard spaces and a large central lawn. The central lawn provides gathering spaces for students and doubles as an outdoor auditorium, with a raised concrete platform along the eastern portion of the lawn. A low wall, characterized by alternating panels of brick cladding and decorative grillwork, fronts the central lawn. The principal entrance to the school is located in the Administration Building, which is located along the northeastern portion of the lot. Classrooms extend outward from the main entrance, in a symmetrical plan linked by arcades. Courtyards and outdoor spaces throughout the campus exhibit mature trees and plantings, built-in concrete benches, planters and hardscaping. (See Continuation Sheet)

\*P3b. Resource Attributes: (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

\*P4. Resources Present: ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date) Southwest elevation, 6 November 2013

\*P6. Date Constructed/Age and Sources: ☒ Historic ☐ Prehistoric  
☐ Both 1959/1960 (Los Angeles Unified School District)

\*P7. Owner and Address:  
Los Angeles Unified School District

\*P8. Recorded by:  
Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

\*P9. Date Recorded:  
29 January 2014

\*P10. Survey Type: Intensive

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

Sapphos Environmental, Inc. March

2014. Los Angeles Unified School District Historic Context Statement, 1870 to 1969. Pasadena, CA.

Sapphos Environmental, Inc. June 2014. Los Angeles Unified School District Historic Resources Survey Report. Pasadena, CA.

\*Attachments: ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)

**BUILDING, STRUCTURE, AND OBJECT RECORD**

\*NHRP Status Code 3D

Page 2 of 7

\*Resource Name or #: Cleveland Senior High School

B1. Historic Name: Grover Cleveland Senior High School

B2. Common Name: Same

B3. Original Use: Institutional (Educational Facility)

B4. Present Use: Institutional (Educational Facility)

\*B5. **Architectural Style:** Mid-Century Modern

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

Grover Cleveland Senior High School was constructed in 1959–1960 at an estimated cost of \$5 million (*Los Angeles Times*, 22 September 1957). A majority of the campus's extant buildings, structures, and facilities date from this period. The grounds also include a number of portable/temporary buildings, most of which were added during the mid-1980s and early 2000s. A number of alterations and repairs have taken place over the years, including seismic and systems upgrades, the installation of air-conditioning units, and safety improvements (see *LAUSD Pre-Planning Survey, Cleveland Senior High School* for list of repairs and improvements carried out since the 1990s). Alterations to original buildings on campus include the infilling of some original window openings with air-conditioner units; such changes are visible on several of the classroom wings.

\*B7. **Moved?** ☒No ☐Yes ☐Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees, hardscaping, benches

B9a. Architect: Charles O. Matcham, Stewart S. Granger and Associates

b. Builder: Unknown

\*B10. **Significance:** **Theme,** Institutional (Educational Facility), "Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" **Area** Los Angeles

**Period of Significance:** 1959-1960 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** NRHP: A and C; CRHR: 1 and 3.

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

The campus core of Cleveland Senior High School appears eligible as a district under Criteria A/1 as an excellent, intact example of an indoor-outdoor postwar school in the Los Angeles Unified School District. The campus plan and buildings exemplify LAUSD design principles and ideals from the postwar period, specifically as an example of a finger-plan and cluster-plan school (as described in the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*). The construction of Cleveland Senior High School in 1959 also reflects the continuing postwar suburban expansion of the San Fernando Valley. The campus is also eligible under Criteria C/3 as an excellent example of the Mid-Century Modern style applied to institutional architecture.

With plans launched in 1957, Cleveland Senior High School was designed to accommodate 3,000 students in the rapidly expanding San Fernando Valley. Although the campus shows some signs of alteration, such as the removal of original hardscaping and windows, the campus core retains integrity of location, design, setting, workmanship, feeling, and association.

B11. Additional Resource Attributes: HP15. Educational Facility. HP 29. Landscape Architecture.

\*B12. **References:** (See *Continuation Sheet*)

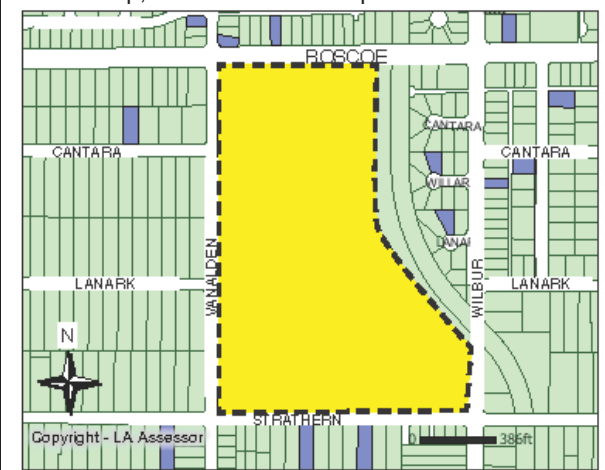
B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP

\***Date of Evaluation:** 7 November 2013

(This space reserved for official comments.)

Sketch Map, with north arrow required



\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 29 January 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

The defining feature of the campus is the Administration Building, which is located along the northeastern portion of the lot. The one-story building is rectangular in plan and capped with a very low-pitched, front-gabled roof. Projecting from the north half of the building, a brick-clad wall separates the entrance from an adjacent parking lot. On the primary (east) elevation, wood-framed, full-height windows face the drop-off area for students and look out onto extensive landscaping, brick planters, and mature trees. Decorative detailing is primarily reserved for the entrance, which is centered beneath the gable and displays Roman-patterned brick and a flat-roofed cantilevered shelter. Horizontal vents mark the gable apex. A recessed courtyard with landscaping is located on the south elevation.

The main entrance is centered on the building and consists of paired metal doors, sheltered by a flat-roof arcade that provides a transition from the exterior to the interior of the school. A wall composed of alternating panels of brick and decorative grillwork separates the entrance arcade from an adjacent parking lot. As on the campus interior, the arcade is characterized by a stucco-clad shelter supported on steel, spider-leg supports (along the central lawn, the arcade is supported on thick, brick-clad piers). The structure is frankly expressed, with exposed steel supports exposed beneath the arcades. In a configuration that also characterizes classroom wings throughout the campus, the gable of the Administration Building displays shallow eaves trimmed with thin bargeboards. Along the side of the building, the roof line ends in medium cantilevered eaves sheathed in stucco. (This roof configuration and detailing are echoed in the classroom wings throughout campus.)

Typical classroom wings follow this pattern, with one-story rectangular buildings, capped with low-pitched front-gabled roofs. Along the length of the classrooms, windows are recessed and generally consist of two-over-two, double-hung wood sashes, grouped in rows that mark the location of the classrooms inside. These window groupings mark the classrooms on the interior and occupy approximately 60 percent of the exterior wall height. A variety of fenestration types and patterns are seen throughout campus, including a number of fixed pane, clerestories, and casements. Sheathing materials include stucco, with some decorative scoring, and patterned Roman brick. (See *Continuation Sheet*, p. 4)

**P5b. Photo (continued): (view and date)**



*Cleveland Senior High School, Administration Building. Southwest perspective.  
Source: Sapphos Environmental, Inc., 6 November 2013.*



**CONTINUATION SHEET**

Primary #

HRI#

Trinomial

Page 4 of 7 \*Resource Name or #: Cleveland Senior High School

\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 29 January 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

Beyond the campus core, the school includes a library (on the northwestern side of campus), cafeteria and sheltered outdoor dining area, gymnasium and recreational fields (in the southern portion of the lot), as well as a number of facilities and portable buildings/structures, installed primarily in the 1980s. All buildings on campus are one story with the exception of one classroom building, the cafeteria, and gymnasium. Overall, the campus core is in good repair and enhanced by extensive original (and new) landscaping. Visible alterations include some replaced hardscaping and concrete benches in the courtyards, the addition of security grills and air-conditioning units in some of the original window openings.

**P5b. Photo (continued): (view and date)**



*Cleveland Senior High School, typical classroom building. East perspective.  
Source: Sapphos Environmental, Inc., 6 November 2013.*



*Cleveland Senior High School, typical classroom building. Southwest perspective.  
Source: Sapphos Environmental, Inc., 6 November 2013.*



\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 29 January 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Cleveland Senior High School, typical inter-classroom courtyard and landscaping. Southeast perspective. Source: Sapphos Environmental, Inc., 6 November 2013.*



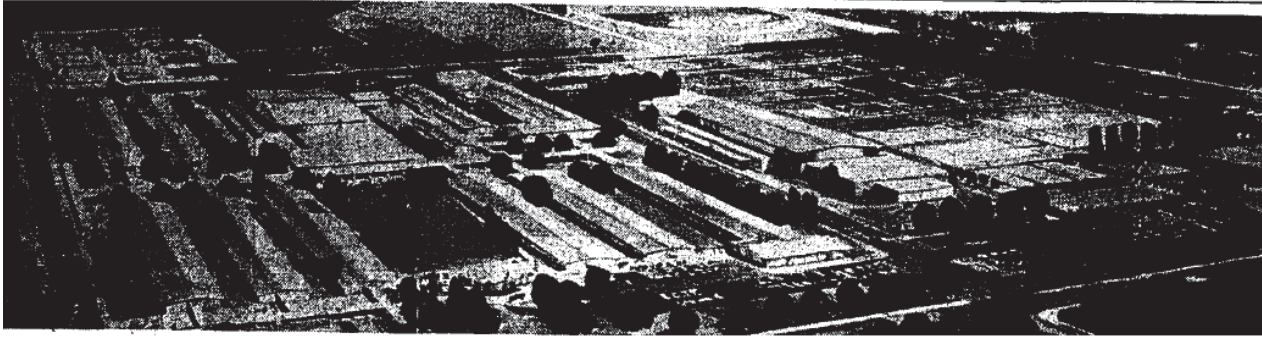
*Cleveland Senior High School, typical classroom building. Southwest perspective. Source: Sapphos Environmental, Inc., 6 November 2013.*

\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 29 January 2014

☒ Continuation ☐ Update

**P5b. Photo (continued): (view and date)**



**MAJOR SCHOOL PLANNED**—This drawing indicates design and magnitude of Grover Cleveland Senior High School, \$5,000,000 project proposed to be built on Northridge site for accommodation

of 3000 students. Plans are by architectural firm of Charles O. Matcham, Stewart S. Granger and Associates. School will be constructed in two phases. Entire completion set September of 1959.

*Los Angeles Times, 22 September 1957. Announcement of construction of Grover Cleveland High School, to be constructed as an estimated cost of \$5 million, to accommodate 3,000 students. Campus design by Charles O. Matcham, Stewart S. Granger and Associates.*



*Cleveland Senior High School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Cleveland Senior High School, March 2012.*



\*Recorded by Debi Howell-Ardila and Marilyn Novell

\*Date: 29 January 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
- California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).
- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
- Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).
- Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).
- Harris, Cyril M., *American Architecture: An Illustrated Encyclopedia* (New York: W.W. Norton & Company, 1998).
- Heumann & Associates and Anne Doehne, Science Applications International Corporation, March 2002, "Historic Schools of the Los Angeles Unified School District," a presentation prepared for LAUSD Facilities Services Division (March 2002).
- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
- Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).
- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).
- "New \$5,000,000 High School's Plans Stated." *Los Angeles Times* (September 22, 1957).
- Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.
- Los Angeles Unified School District. *Los Angeles Unified School District Pre-Planning Survey* (2011).
- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," *National Register Bulletin No. 15* (Washington, DC, 2002).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," *National Register Bulletin No. 16A* (Washington, DC, 1997).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," *National Register Bulletin No. 16B* (Washington, DC, 1999).
- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

# PRIMARY RECORD

Primary # \_\_\_\_\_  
HRI # \_\_\_\_\_  
Trinomial \_\_\_\_\_  
NRHP Status Code 3CD

Other Listings \_\_\_\_\_  
Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 7 Resource name(s) or number (assigned by recorder) Colfax Avenue Elementary School

**P1. Other Identifier:**

**\*P2. Location:** ☐ Not for Publication ☒ Unrestricted

**\*a. County** Los Angeles County

**\*b. USGS 7.5' Quad** Sherman Village, CA

**Date** 1972

**T 2N R 16W;** Unsectioned; S.B.B.M.

**c. Address** 11724 Addison Street

City North Hollywood

Zip 91607

**e. Other Locational Data:** APN: # 2355-013-900

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

Located on an 8-acre site in the Valley Village area of the San Fernando Valley, Colfax Avenue Elementary School is bounded by Colfax Avenue on the east, Huston Street on the south, Morella Avenue on the west, and Addison Street on the north. The campus exhibits the textbook features of a postwar, finger-plan school, with axial, one-story classroom wings, one room deep, extending across the site. Indoor-outdoor integration is created through the generous use of windows, which occupy approximately 80 percent of the wall height along eastern elevations, as well as through the incorporation of courtyards adjacent to classroom wings, outdoor gathering and recreational areas, and mature landscaping and trees.

The core of the campus consists of five rectilinear classroom wings, linked on both sides by continuous arcades. The arcades, which form circulation corridors throughout the main campus, display flat-roofed shelters, terminating in broad, unadorned wood fascia. Wood rafters and planks, visible from beneath the sheltered corridors, form the roof structure. Simple metal poles serve as supports for corridors throughout campus. Classroom wings display the differentiated fenestration patterns and roof eave treatment typical of postwar schools from this era (though ordinarily the orientation of the building would have been north-south, with fewer windows on the sunny, south side, and broad expanses of windows on the north side). In this case, the orientation of classroom wings is east-west, with fewer windows/clerestories on the west, and generous expanses of windows on the east. (See Continuation Sheet)

**\*P3b. Resource Attributes:** (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

**\*P4. Resources Present:** ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date) Northwest elevation, 15 January 2014

**\*P6. Date Constructed/Age and Sources:** ☒ Historic ☐ Prehistoric  
☐ Both 1950-1955 (Los Angeles Unified School District)

**\*P7. Owner and Address:**  
Los Angeles Unified School District

**\*P8. Recorded by:**  
Debi Howell-Ardila, MHP  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

**\*P9. Date Recorded:** 20 January 2014

**\*P10. Survey Type:** Intensive

**\*P11. Report Citation:** (Cite survey report and other sources, or enter "none")  
Sapphos Environmental, Inc. March 2014. *Los Angeles Unified School*

*District Historic Context Statement, 1870 to 1969. Pasadena, CA.*

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report. Pasadena, CA.*

**\*Attachments:** ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)



## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3CD

Page 2 of 7

\*Resource Name or #: Colfax Avenue Elementary School

B1. Historic Name: Colfax Avenue Elementary School

B2. Common Name: Same

B3. Original Use: Institutional (Educational Facility)

B4. Present Use: Institutional (Educational Facility)

\*B5. Architectural Style: Mid-Century Modern–influenced

\*B6. Construction History: (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, construction on the core of the campus was completed in 1950/1951. In 1955, a two-story auditorium was added in the northeastern corner of the parcel, at Colfax Avenue and Addison Street. The eastern portion of the campus grounds also includes several portable/temporary buildings from the late 1980s and early 1990s. A number of alterations and repairs have taken place over the years, including seismic and systems upgrades, the installation of air-conditioner units, replacement of original hardscaping, new fencing, and various safety improvements (see *LAUSD Pre-Planning Survey, Colfax Avenue Elementary School* for list of repairs and improvements carried out since the 1990s). In addition, alterations to original classroom wings include the infilling of some clerestory casements and entry glazing, as well as replacement of original windows with air-conditioner units; such changes are visible on several of the classroom wings.

\*B7. Moved? ☒ No ☐ Yes ☐ Unknown Date: \_\_\_\_\_ Original Location: \_\_\_\_\_

\*B8. Related Features: Landscaping/mature trees, hardscaping, benches

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. Significance: Theme, Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" Area Los Angeles

Period of Significance: 1950-1955 (District) Property Type: Institutional (Educational Facility)

Applicable Criteria: CRHR: 1.

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

The campus core of Colfax Avenue Elementary School appears eligible for the California Register of Historical Resources under Criterion 1 as an excellent, intact example of a modern, indoor-outdoor postwar elementary school in Los Angeles. The campus plan and buildings exemplify LAUSD design principles and ideals from the postwar period (as described in *the Los Angeles Unified School District Historic Context Statement, 1870 to 1969*). The construction of Colfax Avenue Elementary School in 1950/1951 also reflects the rapid postwar suburban expansion of the San Fernando Valley.

The campus exhibits some alterations, such as the removal of original hardscaping and windows and the infilling of original clerestory hopper casement windows, which spanned the length of classroom wings on the west elevations. While many of the casements appear to have been painted over or filled in with wood, the original size and configuration of the windows is still visible. Overall, the campus core (which includes the site plan, the relationship of buildings to outdoor spaces, and original plantings) retains integrity of location, design, setting, workmanship, feeling, and association. However, due to alterations, the campus is not eligible for the National Register and is eligible for the California Register only.

B11. Additional Resource Attributes: HP15. Educational Building. HP29. Landscape Architecture.

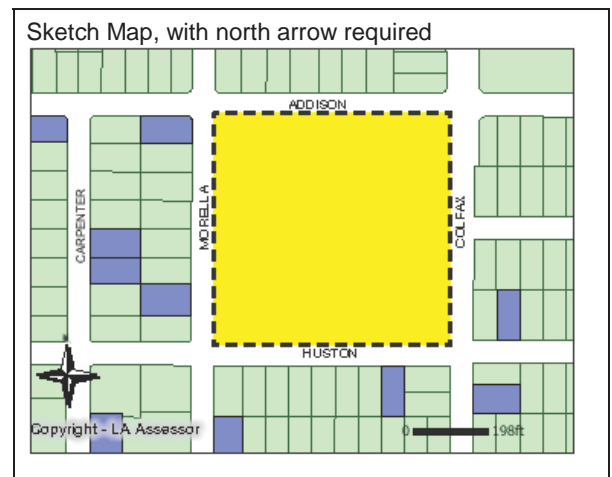
\*B12. References: (See Continuation Sheet)

B13. Remarks: None

\*B14. Evaluator: Debi Howell-Ardila, MHP

\*Date of Evaluation: 24 January 2014

(This space reserved for official comments.)



Recorded by Debi Howell-Ardila

Date: 23 January 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

Along the west elevations, classroom windows are sheltered beneath wide cantilevered eaves, with wood beams and planks and broad, unadorned fascia boards. A slightly sloping shed roof caps the classroom buildings, with the slightly higher side located on the east. Clerestory windows appear to have originally spanned the west elevations of the classrooms (they are now filled in). On the east elevation, roof eaves are slightly shallower, also displaying wood beams and fascia boards. The main entrances to classrooms are located on the east elevation and generally consist of original metal doors with single-pane fixed windows. On the east elevations, classrooms are lined with generous expanses of wood-framed windows (which span roughly 80 percent of the wall height, from roof line nearly to the ground). Also on the east elevations of the classrooms are two square built-in mechanical service rooms, which appear to house air-conditioning units. These mechanical service rooms are flush with the roofline and accessed via paired metal doors.

The Administration Building, which serves as the main entrance to the campus, is located on the northeastern portion of the lot, on Addison Street. One story in height, the building is roughly rectangular in shape, with a street-level façade displaying recessed wings and features. The building is capped with a very low-pitched side-gable roof, terminating in shallow eaves with exposed wood beams. Broad, unadorned wood fascia boards terminate the roof line. A projecting, cantilevered shelter marks the entrance to the Administration Building. The entrance shelter has a flat roof with wide eaves and wood fascia boards, which display the school name. The roof line is trimmed with an open wood grid, marking a transitional space from the outside to the inside. The design composition of the façade is simple. The wall plane varies, with portions of the façade featuring wide expanses of wood-framed windows, set flush with the roof eaves, and recessed sheltered with sets of double-hung wood-framed windows, accented with brick planters along the ground. The façade includes a simple ornamental detail of a diamond-patterned metal screen and an angled wood grid serving as a roof support.

The campus exhibits many of the characteristics typical of Mid-Century Modernism. The Administration Building and classroom wings display a horizontal design composition, with very low-pitched or flat roofs and wide, cantilevered overhangs. There is an overall lack of applied ornament; campus buildings consist of simple, geometric volumes, with modular site planning. All classrooms are lined with windows, which appear to be wood-framed, multi-light double-hung sashes. (See *Continuation Sheet, p. 4*)

**P5b. Photo (continued): (view and date)**



*Colfax Avenue Elementary School, Administration Building, view from inside campus. Southwest perspective. Source: Sapphos Environmental, Inc., 21 January 2014.*

## CONTINUATION SHEET

Primary #

HRI#

Trinomial

Page 4 of 7 \*Resource Name or #: Colfax Avenue Elementary School

Recorded by Debi Howell-Ardila

Date: 23 January 2014

☒ Continuation ☐ Update

### \*P3a. Description (continued):

Extending southward from the classroom wings and library are an outdoor dining area, capped with a flat roof supported on metal poles, a playground and recreational fields, and other facilities extending through the south portion of the campus. Mature trees appearing to date to the original construction era (early 1950s) are located throughout the campus, in particular in the northern portion. In the northeastern corner of the campus is the two-story auditorium building, constructed in 1955.

Alterations include the infilling of clerestory lights along the west elevations of classrooms, the apparent addition of mechanical sheds along the east elevations, the replacement of original hardscaping, as well as the addition of security gates at the entrance and bars on some of the windows. In addition, since the school's construction, a number of portable structures have been added, primarily in the southeastern portion of campus. The campus is otherwise in good repair, intact, and enhanced through landscaping and mature trees (including a number of old eucalyptus along Addison Street).

### P5b. Photo (continued): (view and date)



*Colfax Avenue Elementary School, detail, Administration Building. Eaves extend to form an open grid around the entrance wing. Northeast perspective. Source: Sapphos Environmental, Inc., 21 January 2014.*



**CONTINUATION SHEET**

Primary #

HRI#

Trinomial

Page 5 of 7 \*Resource Name or #: Colfax Avenue Elementary School

Recorded by Debi Howell-Ardila

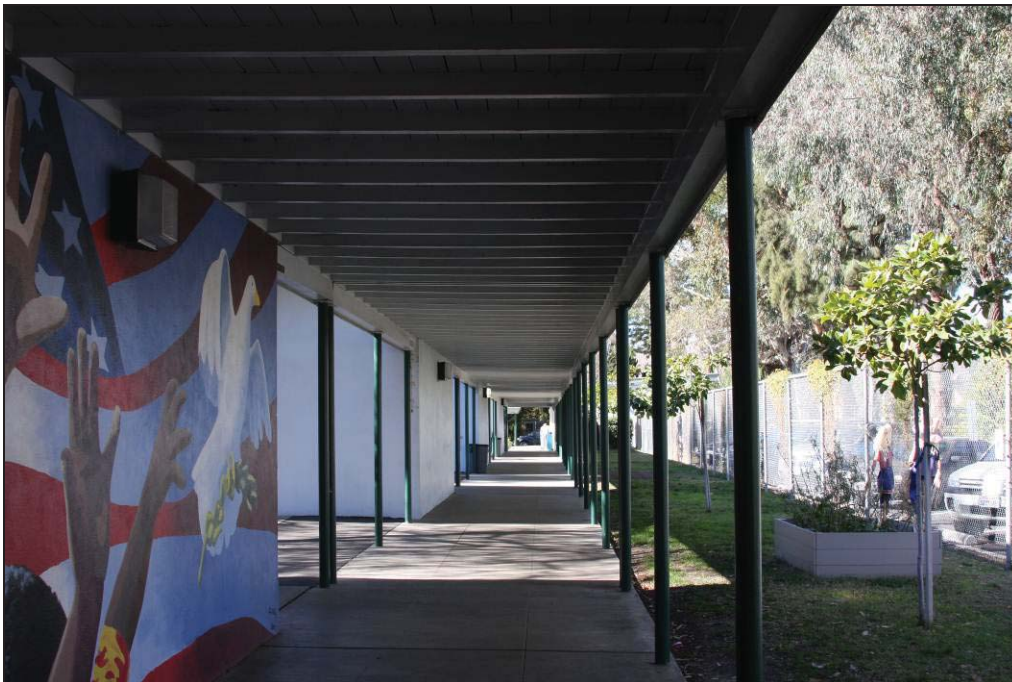
Date: 23 January 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Colfax Avenue Elementary School, typical west-elevation classroom wing and mature trees. North perspective. Source: Sapphos Environmental, Inc., 21 January 2014.*



*Colfax Avenue Elementary School, arcades connect all classrooms along the north and south expanses of campus. East perspective. Source: Sapphos Environmental, Inc., 21 January 2014.*

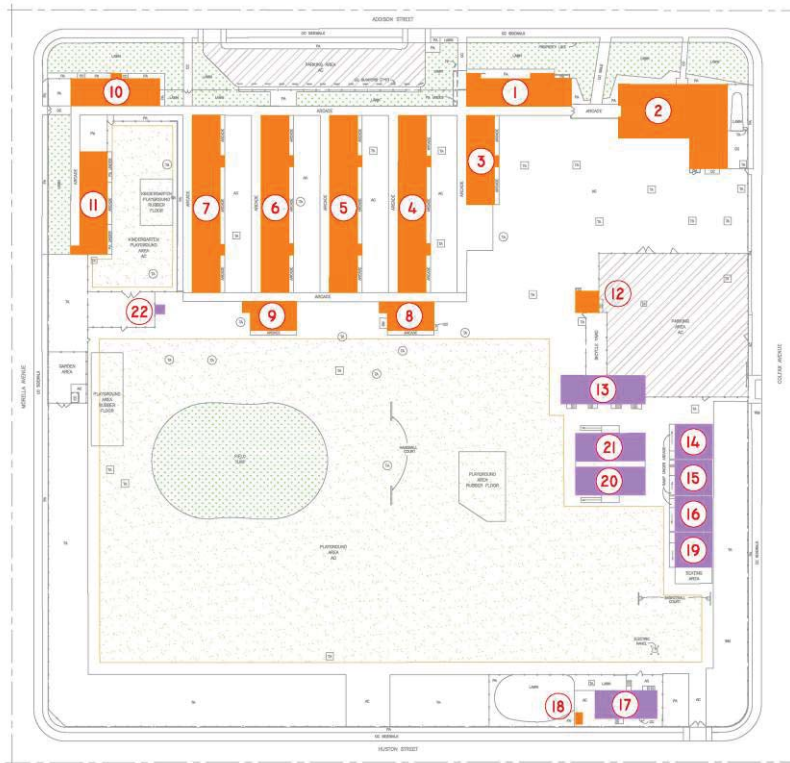


Recorded by Debi Howell-Ardila

Date: 23 January 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



EXISTING CAMPUS PLAN

PERMANENT & PORTABLES  
BUILDINGS

COLFAX ES - LEGEND	
<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">25</span>	BUILDING NUMBER
	PERMANENT
	PORTABLE

NTS

*Colfax Avenue Elementary School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Colfax Avenue Elementary*

Recorded by Debi Howell-Ardila

Date: 23 January 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
- California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).
- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
- Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).
- Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).
- Harris, Cyril M., *American Architecture: An Illustrated Encyclopedia* (New York: W.W. Norton & Company, 1998).
- Heumann & Associates and Anne Doehne, Science Applications International Corporation, March 2002, "Historic Schools of the Los Angeles Unified School District," a presentation prepared for LAUSD Facilities Services Division (March 2002).
- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
- Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).
- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
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- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- "School Expansion Program Outlined." *Los Angeles Times* (May 3, 1952).
- U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," *National Register Bulletin No. 15* (Washington, DC, 2002).
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- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 7 Resource name(s) or number (assigned by recorder) Dodson Middle School

**P1. Other Identifier:**

**\*P2. Location:** ☐ Not for Publication ☒ Unrestricted

**\*a. County** Los Angeles County

**\*b. USGS 7.5' Quad** Torrance, CA

**Date** 1981

**T R** N/A

**c. Address** 28014 South Monterey Drive

**City** Rancho Palos Verdes

**Zip** 90275

**e. Other Locational Data:** APN: # 7552-017-900

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

Located in Rancho Palos Verdes, south of Los Angeles, Rudecinda Sepulveda Dodson Middle School occupies a 20.7-acre site in a residential neighborhood. The campus is generally bounded by Avenue Aprenda on the north, Avenida Estudiante on the south, Avenida Cuaderno on the east, and South Monterey Drive on the west and south. The school was constructed in 1960, with a number of small relocatable/temporary classroom buildings dating from 1935 through 2002, located on the periphery of campus along the west and north. The site plan displays the features of a postwar finger-plan school, designed in the Mid-Century Modern style. At the core of the campus, the focal point is an outdoor assembly area, courtyard, and lawn, which are framed by a two-story Multipurpose Building and one-story Administration Building. Extending from this student quad is a series of axial, finger-like classroom wings, linked by a sheltered arcade. Sheathed in smooth stucco, classrooms are one-story in height, one room deep, and capped with slightly sloped shed roofs with no overhanging eaves. Along the south elevation of classroom wings, a covered arcade, with a wide, wood plank-and-beam roof and simple pipe supports, provides a sheltered circulation corridor. (See *Continuation Sheet*)

**\*P3b. Resource Attributes:** (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

**\*P4. Resources Present:** ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date) Administration Building, Southwest perspective, 5 February 2014

**\*P6. Date Constructed/Age and Sources:**

☒ Historic ☐ Prehistoric ☐ Both

1960 (Los Angeles Unified School District)

**\*P7. Owner and Address:**

Los Angeles Unified School District

**\*P8. Recorded by:**

Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

**\*P9. Date Recorded:** 10 March 2014

**\*P10. Survey Type:** Intensive

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

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

Sapphos Environmental, Inc. May 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

**\*Attachments:** ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)

## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3CD

Page 2 of 7

\*Resource Name or #: Dodson Middle School

- B1. Historic Name: Rudecinda Sepulveda Dodson Middle School  
B2. Common Name: Dodson Middle School  
B3. Original Use: Institutional (Educational Facility) B4. Present Use: Institutional (Educational Facility)  
\*B5. **Architectural Style:** Mid-Century Modern

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, the core of the Dodson Middle School campus was constructed in 1960. Nine small portable/temporary buildings at the east and north sides of campus date from 1935 to 2002. A number of alterations and repairs have taken place over the years, including systems upgrades (the *LAUSD Pre-Planning Survey, Dodson Middle School* lists repairs and improvements performed at the school since the 1990s). Visible alterations include the removal of clerestory lights on some classroom wings and in-filling of windows with air conditioning units; expanses of locker storage added to the side elevations of some classroom wings also appear to be nonoriginal.

\*B7. **Moved?** ☒No ☐Yes ☐Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees, hardscaping

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. **Significance:** Theme, Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" **Area** Los Angeles

**Period of Significance:** 1960 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** CRHR: 1.

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

The campus core of Dodson Middle School appears eligible as a historic district for the California Register of Historical Resources under Criterion 1 as an excellent, intact example of a postwar finger-plan high school. The campus plan and buildings exemplify LAUSD design principles and ideals from the postwar period (as described in the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*).

The core of the campus is an outstanding example of a postwar, Mid-Century Modern school exhibiting a finger-plan campus design. Due to alterations, the campus is not eligible for listing on the National Register. Overall, the campus core retains historic integrity and continues to convey the reasons for its significance.

B11. Additional Resource Attributes: HP15. Educational Building. HP29. Landscape Architecture.

\*B12. **References:** (See Continuation Sheet)

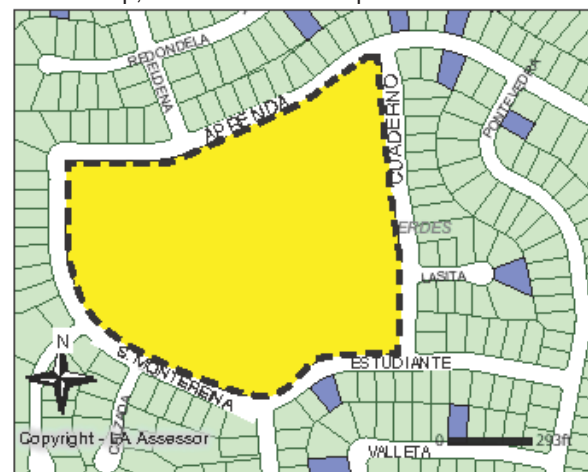
B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP

\***Date of Evaluation:** 5 February 2014

(This space reserved for official comments.)

Sketch Map, with north arrow required





Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

Lined with mature trees and plantings, the campus entrance is accessed via an open courtyard paved with patterned red brick. To the east is a one-story, stucco-clad administration building and to the west a one-and-a-half-story library, also clad in stucco. Screening the windows on the library's east side is a prominent band of wide, vertical metal louvers set in a rectangular frame. The administration building is capped with a shed roof and no eaves, with the roof edge trimmed with metal. Connecting the two buildings is an entrance portal capped with a flat roof and shallow overhanging eaves. The portal consists of alternating panels of metal screen gates, trimmed with decorative geometric patterning, and rusticated, faux stone.

The brick pavers continue into an entrance courtyard, where a lawn and elevated concrete stage with semicircular steps form a central gathering area. Clad in stucco, the classroom wings are one-story in height and one room deep, capped with slightly sloped shed roofs. South elevations of the classrooms are lined with sheltered arcades consisting of wood plank and beam ceilings, supported on steel pipe supports. Along most north elevations, the roof terminates in no eaves. Sheltering each window grouping on the north elevations are flat, cantilevered eaves. Windows along the north elevations consist primarily of expansive two-light double-hung sash windows. Windows occupy approximately 60 percent to 70 percent of the wall height, providing natural light and views of courtyards with lawns, foundation plantings, and mature trees.

The buildings and structures comprising the campus core are in good repair, and enhanced with mature landscaping and trees. Alterations include the replacement of some original windows as well as apparent removal of original materials/openings along some classroom exteriors to accommodate the addition of nonoriginal lockers. The campus core is otherwise intact.

**P5b. Photo (continued): (view and date)**



*Dodson Middle School, entrance gate, with rusticated, faux stone. Library appears in left portion of photo. Southeast perspective. Source: Sapphos Environmental, Inc., 5 February 2014.*

## CONTINUATION SHEET

Page 4 of 7

\*Resource Name or #: Dodson Middle School

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Dodson Middle School, Library, viewed from entrance. East perspective. Source: Sapphos Environmental, Inc., 5 February 2014.*



*Dodson Middle School, Lunch Pavilion and Multi-Purpose Room, view from central courtyard. Southwest perspective. Source: Sapphos Environmental, Inc., 5 February 2014.*



## CONTINUATION SHEET

Page 5 of 7

\*Resource Name or #: Dodson Middle School

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Dodson Middle School, Lunch Pavilion, view through to central courtyard. Northeast perspective. Source: Sapphos Environmental, Inc., 5 February 2014.*



*Dodson Middle School, Building 14, showing patios. Northwest perspective. Source: Sapphos Environmental, Inc., 5 February 2014.*

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Dodson Middle School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Dodson Middle School, Ver. 2, July 16, 2011.*



Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
- California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).
- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
- Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).
- Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).
- Harris, Cyril M., *American Architecture: An Illustrated Encyclopedia* (New York: W.W. Norton & Company, 1998).
- Heumann & Associates and Anne Doehne, Science Applications International Corporation, March 2002, "Historic Schools of the Los Angeles Unified School District," a presentation prepared for LAUSD Facilities Services Division (March 2002).
- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
- Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).
- Los Angeles Unified School District. *Los Angeles Unified School District Pre-Planning Survey* (2011).
- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).
- Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.
- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," National Register Bulletin No. 15 (Washington, DC, 2002).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," National Register Bulletin No. 16A (Washington, DC, 1997).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," National Register Bulletin No. 16B (Washington, DC, 1999).
- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 5 Resource name(s) or number (assigned by recorder) Fernangeles Elementary School

**P1. Other Identifier:**

\***P2. Location:** ☐ Not for Publication ☒ Unrestricted

\***a. County** Los Angeles County

\***b. USGS 7.5' Quad** Van Nuys, CA **Date** 1972 **T** 2N **R** 14W; Unsectioned Area **S.B.B.M.**

c. Address 12001 Art Street City Sun Valley Zip 91352

e. Other Locational Data: APN: # 2631-019-904

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

Located on a 6.7-acre site in San Fernando Valley immediately north of the Interstate 5 freeway, Fernangeles Elementary School is bounded by Wicks Street on the northwest, Oneida Avenue on the southwest, a residential neighborhood on the northeast, and Art Street on the southeast. The campus core displays many typical features of a cluster- and finger-plan campus, with classrooms grouped around a central courtyard and axial classroom wings. The focal point of the campus from the exterior is the Administration Building and Assembly Building, which create a distinctive, Mid-Century Modern-style entrance to the school at the southwestern portion of the property. The two buildings form an interior courtyard, which is ringed by a grid-like trellis near the entrance and covered arcade, consisting of a wood-plank roof and wood cross beams, resting on simple pole supports. While the campus classrooms display extensive alterations (mostly in the form of the removal and in-filling of original clerestory windows), the two buildings at the campus entrance remain relatively intact and are highly representative of LAUSD's standardized postwar school, both in terms of style and building plan/features. (See Continuation Sheet)

\***P3b. Resource Attributes:** (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

\***P4. Resources Present:** ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date)  
Administration Building (left) and  
Assembly Building (right), southwest  
perspective, 15 January 2014

\***P6. Date Constructed/Age and Sources:** ☒ Historic ☐ Prehistoric  
☐ Both 1954 (Los Angeles Unified School District)

\***P7. Owner and Address:**  
Los Angeles Unified School District

\***P8. Recorded by:**  
Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

\***P9. Date Recorded:**  
15 January 2014

\***P10. Survey Type:** Intensive

\***P11. Report Citation:** (Cite survey report and other sources, or enter "none")  
Sapphos Environmental, Inc. March

2014. *Los Angeles Unified School District Historic Context Statement, 1870 to 1969.* Pasadena, CA.

Sapphos Environmental, Inc. May 2014. *Los Angeles Unified School District Historic Resources Survey Report.* Pasadena, CA.

\***Attachments:** ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)

## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3CD

Page 2 of 5

\*Resource Name or #: Fernangeles Elementary School

- B1. Historic Name: Fernangeles Elementary School  
B2. Common Name: Same  
B3. Original Use: Institutional (Educational Facility) B4. Present Use: Institutional (Educational Facility)

\*B5. **Architectural Style:** Mid-Century Modern

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, construction was completed on most of the extant campus of Fernangeles Elementary School in 1954. To accommodate expanding enrollment, over 20 portable buildings have been added to the campus since its construction, with a majority of these located in the northern and eastern portions of the property. As of 2014, portable buildings represent 67 percent of the classroom space on campus, with most added in the 1990s. A number of alterations and repairs have taken place over the years, including systems upgrades and the installation of air-conditioner units (see *LAUSD Pre-Planning Survey, Fernangeles Elementary School* for list of repairs and improvements carried out since the 1990s). The most visible alterations on the exterior include the removal of original windows and in-filling and covering of original window openings with stucco; this includes bands of original clerestory windows lining the west elevations of classroom wings. In other areas, original windows have been replaced with air-conditioning units. The Administration Building and Multipurpose Room also appear to have some in-filled windows.

\*B7. **Moved?** ☒ No ☐ Yes ☐ Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees, hardscaping, benches

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. **Significance:** Theme, Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" **Area** Los Angeles

**Period of Significance:** 1954 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** CRHR: 1.

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

The grouping of the Fernangeles Elementary School Administration Building, Assembly Building, interior courtyard and landscaping features appears eligible for the California Register of Historical Resources as a district under Criterion 1 in the context of institutional architecture/educational facilities in the Los Angeles Unified School District. The Administration Building and Assembly Building form a distinctive, Mid-Century Modern-style entrance to the school and represent a recognizable anchor for the neighboring residential community. The finding of eligibility applies to the identified buildings and features, which, while exhibiting some alterations, continue to convey the reasons for their significance. Subsequent survey of contributing and noncontributing features will be necessary to make a detailed determination regarding all contributors and noncontributors to the historic district within the campus grounds.

B11. Additional Resource Attributes: HP15. Educational Facility.

\*B12. **References:** (See *Continuation Sheet*)

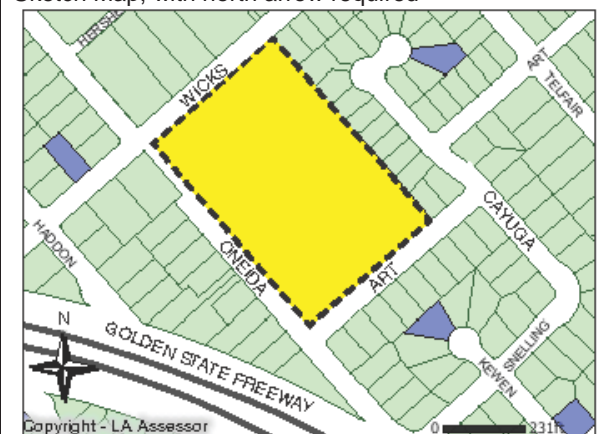
B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP

\***Date of Evaluation:** 15 January 2014

(This space reserved for official comments.)

Sketch Map, with north arrow required





## CONTINUATION SHEET

Page 3 of 5 \*Resource Name or #: Fernangeles Elementary School

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 15 January 2014

☒ Continuation ☐ Update

### \*P3a. Description (continued):

The Assembly Building and Administration Building are connected by a brick wall and gate capped by a flat-roofed arcade. This gate serves as the entrance to campus; on the interior, it passes beneath a wood-grid trellis and opens onto a courtyard ringed with covered arcades. The approach to the main entrance also displays a series of tiered brick planters with landscaping. Matching stack-bond brick sheathes the south elevation of the Administration Building. Set at a right angle with the Assembly Building, the Administration Building is rectangular in plan, one story in height, and capped with a flat roof and tapered, shallow eaves. Fenestration consists of various configurations and types, and the building is clad in stucco. In a feature typical for Southern Californian Mid-Century Modern architecture, the roof line extends on the northern portion of the Administration Building in a wood-grid trellis, which encloses a tree.

The Assembly Building is roughly two stories in height, rectangular in plan, and clad in smooth stucco. The main portion of the building is capped with a flat roof with no overhanging eaves. Located on the southwest elevation, the main entrance to the Assembly Building consists of a pair of doors elevated on brick steps. The entrance is flanked by thin, stack-bond brick piers, which project from the wall, and two identical bands of recessed multilight windows.

Alterations include the apparent removal and filling-in of windows in variation locations. It also appears that windows have been covered at the upper level of the southwest elevation of the Assembly Building. The buildings are otherwise relatively intact and in fair repair overall.

### P5b. Photo (continued): (view and date)



*Fernangeles Elementary School, Administration Building, view from southeast.  
Source: Sapphos Environmental, Inc., 15 January 2014.*



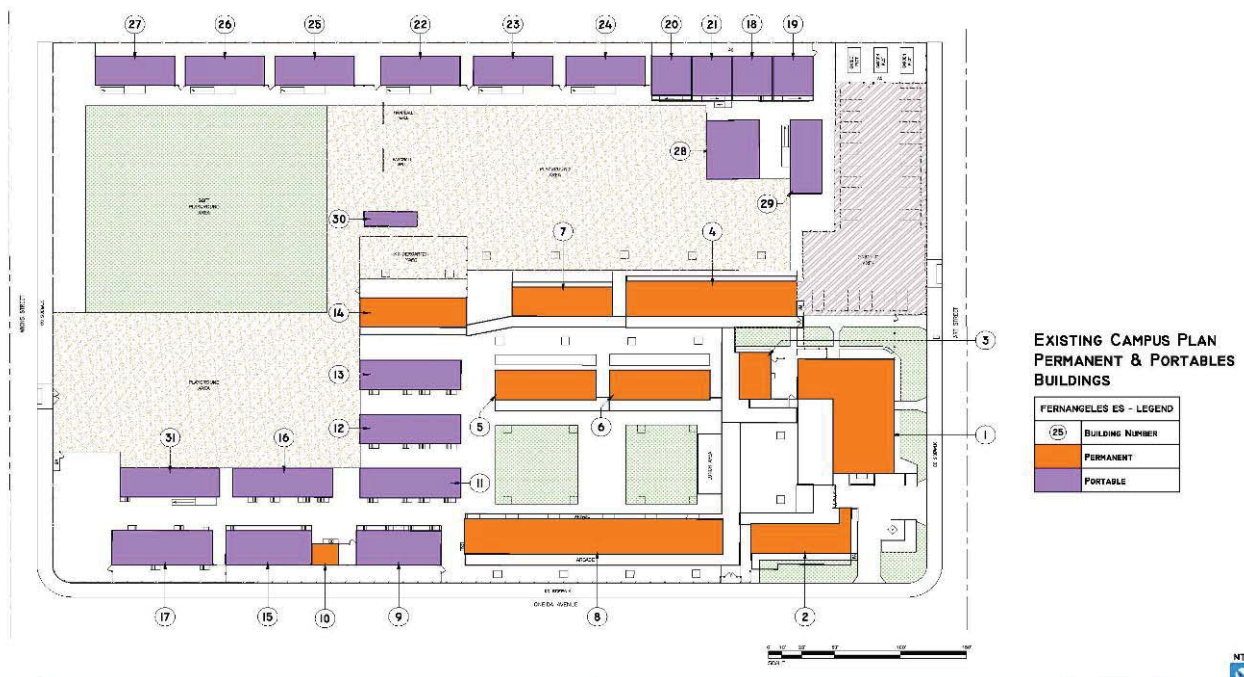
Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 15 January 2014

☒ Continuation ☐ Update



*Fernangeles Elementary School, entrance trellis, courtyard, and covered dining area. Southern perspective.  
Source: Sapphos Environmental, Inc., 15 January 2014.*



*Fernangeles Elementary School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Fernangeles Elementary School, October 11, 2011.*

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 15 January 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
- California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).
- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
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- Harris, Cyril M., *American Architecture: An Illustrated Encyclopedia* (New York: W.W. Norton & Company, 1998).
- Heumann & Associates and Anne Doehne, Science Applications International Corporation, March 2002, "Historic Schools of the Los Angeles Unified School District," a presentation prepared for LAUSD Facilities Services Division (March 2002).
- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
- Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).
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- McAlester, Virginia, and Lee McAlester, *A Field Guide to American Houses* (New York: Alfred A. Knopf, 2004).
- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).
- Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.
- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," National Register Bulletin No. 15 (Washington, DC, 2002).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," National Register Bulletin No. 16A (Washington, DC, 1997).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," National Register Bulletin No. 16B (Washington, DC, 1999).
- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3D

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 6 Resource name(s) or number (assigned by recorder) Leapwood Avenue Elementary School

**P1. Other Identifier:**

\*P2. Location: ☐ Not for Publication ☒ Unrestricted

\*a. County Los Angeles County

\*b. USGS 7.5' Quad Torrance, CA

Date 1981

T 4S R 13W; Unsectioned Area S.B.B.M.

c. Address 19302 Leapwood Avenue

City Carson

Zip 90746

e. Other Locational Data: APN: # 7321-018-900

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

Leapwood Avenue Elementary School is located in a residential neighborhood in the city of Carson, south of Los Angeles. The campus occupies a 7.1-acre site bounded by Brenner Drive to the north, Eddington Drive to the east, East Elsmere Drive to the south, and Leapwood Avenue to the west. Constructed in 1962, the campus core consists of a series of two-story classrooms, assembly building, administration building, and two kindergarten buildings, all oriented around a central lawn and open-air lunch pavilion. A network of sheltered corridors and exterior stairways links the buildings throughout the campus core. Three temporary buildings are located at the eastern portion of the campus.

The campus entrance is set back from Leapwood Avenue by a lawn lined with landscaping and a row of mature trees. Defining the principal entrance are the assembly building to the south and the administration building to the north. Linking the two buildings is a sheltered entrance courtyard, capped with a low-pitched roof with a large, square skylight perforating the center. A concrete planter with landscaping is positioned beneath the skylight. The roof of the entry courtyard mirrors treatment of the arcades on the interior of the campus, with the low-pitched, side-gabled roofs and concrete-block piers. (See Continuation Sheet)

\*P3b. Resource Attributes: (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

\*P4. Resources Present: ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date)  
Assembly and Administration Building,  
northwest perspective  
12 February 2014

\*P6. Date Constructed/Age and Sources:

☒ Historic ☐ Prehistoric ☐ Both  
1962 (Los Angeles Unified School District)

\*P7. Owner and Address:

Los Angeles Unified School District

\*P8. Recorded by:

Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

\*P9. Date Recorded: 1 March 2014

\*P10. Survey Type: Intensive-level

\*P11. Report Citation: (Cite survey report and other sources, or enter "none")  
Sapphos Environmental, Inc. March 2014. *Los Angeles Unified School District Historic*

Context Statement, 1870 to 1969. Pasadena, CA.

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

\*Attachments: ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)



## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3D

Page 2 of 6

\*Resource Name or #: Leapwood Avenue Elementary School

B1. Historic Name: Leapwood Avenue Elementary School

B2. Common Name: Same

B3. Original Use: Institutional (Educational Facility)

B4. Present Use: Institutional (Educational Facility)

\*B5. Architectural Style: Mid-Century Modern–influenced

\*B6. Construction History: (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, construction of Leapwood Avenue Elementary School was completed in 1962. The total cost was just over \$834,000, which was financed with school bond funds (*Los Angeles Times*, 1961). Three portable/temporary buildings were added at the eastern perimeter of campus in the 1990s. A number of alterations have taken place over the years, including systems upgrades, the removal of windows to accommodate the installation of air-conditioning units, replacement of gutters and downspouts, new fencing, and various other improvements, including the addition of an access ramp at the campus entrance (the *LAUSD Pre-Planning Survey, Leapwood Avenue Elementary School* lists repairs and improvements performed since the 1990s). In addition, security grilles have been added to windows throughout the campus, and storage units have been placed outside some of the classrooms.

\*B7. Moved? ☒No ☐Yes ☐Unknown Date: \_\_\_\_\_ Original Location: \_\_\_\_\_

\*B8. Related Features: Landscaping/mature trees

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. Significance: Theme, Institutional (Educational Facility), "Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" Area Los Angeles

Period of Significance: 1962 (District) Property Type: Institutional (Educational Facility)

Applicable Criteria: NRHP: A; CRHR: 1.

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

The core of the campus of Leapwood Avenue Elementary School appears eligible for the National Register of Historic Places and California Register of Historical Resources under Criteria A/1 as an excellent, intact example of a postwar finger- and cluster-plan school campus in the Los Angeles Unified School District. The campus plan and buildings exemplify LAUSD design principles and ideals (as described in the Los Angeles Unified School District Historic Context Statement, 1870 to 1969). The campus combines one- and two-story massing with a finger- and cluster-plan site design. Overall, the campus core (which includes the site plan, the relationship of buildings to outdoor spaces, and original plantings) retains sufficient integrity to convey its period of significance.

B11. Additional Resource Attributes: HP15. Educational Building. HP29. Landscape Architecture.

\*B12. References: (See Continuation Sheet)

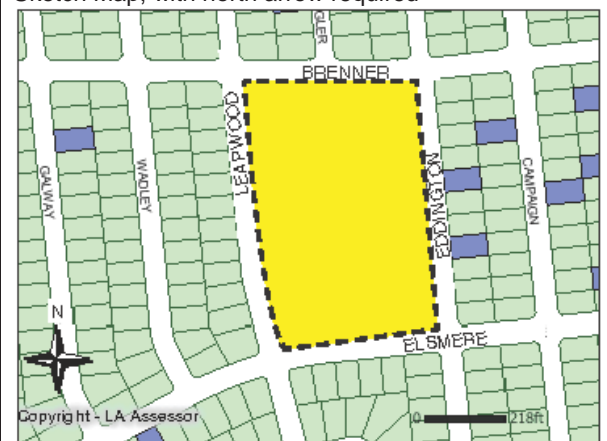
B13. Remarks: None

\*B14. Evaluator: Debi Howell-Ardila, MHP

\*Date of Evaluation: 12 February 2014

(This space reserved for official comments.)

Sketch Map, with north arrow required





Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

Most buildings on campus are clad in stucco and capped with low-pitched, gabled roofs with wide overhanging eaves. The two-story classroom building displays a folded-plate overhang, which shelters the corridor below. The floor of the upper corridor is supported on concrete-clad beams. A railing made of metal mesh panels, with decorative geometric detailing, encloses the second-story corridor and walkway. The corridors of the classroom building are free of vertical roof supports, exhibiting a clean, open look. Arcades capped with flat roofs, supported on steel-pipe supports, provide circulation corridors throughout the campus core.

Throughout campus, fenestration consists of a variety of treatments and configurations. Classrooms are lined with grouped, steel-frame windows, with clerestories lining the top and opaque panels along the bottom. At each side of the window bays are classroom entrances. (These are topped with panels that appear to have originally been transom lights.) Connected to the main classroom building via sheltered corridors is a freestanding restroom facility, adjacent to the campus's central courtyard. The facility is capped with a low-pitched, gabled roof with shallow overhanging eaves. Covered corridors line the facility along three sides. On the north elevation, fenestration consists of a band of multi-light, awning-style casements, with a thin rectangular light fixed pane below. A vent pierces the gable. Located south of central courtyard is a freestanding lunch pavilion. Octagonal in form, the roof is supported by a central concrete block pylon, with thin concrete block piers supporting each point of the roof eaves.

In terms of design, the campus exhibits characteristics typical of 1960's Mid-Century Modernism. Although the main classroom building is two stories, its broad overhanging eaves, ample fenestration, and flat roof give the building a strong horizontality. The campus buildings exhibit simple orthogonal massing with minimal ornament and a strong site plan that clusters a variety of building types around a unifying courtyard. With generous use of windows and exterior corridors and access to courtyards and mature landscaped areas, the campus exhibits a high degree of indoor-outdoor integration. The buildings and structures comprising the campus core are in good repair, with minimal alterations.

**P5b. Photo (continued): (view and date)**



*Leapwood Avenue Elementary School, Classroom Building 5, view from inside campus. Southwest perspective. Source: Sapphos Environmental, Inc., 12 February 2014.*

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Leapwood Avenue Elementary School, Classroom building showing wide overhang with folded plate. Source: Sapphos Environmental, Inc., 12 February 2014.*



*Leapwood Avenue Elementary School, octagonal lunch pavilion. East perspective. Source: Sapphos Environmental, Inc., 12 February 2014.*

## CONTINUATION SHEET

Page 5 of 6 \*Resource Name or #: Leapwood Avenue Elementary School

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Leapwood Avenue Elementary School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Leapwood Avenue Elementary School, December 16, 2010.*



Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 10 March 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
- California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).
- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
- "Double-Decking." *Los Angeles Times*, 5 November 1961.
- Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).
- Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).
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- Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).
- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).
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- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," National Register Bulletin No. 15 (Washington, DC, 2002).
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- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).



## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 5 Resource name(s) or number (assigned by recorder) Narbonne Senior High School

**P1. Other Identifier:**

\*P2. Location: ☐ Not for Publication ☒ Unrestricted

\*a. County Los Angeles County

\*b. USGS 7.5' Quad Torrance, CA

Date 1981

T 4S R 14W; Unsectioned; S.B.B.M.

c. Address 24300 South Western Avenue

City Harbor City

Zip 90710

e. Other Locational Data: APN: # 7439-015-900

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

Located on a 37.5-acre site in a residential neighborhood in the Harbor City area, Narbonne Senior High School is bounded by 242nd Street on the north, 247th Street on the south, President Avenue on the east, and South Western Avenue on the west. The spiral-shaped site plan exhibits an innovative adaptation of the finger-plan school, with classroom wings radiating outward, in a spoke-like arrangement. At the center of spiral plan is a curved arcade, capped with a flat-roof with a coffered concrete ceiling and oversized steel-pole supports. This arcade system provides circulation corridors throughout the campus core. Located in the center of the circular arcade is a circular central open lawn, with a raised concrete stage and outdoor seating area. Classroom wings are generally rectangular in plan, one story in height, and primarily double-loaded, with two rows of classrooms on each side and a central hallway. The design of the classroom wings emphasizes the horizontal axis through the use of flat roofs ending in wide cantilevered roof eaves. Generous expanses of steel-frame, multi-light windows face onto landscaped courtyards between the buildings. (See Continuation Sheet)

\*P3b. Resource Attributes: (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

\*P4. Resources Present: ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date)  
Auditorium, West perspective  
4 February 2014

\*P6. Date Constructed/Age and Sources: ☒ Historic ☐ Prehistoric  
☐ Both 1955–1960 (Los Angeles Unified School District)

\*P7. Owner and Address:  
Los Angeles Unified School District

\*P8. Recorded by:  
Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

\*P9. Date Recorded: 4 February 2014

\*P10. Survey Type: Intensive

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

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

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

\*Attachments: ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)

## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3CD

Page 2 of 5

\*Resource Name or #: Narbonne Senior High School

- B1. Historic Name: Nathaniel A. Narbonne Senior High School  
B2. Common Name: Same  
B3. Original Use: Institutional (Educational Facility) B4. Present Use: Institutional (Educational Facility)

\*B5. **Architectural Style:** Mid-Century Modern-influenced

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, the core of the Narbonne Senior High School campus was constructed in phases between 1955 and 1960. (Contemporaneous accounts in the *Los Angeles Times* also track the development history of the site; see "Unique School Design Planned for Lomita Site," *Los Angeles Times*, 1954; "Work Started on Large New School Portion," *Los Angeles Times*, 1955). In addition, numerous small portable/relocatable buildings dating from 1950 to 2002 are located throughout the campus. A number of alterations and repairs have taken place over the years, including systems and seismic upgrades (including the apparent incorporation of concrete support beams beneath cantilevered roof eaves on some of the classroom wings) and the removal of windows to accommodate the installation of air-conditioning units (see *LAUSD Pre-Planning Survey, Narbonne High School*, for a list of repairs and improvements performed since the 1990s). Other visible alterations include the filling-in of numerous transom windows over classroom entrances.

\*B7. **Moved?** ☒ No ☐ Yes ☐ Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees

B9a. Architect: Daniel, Mann, Johnson & Mendenhall

b. Builder: Morley Building Co.

\*B10. **Significance:** Theme, Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" **Area** Los Angeles

**Period of Significance:** 1955-1960 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** CRHR: 1.

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

The campus core of Narbonne Senior High School appears eligible for the California Register of Historical Resources under Criterion 1 as an excellent, intact example of an innovative finger-plan school campus. The spiral campus plan represents a creative interpretation of LAUSD design principles and ideals from the postwar period (as described in the Los Angeles Unified School District Historic Context Statement, 1870 to 1969). Designed and engineered by architects Daniel, Mann, Johnson & Mendenhall, classroom wings and buildings extend outward in a spoke-like pattern from a central hub, a concept that the designers intended would reduce cross-campus travel distances and maximize available lot acreage. The plan was said to be a variation on the older finger plan, which included a long central corridor; in the spiral plan, the corridor is curved around a central open court ("Work Started on Large New School Portion," *Los Angeles Times*, 1955). Overall, the campus core retains sufficient integrity to convey the reasons for its significance. Due to alterations, the historic district does not appear eligible for listing on the National Register.

B11. Additional Resource Attributes: HP15. Educational Building. HP29. Landscape Architecture.

\*B12. **References:** (See Continuation Sheet)

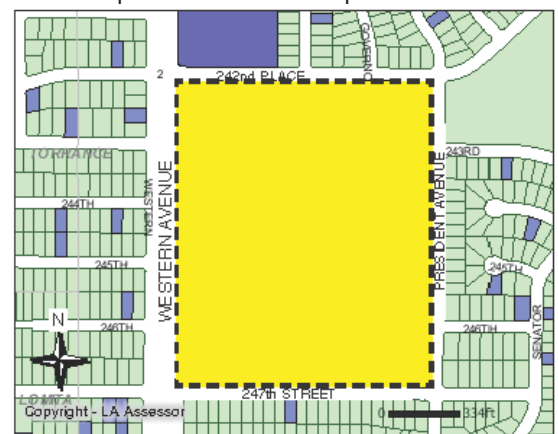
B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP

\***Date of Evaluation:** 4 February 2014

(This space reserved for official comments.)

Sketch Map with north arrow required



Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 4 February 2014

☒ Continuation   ☐ Update

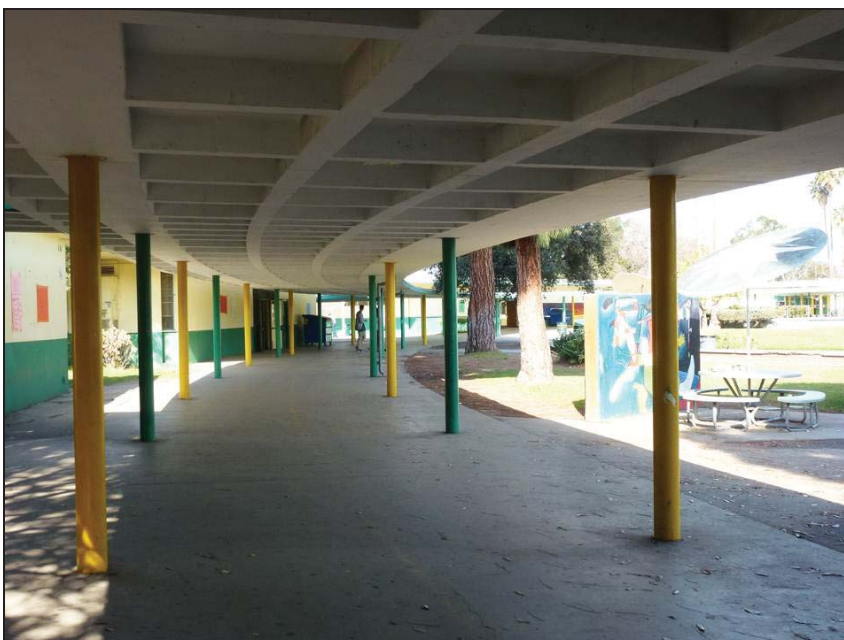
**\*P3a. Description (continued):**

Additional facilities on campus include an auditorium, a multi-purpose building, and two gymnasiums. All of the campus buildings are clad in smooth stucco. At the vehicle drop-off entrance to the campus, a semi-circular driveway is defined by low brick planters and is flush with a concrete walkway beneath a flat-roofed arcade.

**P5b. Photo (continued): (view and date)**



*Narbonne High School, Administration Building. North perspective. Source: Sapphos Environmental, Inc., 4 February 2014.*



*Narbonne High School, Arcade, South perspective. Source: Sapphos Environmental, Inc., 4 February 2014.*



Recorded by Debi Howell-Ardila and Marilyn Novell

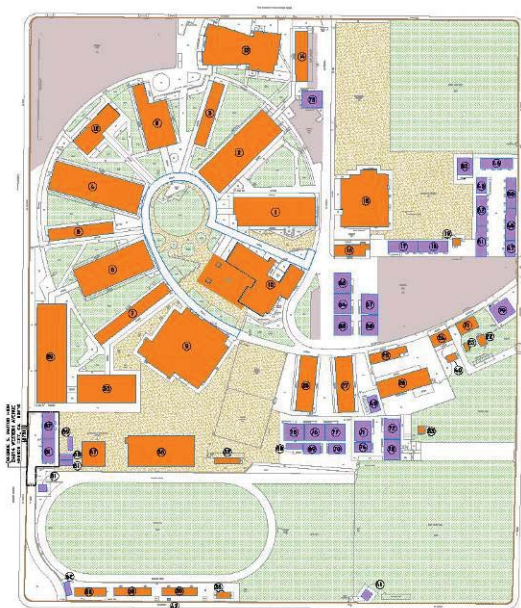
Date: 4 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



Narbonne High School, Central lawn. South perspective. Source: Sapphos Environmental, Inc., 4 February 2014.



EXISTING CAMPUS PLAN

PERMANENT & PORTABLES  
BUILDINGS

NARBONNE HS - LEGEND	
	BUILDING PERMANENT
	PORTABLE

Narbonne High School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Narbonne High School, Ver. 5, March 15, 2012.



Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
- California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).
- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
- Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).
- Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).
- Harris, Cyril M., *American Architecture: An Illustrated Encyclopedia* (New York: W.W. Norton & Company, 1998).
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- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
- Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).
- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).
- Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.
- "Pupils Go in Circles in 'Spiraled' School," *Los Angeles Times*, May 11, 1958.
- Los Angeles Unified School District. *Los Angeles Unified School District Pre-Planning Survey* (2011).
- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," National Register Bulletin No. 15 (Washington, DC, 2002).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," National Register Bulletin No. 16A (Washington, DC, 1997).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," National Register Bulletin No. 16B (Washington, DC, 1999).
- "Unique School Design Planned for Lomita Site," *Los Angeles Times*, April 4, 1954; "Work Started on Large New School Portion," *Los Angeles Times*, September 18, 1955.
- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).
- "Work Started on Large New School Portion," *Los Angeles Times*, September 18, 1955.

PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 5 Resource name(s) or number (assigned by recorder) Pacoima Middle School

**P1. Other Identifier:**

**\*P2. Location:** ☐ Not for Publication ☒ Unrestricted

**\*a. County** Los Angeles County

**\*b. USGS 7.5' Quad** San Fernando and Van Nuys, CA **Date** 1988 and 1972 **T** 2N **R** 15W; Unsectioned, S.B.B.M.

**c. Address** 9919 Laurel Canyon Boulevard

City Pacoima

Zip 91331

**e. Other Locational Data:** APN: # 7552-017-900

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

Located in San Fernando Valley in the community of Pacoima, the Pacoima Middle School occupies a 23.7-acre site bounded by Laurel Canyon Boulevard on the northeast, Kagel Canyon Street on the southeast, Cranford Avenue on the southwest, and Terra Bella Street on the northwest. Interstate 5 (Golden State Freeway) runs immediately adjacent to Cranford Avenue. The spoke-like site plan and general design and configuration of the classrooms display the typical features of LAUSD's standardized finger-plan school from the postwar era. Classroom buildings extend outward from the main entrance and courtyard, which include the Administration Building and Library at the eastern corner of the campus. Designed in a Mid-Century Modern-influenced style, classroom wings are one-story, single-loaded, stucco-clad rectangular buildings capped with slightly sloping shed rooms. Classroom entrances open off flat-roofed arcades, and a wall of windows defines each classroom on the opposite side. Covered arcades with steel pipe supports and flat roofs provide circulation throughout the campus. A central quad and the open areas between the classroom buildings are planted with lawns and mature trees. Typical of the postwar LAUSD high school campus, a two-story gymnasium is sited outside the campus core, near recreation areas. The auditorium and the cafeteria are also set apart from the classroom buildings on the edge of campus. Alterations include a number of removed and/or in-filled or stuccoed windows, including bands of clerestory lights. In fair repair, the campus core retains sufficient integrity to convey its period of significance.

**\*P3b. Resource Attributes:** (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

**\*P4. Resources Present:** ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date)

Entrance, east perspective

13 March 2014

**\*P6. Date Constructed/Age and Sources:**

☒ Historic ☐ Prehistoric ☐ Both

1955 (Los Angeles Unified School District)

**\*P7. Owner and Address:**

Los Angeles Unified School District

**\*P8. Recorded by:**

Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

**\*P9. Date Recorded:** 27 March 2014

**\*P10. Survey Type:** Intensive

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

Sapphos Environmental, Inc. March 2014. *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Pasadena, CA. Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

**\*Attachments:** ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)

## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3CD

Page 2 of 5

\*Resource Name or #: Pacoima Middle School

- B1. Historic Name: Pacoima Junior High School  
B2. Common Name: Pacoima Middle School  
B3. Original Use: Institutional (Educational Facility) B4. Present Use: Institutional (Educational Facility)

\*B5. **Architectural Style:** Mid-Century Modern-influenced

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, the core of the Pacoima Middle School campus was constructed in 1955. Nine small portable/temporary buildings at the east and north sides of campus date from 1935 to 2002. A number of alterations and repairs have taken place over the years, including seismic and systems upgrades (the *LAUSD Pre-Planning Survey, Pacoima Middle School* lists repairs and improvements performed at the school since the 1990s). Other alterations include the removal of clerestory lights on some classroom wings and in-filling of windows with air-conditioning units.

\*B7. **Moved?** ☒ No ☐ Yes ☐ Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees, hardscaping

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. **Significance: Theme,** Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" **Area** Los Angeles

**Period of Significance:** 1955 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** CRHR: 1.

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

The campus core of Pacoima Middle School appears eligible as a historic district for the California Register of Historical Resources under Criterion 1 as an outstanding example of the standardized indoor-outdoor postwar school. Considered in the context of institutional architecture/educational facilities in Los Angeles, the campus plan and buildings exemplify LAUSD design principles and ideals from the period (as described in the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*). A number of alterations, including many filled-in or stuccoed clerestories, appear to have compromised the integrity of some classroom wings. Because of these alterations, the campus is not eligible for listing on the National Register. Overall, the campus core (which includes the site plan, the relationship of buildings to outdoor spaces, and original plantings) retains sufficient integrity to convey the reasons for its significance. Of historic note was Pacoima Middle School's role as the site of a 1957 plane crash in which seven students were killed and 74 other people injured when a transport plane collided with a jet over the school yard ("7 Killed, 74 Hurt in School Air Crash" 1957).

B11. Additional Resource Attributes: HP15. Educational Building.

\*B12. **References:** (See Continuation Sheet)

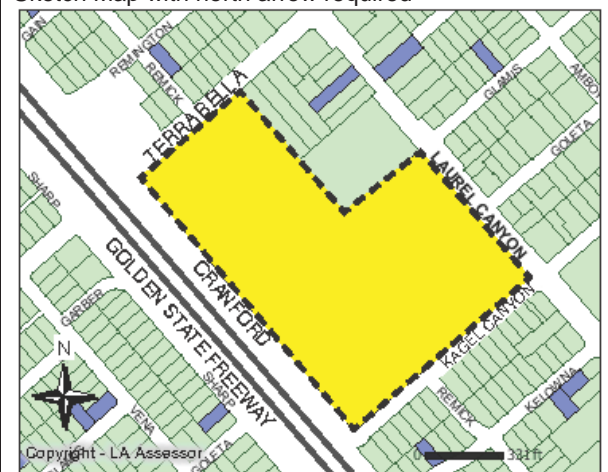
B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP, and Marilyn Novell

\*Date of Evaluation: 27 March 2014

(This space reserved for official comments.)

Sketch Map with north arrow required





Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 27 March 2014

☒ Continuation   ☐ Update

P5b. Photo (continued): (view and date)



*Pacoima Middle School, Central quad. Source: Sapphos Environmental, Inc., 13 March 2014.*



*Pacoima Middle School, Typical classroom building. Source: Sapphos Environmental, Inc., 13 March 2014.*



Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 27 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



Pacoima Middle School, Windows on typical classroom building. Source: Sapphos Environmental, Inc., 13 March 2014.



Pacoima Middle School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Pacoima Middle School, July 2010.

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 27 March 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

"7 Killed, 74 Hurt in School Air Crash," *Los Angeles Times*, February 1, 1957.

Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).

Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).

"Boy's Suit for Damages in Air Tragedy Settled," *Los Angeles Times*, June 10, 1959.

California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).

California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).

"Crash Hero: Teacher's Act Saves Boy's Life," *Los Angeles Times*, February 1, 1957.

Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).

Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).

Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).

"Flash! An Integration Program That Works," *Los Angeles Times*, January 24, 1978.

Harris, Cyril M., *American Architecture: An Illustrated Encyclopedia* (New York: W.W. Norton & Company, 1998).

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Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.

"Pacoimans Will Mark Air Tragedy," *Los Angeles Times*, January 26, 1958.

Los Angeles Unified School District. *Los Angeles Unified School District Pre-Planning Survey* (2011).

Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).

"Saw at Fall: Students Hurt by Debris Tell of Tragedy," *Los Angeles Times*, February 1, 1957.

Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).

U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," *National Register Bulletin No. 15* (Washington, DC, 2002).

U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," *National Register Bulletin No. 16A* (Washington, DC, 1997).

U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," *National Register Bulletin No. 16B* (Washington, DC, 1999).

Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3D

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 7 Resource name(s) or number (assigned by recorder) Palisades Charter Senior High School

**P1. Other Identifier:**

\*P2. Location: ☐ Not for Publication ☒ Unrestricted

\*a. County Los Angeles County

\*b. USGS 7.5' Quad Topanga, CA

Date 1981

T 1S R 16W; Unsectioned Area, S.B.B.M.

c. Address 14777 Bowdoin Street

City Pacific Palisades

Zip 90272

e. Other Locational Data: APN: # 4413-021-905

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

Located on a 30.8-acre hillside site in Pacific Palisades, Palisades Charter Senior High School is bounded by Sunset Boulevard (north), Temescal Canyon Road (east), El Medio Avenue (west), and Bowdoin Street, which transects the campus. The two halves of campus are linked with pedestrian tunnels running beneath Bowdoin Street. Constructed in 1961 in an expressionist, Mid-Century Modern style, Palisades Charter Senior High School displays the textbook characteristics of a postwar indoor-outdoor high school campus. The heart of the campus consists of an expansive central lawn and gathering area, around which classrooms, an outdoor dining area, and other facilities are oriented. The central lawn includes mature trees, landscaping, benches, and an elevated stage. Classroom wings are generally two stories in height, rectangular in plan, and unified beneath a continuous folded-plate roof. Wall expanses are clad in patterned brick, with exposed stucco piers providing decorative accents. Broad, sheltered walkways fronted by simple metal grills and diagonal structural supports line upper stories of classrooms. Providing circulation corridors throughout campus is a network of sheltered arcades, which consist of steel I-beam roofs resting on simple, steel posts. To the east of the central lawn is an outdoor dining area, sheltered beneath a stylized zig-zag roof resting on simple pipe supports. South of Bowdoin Street, recreational facilities include a track, football stadium, and various recreational facilities and ancillary structures. (See Continuation Sheet)

\*P3b. Resource Attributes: (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

\*P4. Resources Present: ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date)  
Southeast elevation  
23 January 2014

\*P6. Date Constructed/Age and Sources: ☒ Historic ☐ Prehistoric  
☐ Both 1961 (Los Angeles Unified School District)

\*P7. Owner and Address:  
Los Angeles Unified School District

\*P8. Recorded by:  
Debi Howell-Ardila and Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

\*P9. Date Recorded:  
3 February 2014

\*P10. Survey Type: Intensive

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

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

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

\*Attachments: ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)



**BUILDING, STRUCTURE, AND OBJECT RECORD**

\*NHRP Status Code 3D

Page 2 of 7

\*Resource Name or #: Palisades Charter Senior High School

- B1. Historic Name: Palisades Charter Senior High School  
B2. Common Name: Pacific Palisades Senior High School  
B3. Original Use: Institutional (Educational Facility) B4. Present Use: Institutional (Educational Facility)

\*B5. **Architectural Style:** Mid-Century Modern/Expressionistic

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, construction was completed on Palisades Charter Senior High School in 1961. A majority of the campus's extant buildings, structures, and facilities date from this period. The grounds also include several portable/temporary buildings, most of which were installed in the 1990s (and located primarily in the northern portion of campus and near the football stadium). A number of minor alterations have taken place over the years, including seismic and systems upgrades, safety and security improvements (see *LAUSD Pre-Planning Survey, Palisades Charter Senior High School* for list of repairs and improvements carried out since the 1990s). Alterations to original buildings on campus include the addition of X-shaped cross-bracing on outdoor walkways, the addition of security grills on some windows, and the in-filling/replacement of some original windows. The campus is otherwise highly intact and in good repair.

\*B7. **Moved?** ☒No ☐Yes ☐Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees, hardscaping, benches

B9a. Architect: Adrian Wilson and Associates

b. Builder: Unknown

\*B10. **Significance:** Theme, Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" Area Los Angeles

**Period of Significance:** 1961 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** NRHP: A and C; CRHR: 1 and 3.

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

The campus core of Palisades Charter Senior High School appears eligible for the National Register of Historic Places (NRHP) and the California Register of Historical Resources (CRHR) as a district under Criteria A/1 as an excellent, intact example of a postwar indoor-outdoor educational facility in Los Angeles. The campus plan and buildings exemplify the design principles and ideals of the Los Angeles Unified School District from the postwar period (as described in the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*). The campus core also appears eligible for the NRHP and CRHR as a district under Criteria C/3 as an excellent example of the Mid-Century Modern style (Expressionist subtype) applied to institutional architecture. (See *Continuation Sheet*)

B11. Additional Resource Attributes: HP15. Educational Facility. HP 29. Landscape Architecture.

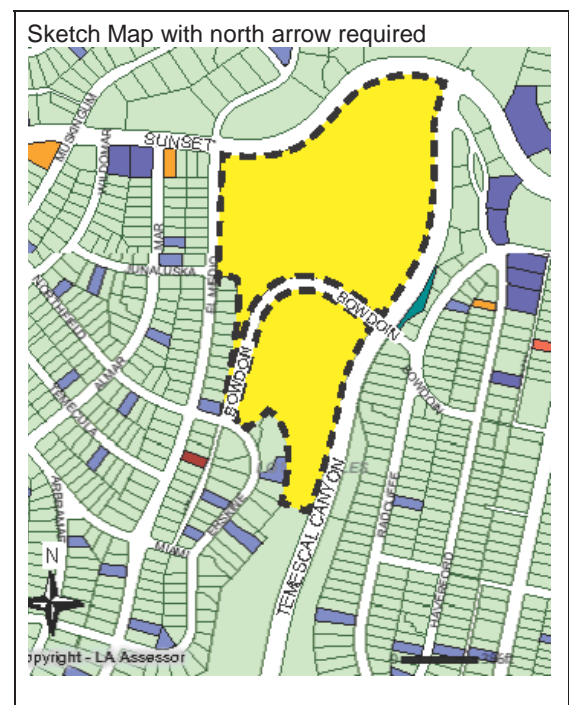
\*B12. **References:** (See *Continuation Sheet*)

B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP

\***Date of Evaluation:** 4 February 2014

(This space reserved for official comments.)





Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

The principal entrance to campus is located on Bowdoin Street, with the main entry flanked by the Administration Building on the west and the Assembly Room/Cafeteria on the east. Arcades extend to the sidewalk and lead into the main campus. Architectural details on these signature buildings are reflected throughout the campus. Features include exterior walls clad in brick and stucco, sheltered beneath cantilevered overhanging eaves. Marking the centered entrance bays are a set of floor-to-ceiling stucco-clad piers. Formed by gaps in the brick cladding, these full-height piers provide visual interest on the exterior walls, which consist of broad expanses of brick sheathing. Continuous bands of metal sunshades line the southern elevation of the Administration Building. A variety of fenestration patterns are seen throughout campus, including steel-framed casements, fixed panes, clerestories, and transoms. Exterior walls of classrooms have built-in lockers. Throughout the core of the campus, landscaped courtyards with walkways, benches, and greenery provide outdoor spaces for gathering.

School facilities include a shop building, outdoor pool, parking areas, portable buildings and structures, added primarily in the 1990s, as well as other ancillary buildings and structures. Alterations include various safety and systems upgrades, the installation of security grills on some windows, and the in-filling of some windows. The core of the campus is otherwise highly intact and in good repair.

**\*B10. Significance (continued):**

With its "ultra-modern" design and \$6-million cost, Palisades Senior High School was said to be the "most expensive and most architecturally distinctive plant in the Los Angeles city schools system" when it was built in 1961 ("Palisades High School Readied for Occupancy," *Los Angeles Times*, 1961). Due to its location—in a constricted valley, nestled in the hillsides of Pacific Palisades—the campus required \$1-million of earth-moving activities to prepare the site. Los Angeles firm Adrian Wilson and Associates, responsible for design and engineering specifications, envisioned the school as a series of classroom wings focused on a central quadrangle, in a compact but open campus plan accommodating up to 3,000 students ("Record Earth-Moving Job at School Site Told" 1961). The campus core exhibits few signs of alteration and retains a high degree of integrity of location, design, setting, materials, workmanship, feeling, and association.

**P5b. Photo (continued): (view and date)**



*Palisades Charter Senior High School, entrance arcade and courtyard.  
Southeastern perspective. Source: Sapphos Environmental, Inc., 23 January 2014.*

**CONTINUATION SHEET**

Primary #

HRI#

Trinomial

Page 4 of 7 \*Resource Name or #: Palisades Charter Senior High School

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Palisades Charter Senior High School, outdoor dining area with zig-zag roof canopy. Southwest perspective. Source: Sapphos Environmental, Inc., 23 January 2014.*



*Palisades Charter Senior High School, typical classroom and courtyard. Southwestern perspective. Source: Sapphos Environmental, Inc., 23 January 2014.*



## CONTINUATION SHEET

Primary #

HRI#

Trinomial

Page 5 of 7 \*Resource Name or #: Palisades Charter Senior High School

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Palisades Charter Senior High School under construction, as of circa 1961.  
Source: J. Paul Getty Trust, Getty Research Institute, Julius Shulman Photography  
Archive, #gri\_2004\_r\_10\_b271\_f18\_001.*



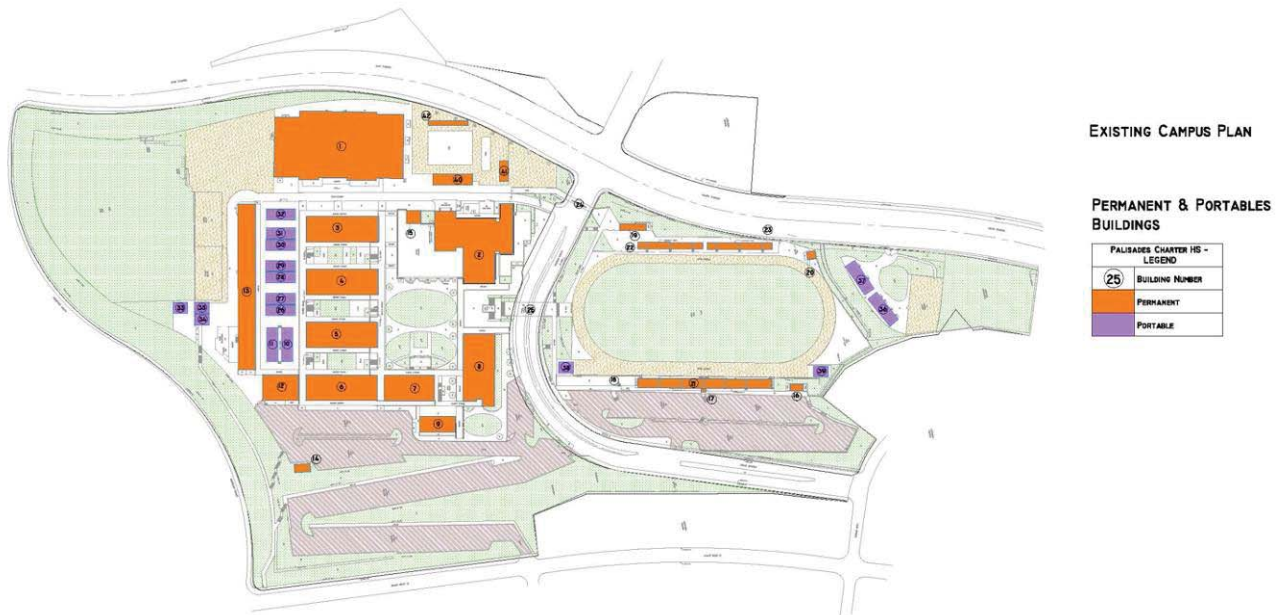
*Palisades Charter Senior High School, as of circa 1961. Source: J. Paul Getty  
Trust, Getty Research Institute, Julius Shulman Photography Archive,  
#gri\_2004\_r\_10\_b278\_f03\_007.*

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



Palisades Senior High School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple.  
Source: Los Angeles Unified School District Pre-Planning Survey, Palisades Charter Senior High School, March 2012.



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

Primary #  
HRI#  
Trinomial

Page 7 of 7 \*Resource Name or #: Palisades Charter Senior High School

Recorded by Debi Howell-Ardila and Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
- California Office of Historic Preservation, *California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)*, Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).
- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
- Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).
- Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).
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- Heumann & Associates and Anne Doehne, Science Applications International Corporation, March 2002, "Historic Schools of the Los Angeles Unified School District," a presentation prepared for LAUSD Facilities Services Division (March 2002).
- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
- Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).
- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).
- Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.
- "Palisades School Readied for Occupancy," *Los Angeles Times*, September 3, 1961.
- "Record Earth-Moving Job at School Site Told," *Los Angeles Times*, June 11, 1961.
- Los Angeles Unified School District. *Los Angeles Unified School District Pre-Planning Survey* (2011).
- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- "School Dedication Set for Saturday," *Los Angeles Times*, November 5, 1961.
- U.S. Department of the Interior, National Park Service, "How to Apply the National Register Criteria for Evaluation," National Register Bulletin No. 15 (Washington, DC, 2002).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," National Register Bulletin No. 16A (Washington, DC, 1997).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," National Register Bulletin No. 16B (Washington, DC, 1999).
- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 7 Resource name(s) or number (assigned by recorder) Parmelee Elementary School

**P1. Other Identifier:**

**\*P2. Location:** ☐ Not for Publication ☒ Unrestricted

**\*a. County** Los Angeles County

**\*b. USGS 7.5' Quad** Inglewood, CA

**Date** 1981

**T** 2S **R** 13W; SE ¼ of NW ¼ of Sec 28, S.B.B.M.

**c. Address** 1338 E. 76th Place

**City** Los Angeles

**Zip** 90001

**e. Other Locational Data:** APN: # 6024-022-900

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

Parmelee Elementary School is located in a residential area of the Florence-Graham neighborhood in the City of Los Angeles. The campus occupies a 6.3-acre site bounded by East 76th Place to the north, East 77th Place to the south, Parmelee Avenue to the east, and Hooper Avenue to the west. The school consists of three two-story classroom buildings and three two-story utility buildings, in addition to a one-story administration building and two kindergarten buildings, all constructed in 1962. An Assembly Building and associated lunch pavilion were added in 1964, and nine temporary/portable buildings were added between 1960 and 2005 to the east and south of the campus core. All permanent buildings on the campus core are linked by sheltered corridors and wide overhanging eaves.

Parmlee Elementary School exhibits the typical features of a finger- and cluster-plan school. With generous use of windows and exterior corridors and access to courtyards and mature landscaped areas, the campus displays the indoor-outdoor connection typical of this school typology. The use of exposed cast-concrete structural elements and sculptural forms is associated with the style as it transitioned to the 1960s. (See *Continuation Sheet*)

**\*P3b. Resource Attributes:** (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

**\*P4. Resources Present:** ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date)

Assembly Building, northeast perspective  
21 February 2014

**\*P6. Date Constructed/Age and Sources:**

☒ Historic ☐ Prehistoric ☐ Both

1962, 1964, 1965 (Los Angeles Unified School District)

**\*P7. Owner and Address:**

Los Angeles Unified School District

**\*P8. Recorded by:**

Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

**\*P9. Date Recorded:** 21 February 2014

**\*P10. Survey Type:** Intensive

**\*P11. Report Citation:** (Cite survey report and other sources, or enter "none") Sapphos Environmental, Inc. March 2014. *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Pasadena, CA.

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

**\*Attachments:** ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)

## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3CD

Page 2 of 7

\*Resource Name or #: Parmelee Elementary School

B1. Historic Name: Parmelee Elementary School

B2. Common Name: Same

B3. Original Use: Institutional (Educational Facility)

B4. Present Use: Institutional (Educational Facility)

\*B5. Architectural Style: Mid-Century Modern

\*B6. Construction History: (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, the core of the Parmelee Elementary School campus was completed in 1962, with the assembly building added in 1964 and the lunch pavilion in 1965. Construction of the school cost more than \$1.2 million ("Pupils to Get Preview of New Parmelee School," *Los Angeles Times*, 1962). In 1965, an arson fire destroyed four classrooms ("School Hit by Two-Alarm Fire," *Los Angeles Times*, 1965). Three portable/temporary buildings were added at the eastern perimeter of the campus in the 1990s. A number of alterations and repairs have taken place over the years, including seismic and systems upgrades, the removal of windows to accommodate the installation of air-conditioning units, and various safety improvements (see *LAUSD Pre-Planning Survey, Parmelee Elementary School*, for a list of repairs and improvements performed since the 1990s). In addition, security grilles have been added to windows throughout the campus.

\*B7. Moved? ☒ No ☐ Yes ☐ Unknown Date: \_\_\_\_\_ Original Location: \_\_\_\_\_

\*B8. Related Features: Landscaping/mature trees, hardscaping

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. Significance: Theme, Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" Area Los Angeles

Period of Significance: 1962-1965 (District) Property Type: Institutional (Educational Facility)

Applicable Criteria: CRHR: 1.

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

The campus core of Parmelee Elementary School appears eligible for the California Register of Historical Resources under Criterion 1 as an excellent, intact example of a postwar finger- and cluster-plan elementary school. The campus plan and buildings exemplify LAUSD design principles and ideals from the postwar period (as described in the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*). The campus core also appears eligible under Criterion 3 as an outstanding, intact example of the Mid-Century Modern style applied to institutional architecture. Due to alterations, the campus is not eligible for listing on the National Register and is eligible for the California Register only. Overall, the campus core (which includes the site plan, the relationship of buildings to outdoor spaces, and original plantings) retains integrity of location, design, setting, workmanship, feeling, and association.

B11. Additional Resource Attributes: HP15. Educational Building. HP29. Landscape Architecture.

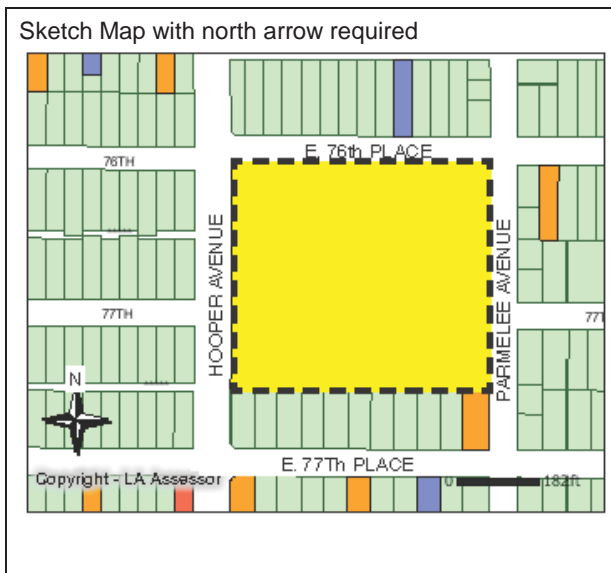
\*B12. References: (See Continuation Sheet)

B13. Remarks: None

\*B14. Evaluator: Debi Howell-Ardila and Marilyn Novell

\*Date of Evaluation: 21 February 2014

(This space reserved for official comments.)



## CONTINUATION SHEET

Recorded by Marilyn Novell

Date: 21 February 2014

☒ Continuation ☐ Update

### \*P3a. Description (continued):

The two-story auditorium and a small two-story classroom/utility building linking two of the classroom wings are clad in red brick over a convex barrel surface. The north and south elevations of the auditorium and the west elevation of the utility building display a curved façade that contrasts with rectilinear overhanging roofs and heavy cast-concrete beams. In plan, orthogonal one-story wings to the south and west of the curvilinear auditorium and a projecting one-story entrance at the east elevation present a complex arrangement of forms. At the main elevation, recessed entry doors are placed asymmetrically beneath a broad overhanging eaves supported by a brick pier.

The roof of the major east-west arcade is constructed of corrugated metal and suspended from the cross-beam of a single row of heavy cast-concrete pilons. Exposed vertical cast-concrete structural elements and exterior stairways contribute to a sturdy-appearing architecture throughout the campus. Inlaid blond brickwork on the north elevation of the auditorium and the west elevation of the administration building and a terra cotta screen on the curved façade of Building 6 contribute Mid-Century-Modern details to the campus. Cladding of the buildings throughout the campus varies between red brick and stucco, with structural concrete marking the locations of the classrooms and the corners of the classroom wings. Three two-story classroom buildings have back-to-back classrooms opening onto exterior corridors with views of courtyards. At the upper level, a metal handrail and mesh balustrade is supported by slender inward-curving metal stanchions. The floor of the upper-level corridor shelters the corridor below.

The lunch pavilion has a tripartite roof; the central section is in the form of a folded "butterfly" roof with the ends rising in a V shape above the two lower roofs at either side to allow circulation of air. The roofs are supported by steel poles. Otherwise, roofs throughout the campus are flat with wide fascia. Windows in the classroom wings are arranged in groups of four three-part fixed panes flanked by a plain metal door with a fixed transom on each side. The upper tier of windows and the transoms appear to be filled in on the administration building.

The campus design exhibits many of the characteristics typical of Mid-Century Modernism in the Expressionistic subtype as applied in the 1960s. Although the classroom buildings are two stories in height, their broad overhanging eaves and flat roof retain a simple, horizontal effect. The campus buildings have simple orthogonal massing with minimal ornament, and the site has a strong site plan that clusters a variety of building types around a unifying courtyard.



Recorded by Marilyn Novell

Date: 21 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Parmelee Elementary School, Utilities Building (Building 6), view from inside campus. Southwest perspective. Source: Sapphos Environmental, Inc., 21 February 2014.*



*Parmelee Elementary School, Administrative Building, viewed from entrance. Northwest perspective. Source: Sapphos Environmental, Inc., 21 February 2014.*

Recorded by Marilyn Novell

Date: 21 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Parmelee Elementary School, Lunch Pavilion with Auditorium behind. Southeast perspective. Source: Sapphos Environmental, Inc., 21 February 2014.*



*Parmelee Elementary School, main east-west arcade. Southeast perspective. Source: Sapphos Environmental, Inc., 21 February 2014.*



Recorded by Marilyn Novell

Date: 21 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Parmelee Elementary School, Classroom Building, Southwest perspective. Source: Sapphos Environmental, Inc., 21 February 2014.*



*Parmelee Elementary School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Parmelee Elementary School, Ver. 4, May 7, 2011.*

Recorded by Marilyn Novell

Date: 21 February 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
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- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
- Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921).
- Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956).
- Gebhard, David, and Robert Winter, *A Guide to Architecture in Los Angeles and Southern California* (Santa Barbara, CA: Peregrine Smith, Inc., 1977).
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- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
- "L.A. Schools Expected to Be Nation's Largest," *Los Angeles Times*, January 28, 1962.
- Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, *National Register Bulletin No. 16B, How to Complete the National Register Multiple Property Documentation Form* (1999).
- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
- Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944).
- Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.
- "Pupils to Get Preview of New Parmelee School," *Los Angeles Times*, March 16, 1962.
- Los Angeles Unified School District. *Los Angeles Unified School District Pre-Planning Survey* (2011).
- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- "School Hit by Two-Alarm Fire," *Los Angeles Times*, March 13, 1965.
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- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," National Register Bulletin No. 16A (Washington, DC, 1997).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," National Register Bulletin No. 16B (Washington, DC, 1999).
- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).



## PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 7 Resource name(s) or number (assigned by recorder) Topanga Charter Elementary School

**P1. Other Identifier:**

\*P2. Location: ☐ Not for Publication ☒ Unrestricted

\*a. County Los Angeles County

\*b. USGS 7.5' Quad Topanga, CA

Date 1981

T 1S R 16W; W ½ of SW ¼ of Sec 7; S.B.B.M.

c. Address 22075 Topanga School Road

City Topanga

Zip 90290

e. Other Locational Data: APN: # 4445-005-902

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

Topanga Charter Elementary School is located in the Santa Monica Mountains on the western edge of Los Angeles County on a 12.2-acre site in heavily wooded, rugged terrain. The campus is on a cul-de-sac at the end of Topanga School Road, a semi-private road off Topanga Canyon Boulevard. The acreage downslope from the campus core is geologically unstable, and approximately half of the site remains undeveloped.

Despite its unique mountainous setting and dense vegetation, the campus displays many of the classic features of the postwar indoor-outdoor school, with low, single-loaded classroom wings connected by a system of arcades and exterior corridors. Immersed in this natural setting, the buildings are placed on various levels on terraced hillsides to accommodate the steep topography, with one classroom placed downslope from the Administration Building and the Assembly Building at a higher level shared with the main playground and temporary buildings. Each classroom has access to the outdoors and abundant air and natural light. Constructed in 1953 and 1955, the steel-reinforced red brick buildings display clean, simple lines with steep shed roofs and extensive windows typical of the Mid-Century Modern architectural style of the period. (See Continuation Sheet)

\*P3b. Resource Attributes: (list attributes and codes) HP15. Educational Building

\*P4. Resources Present: ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date)

Administration Building, view from west

6 March 2014

\*P6. Date Constructed/Age and Sources: ☒ Historic ☐ Prehistoric  
☐ Both 1953, 1955 (Los Angeles Unified School District)

\*P7. Owner and Address:  
Los Angeles Unified School District

\*P8. Recorded by:  
Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

\*P9. Date Recorded: 6 March 2014

\*P10. Survey Type: Intensive

\*P11. Report Citation: (Cite survey report and other sources, or enter "none") Sapphos Environmental, Inc. March 2014. *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Pasadena, CA.

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

\*Attachments: ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)

## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3D

Page 2 of 7

\*Resource Name or #: Topanga Charter Elementary School

- B1. Historic Name: Topanga Charter Elementary School  
B2. Common Name: Topanga Elementary School  
B3. Original Use: Institutional (Educational Facility) B4. Present Use: Institutional (Educational Facility)

\*B5. Architectural Style: Mid-Century Modern

\*B6. Construction History: (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, construction was completed on Topanga Elementary School in 1953 and 1955. With the exception of a lunch shelter built in 1940, all of the campus's buildings, structures, and facilities date from this period. The grounds also include four portable/temporary buildings from the 1990s. A number of alterations and repairs have taken place over the years, including seismic and systems upgrades, the installation of systems on roofs, and safety improvements (see *LAUSD Pre-Planning Survey, Topanga Charter Elementary School*, for a list of repairs and improvements carried out since the 1990s). However, permanent alterations are minimal, apparently limited to the painting over and filling in of clerestory windows on the Assembly Building.

\*B7. Moved? ☒ No ☐ Yes ☐ Unknown Date: \_\_\_\_\_ Original Location: \_\_\_\_\_

\*B8. Related Features: None

B9a. Architect: Unknown

b. Builder: Unknown

\*B10. Significance: Theme, Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" Area Los Angeles

Period of Significance: 1953-1955 (District) Property Type: Institutional (Educational Facility)

Applicable Criteria: NRHP: A and C; CRHR: 1 and 3.

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

The campus core of Topanga Charter Elementary School appears eligible as a district under Criterion A/1 as an excellent, intact example of a modern, indoor-outdoor postwar school in the Los Angeles Unified School District. The campus plan and buildings exemplify LAUSD design principles and ideals from the postwar period (as described in the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*). The campus core also appears eligible under Criterion C/3 as an excellent example of the Mid-Century Modern style applied to institutional architecture.

The campus shows minimal signs of alteration, and the campus core retains integrity of location, design, setting, workmanship, feeling, and association.

B11. Additional Resource Attributes: HP15. Educational Facility.

\*B12. References: (See Continuation Sheet)

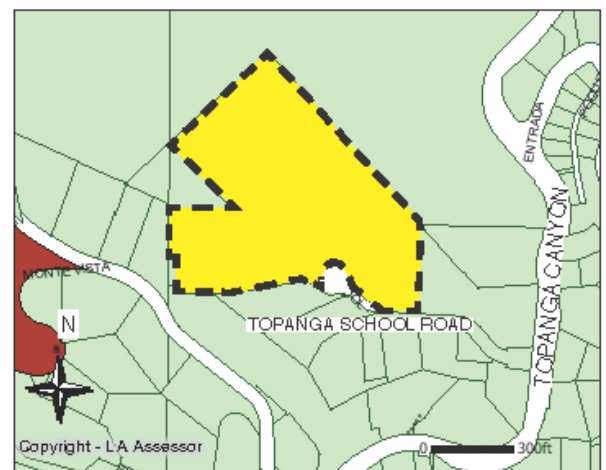
B13. Remarks: None

\*B14. Evaluator: Debi Howell-Ardila and Marilyn Novell

\*Date of Evaluation: 6 March 2013

(This space reserved for official comments.)

Sketch Map with north arrow required



## CONTINUATION SHEET

Primary #

HRI#

Trinomial

Page 3 of 7 \*Resource Name or #: Topanga Charter Elementary School

Recorded by Marilyn Novell

Date: 6 March 2014

☒ Continuation ☐ Update

### \*P3a. Description (continued):

Topanga Charter Charter Elementary School (formerly called Topanga Charter Elementary School) was featured in a *Los Angeles Times* photo feature focusing on the open-air architecture of new L.A. schools. In 1961, the financially strapped Topanga Charter Elementary School District, consisting of a single school, voted for annexation to Los Angeles ("More and Better Schools Rising in Southland for New Generations" 1954; "Plans Studied to Add Junior College Districts" 1961; "Topanga Charter School to Be Joined to L.A. Group" 1961).

The two main classroom buildings and the Administration Building were constructed in 1953, with a classroom/sanitary building and an assembly building added in 1955. Steep shed roofs slope down from the back of the building, with a wide overhanging eave sheltering the corridor below. The ceilings of the corridors are composed of diagonal wood planks with doubled cross-beams. The cross-beams are bolted to an additional single beam at an angle of approximately 30 degrees that serves as support for a series of horizontal aluminum louvers that run the length of the corridor.

Built of reinforced masonry with no interior wall cladding, all of the campus buildings display the exposed red brick of the exterior inside the classrooms, further contributing to a melding of indoors and outdoors. On the southeast elevations of the two main classroom buildings and the south elevation of a third classroom building are banks of windows filling approximately 70 percent of the height of the wall. The arrangement of each bank of windows consists of alternately fixed and awning-style steel-framed windows set in vertical wood mullions. Grouped with the banks of windows defining each classroom is a single, unadorned wood door to one side with an outward-opening wood-veneer hopper transom. On the back of each classroom is a bank of seven clerestory windows, each composed of a band of awning-type windows with a fixed window below, providing the classrooms with cross-ventilation and additional natural light.

The shed roof of the Administration Building slopes from a low point at the back up toward the front, where it faces the central courtyard. The roof has a wide, flat wood fascia with no overhanging eaves. At the courtyard side of the building, a flat-roofed corridor supported by plain steel posts sits just above the northwest-facing windows. A series of unadorned wide doors with fixed transoms open onto the corridor, with banks of windows in various groupings. Each set of windows consists of a large awning-type window with a fixed light above and below.

A paved trail leads up a wooded pathway to the upper level of the campus, where the Assembly Building and Lunch Shelter, as well as four temporary buildings and the main playground, are located. The Assembly Building is a double-height block with a side-gabled roof and clerestory windows, and a lower one-story, side-gabled wing that houses offices and auxiliary rooms extends along the south and east elevations. A wide overhanging eave at the set-back entrance on the southeast corner of the lower section is supported by three red-brick piers.



**CONTINUATION SHEET**

Page 4 of 7 \*Resource Name or #: Topanga Charter Elementary School

Recorded by Marilyn Novell

Date: 6 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Topanga Charter Elementary School, view of arcades connecting classroom buildings and Administration Building, from central courtyard, west perspective. Source: Sapphos Environmental, Inc., 6 March 2014.*



*Topanga Charter Elementary School, Classroom Building 3, east elevation. Source: Sapphos Environmental, Inc., 6 March 2014.*



## CONTINUATION SHEET

Page 5 of 7 \*Resource Name or #: Topanga Charter Elementary School

Recorded by Marilyn Novell

Date: 6 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



Topanga Charter Elementary School, typical classroom grouping of windows and door on southeast elevations. Source: Sapphos Environmental, Inc., 6 March 2014.



Topanga Charter Elementary School, view of corridor ceiling, classroom building. Source: Sapphos Environmental, Inc., 6 March 2014.

Recorded by Marilyn Novell

Date: 6 March 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



Topanga Charter Elementary School, Assembly Building, east elevation. Source: Sapphos Environmental, Inc., 6 March 2014.



Topanga Charter Elementary School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Topanga Charter Elementary School, Version 5, March 2012.

Recorded by Marilyn Novell

Date: 6 March 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- Blumenson, John J.-G., *Identifying American Architecture* (New York: W.W. Norton & Company, 1977).
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- California Office of Historic Preservation, *Instructions for Recording Historical Resources* (Sacramento, CA, March 1995).
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- Heumann & Associates and Anne Doehne, Science Applications International Corporation, March 2002, "Historic Schools of the Los Angeles Unified School District," a presentation prepared for LAUSD Facilities Services Division (March 2002).
- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
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- Los Angeles Unified School District. *Los Angeles Unified School District Pre-Planning Survey* (2012).
- McAlester, Virginia, and Lee McAlester, *A Field Guide to American House* (New York: Alfred A. Knopf, 2004).
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- "More and Better Schools Rising in Southland for New Generations," *Los Angeles Times*, January 2, 1954.
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- "Plans Studied to Add Junior College Districts," *Los Angeles Times*, March 2, 1961.
- Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Pasadena, CA, March 2014).
- Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002).
- "Topanga School to Be Joined to L.A. Group," *Los Angeles Times*, October 5, 1961.
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- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Form," National Register Bulletin No. 16A (Washington, DC, 1997).
- U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," National Register Bulletin No. 16B (Washington, DC, 1999).
- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).



PRIMARY RECORD

Primary # \_\_\_\_\_

HRI # \_\_\_\_\_

Trinomial \_\_\_\_\_

NRHP Status Code 3CD

Other Listings \_\_\_\_\_

Review Code \_\_\_\_\_ Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Page 1 of 7 Resource name(s) or number (assigned by recorder) Daniel Webster Middle School

**P1. Other Identifier:**

**\*P2. Location:** ☐ Not for Publication ☒ Unrestricted

**\*a. County** Los Angeles County

**\*b. USGS 7.5' Quad** Beverly Hills, CA

**Date** 1981

**T R** N/A

**c. Address** 11330 Graham Place

**City** Los Angeles

**Zip** 90064

**e. Other Locational Data:** APN: # 4258-016-900

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

Located on a 24-acre site in west Los Angeles, Daniel Webster Middle School is bounded on the north by Graham Place and, further north, Interstate 10, Sawtelle Boulevard and Interstate 405 (on the east), National Boulevard (on the south), and Butler Avenue (on the west). Constructed in 1954, the campus is located in a residential neighborhood of primarily single-family homes. The site plan is largely symmetrical, with a swath of landscaping, courtyards, and an open lawn forming an axis through the center. Classroom buildings, facilities, and circulation corridors form a ring around this central open space in the campus core. With a Mid-Century Modern-influenced style, the campus is generally low in scale and massing, with a decentralized, outdoor-oriented plan. The core of the campus consists of a series of finger-like classroom wings, radiating outward from a U-shaped, central lawn. An extensive network of sheltered arcades, made of wood plank roofs and beams, resting on simple steel pipe supports and railings, ring the central lawn and provide circulation corridors throughout campus. The central lawn and a landscaped courtyard at the entrance display an abundance of plantings and mature trees. At the southern portion of the central lawn is an elevated concrete stage. (See Continuation Sheet)

**\*P3b. Resource Attributes:** (list attributes and codes) HP15. Educational Building. HP29. Landscape architecture.

**\*P4. Resources Present:** ☐ Building ☐ Structure ☐ Object ☐ Site ☒ District ☐ Element of District ☐ Other

P5a. Photo



P5b. Photo: (view and date)

Northwest elevation

23 January 2014

**\*P6. Date Constructed/Age and**

**Sources:** ☒ Historic ☐ Prehistoric

☐ Both 1954 (Los Angeles Unified School District)

**\*P7. Owner and Address:**

Los Angeles Unified School District

**\*P8. Recorded by:**

Marilyn Novell  
Sapphos Environmental, Inc.  
430 North Halstead Street  
Pasadena, CA 91107

**\*P9. Date Recorded:**

4 February 2014

**\*P10. Survey Type:** Intensive

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

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

Sapphos Environmental, Inc. June 2014. *Los Angeles Unified School District Historic Resources Survey Report*. Pasadena, CA.

**\*Attachments:** ☐ None ☐ Location Map ☐ Sketch Map ☒ Continuation Sheet ☒ Building, Structure, and Object Record  
☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record  
☐ Artifact Record ☐ Photograph Record ☐ Other (list)



## BUILDING, STRUCTURE, AND OBJECT RECORD

\*NHRP Status Code 3CD

Page 2 of 7

\*Resource Name or #: Webster Middle School

- B1. Historic Name: Richland Junior High School (original name)  
B2. Common Name: Webster Middle School  
B3. Original Use: Institutional (Educational Facility) B4. Present Use: Institutional (Educational Facility)

\*B5. **Architectural Style:** Mid-Century Modern-influenced

\*B6. **Construction History:** (Construction date, alterations, and date of alterations):

According to records on file with the Los Angeles Unified School District, construction was completed on Webster Middle School in 1954. A majority of the campus's extant buildings, structures, and facilities date from 1954. The grounds also include some portable buildings, with clusters located primarily in the southeastern and northwestern portions of campus. A number of alterations have taken place over the years, including seismic and systems upgrades, safety and security improvements (see *LAUSD Pre-Planning Survey, Webster Middle School* for list of repairs and improvements carried out since the 1990s). Alterations to original buildings on campus include the removal and infilling of original windows (in particular a number of clerestories on classroom wings). The campus is otherwise intact and in good repair.

\*B7. **Moved?** ☒No ☐Yes ☐Unknown **Date:** \_\_\_\_\_ **Original Location:** \_\_\_\_\_

\*B8. **Related Features:** Landscaping/mature trees, hardscaping, benches

B9a. Architect: Building Dept., Los Angeles Board of Education b. Builder: Building Dept., Los Angeles Board of Education

\*B10. **Significance:** Theme, Institutional (Educational Facility),

"Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1945-1969" Area Los Angeles

**Period of Significance:** 1954 (District) **Property Type:** Institutional (Educational Facility)

**Applicable Criteria:** CRHR: 1.

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

The campus core of Webster Middle School appears eligible for the California Register of Historical Resources (CRHR) as a district under Criterion 1 as an excellent, intact example of a postwar indoor-outdoor educational facility in Los Angeles. The campus plan and buildings exemplify the design principles and ideals of the Los Angeles Unified School District from the postwar period (as described in the Los Angeles Unified School District Historic Context Statement, 1870 to 1969). Following a major bond initiative in 1952, plans for the school were announced with fanfare. With a sketch of the school's design, the *Los Angeles Times* thus described plans for the school: "One of the biggest school projects slated for Los Angeles in recent years is the starter of the \$130,000,000 school building expansion program... It's the Richland Junior High School to be built on a 27-acre site at the west side of Sawtelle Boulevard. The new school group of structures, designed to accommodate 1600 students, is estimated to cost \$2,445,000" ("Big School Project Launches Program: Will Mark Start of \$130,000,000 Expansion Plan," *Los Angeles Times*, 1952). The campus core exhibits some signs of alteration but retains a high degree of integrity of location, design, setting, workmanship, feeling, and association.

B11. Additional Resource Attributes: HP15. Educational Facility. HP 29. Landscape Architecture.

\*B12. **References:** (See Continuation Sheet)

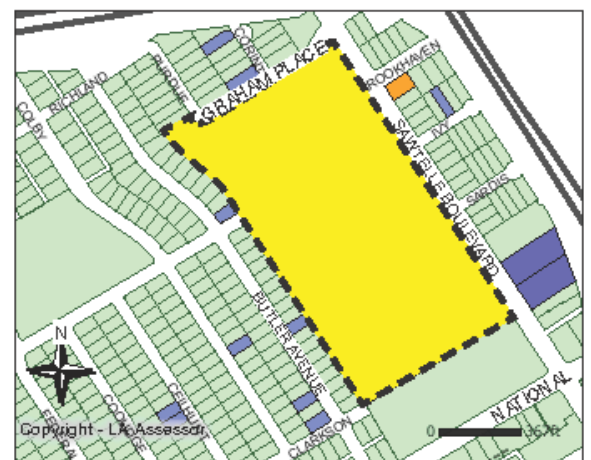
B13. Remarks: None

\*B14. **Evaluator:** Debi Howell-Ardila, MHP

\***Date of Evaluation:** 4 February 2014

(This space reserved for official comments.)

Sketch Map with north arrow required



Recorded by Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

**\*P3a. Description (continued):**

The signature buildings for the campus are located along the north, on Graham Place: these consist of the Auditorium (a two-story, brick and stucco-clad building in the northeast corner of campus), the Health and Counseling Building (a one-story, brick and stucco-clad building, set back from the street), an entrance gate, arcades, and landscaped courtyard, and a Library (one- and one-half stories, sheathed in brick and stucco). A low wall, consisting of alternating panels of brick and decorative metal framing and grillwork, separate the campus from the public right-of-way. This wall is flanked by two gates made of large brick-clad piers, capped with a flat roof and flared cornice (the entrance on the eastern side has been closed off with a security gate).

The Health and Counseling Building and Library have little applied ornament; the focal point of the design is the use of continuous bands of windows, mostly grouped rectangular lights, with both fixed and casement windows.

Classroom buildings are generally one-story high, one-room deep, and rectangular in plan. Most classrooms are capped with a low-pitched shed roof, with thin, unadorned eaves. Along the north elevations, classrooms have continuous bands of windows, which occupy approximately 70 percent of the wall height. The north elevation windows primarily consist of four-over-four wood-framed double-hung sashes. Along south elevations, indirect light is provided through the use of clerestory lights, some of which appear to be operable casement windows. Projecting from the south elevations of classrooms are wide, one-story arcades, with flat roofs, wood plank and beam structure, and simple steel pipe supports.

Throughout the core of the campus, landscaped courtyards with walkways, benches, and landscaping provide outdoor spaces for gathering. Beyond the campus core, school facilities also include a gymnasium and recreational fields, portable buildings and structures, added primarily in the 1990s, as well as other ancillary buildings and structures. Alterations include various safety and systems upgrades, the installation of security grills on some windows, and the infilling of numerous windows. The core of the campus is otherwise intact and in good repair.

**P5b. Photo (continued): (view and date)**



*Webster Middle School, entrance courtyard. Southeastern perspective.  
Source: Sapphos Environmental, Inc., 23 January 2014.*



## CONTINUATION SHEET

Primary #

HRI#

Trinomial

Page 4 of 7 \*Resource Name or #: Daniel Webster Middle School

Recorded by Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Webster Middle School features an extensive system of arcades, lined by landscaping and trees. Northeast perspective. Source: Sapphos Environmental, Inc., 23 January 2014.*



*Webster Middle School, typical classroom and courtyard configuration. West perspective. Source: Sapphos Environmental, Inc., 23 January 2014.*

**CONTINUATION SHEET**

Primary #

HRI#

Trinomial

Page 5 of 7 \*Resource Name or #: Daniel Webster Middle School

Recorded by Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



*Webster Middle School: the Auditorium is sited for easy public access and linked to the school by the campus's extensive arcade system. Northwestern elevation. Source: Sapphos Environmental, Inc., 23 January 2014.*



*Webster Middle School, typical south-elevation design and configuration of classroom wings. Southeastern elevation. Source: Sapphos Environmental, Inc., 23 January 2014.*



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

Primary #  
HRI#  
Trinomial

Page 6 of 7 \*Resource Name or #: Daniel Webster Middle School

Recorded by Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

P5b. Photo (continued): (view and date)



Webster Middle School, Site Plan, with permanent buildings marked in orange and portable buildings marked in purple. Source: Los Angeles Unified School District Pre-Planning Survey, Webster Middle School, February 2011.

Recorded by Marilyn Novell

Date: 4 February 2014

☒ Continuation ☐ Update

**\*B12. References (continued):**

- Bhatia, Pavan, "Modern Concept for Los Angeles Public Schools," Doctoral Dissertation (Cambridge, MA: Harvard University Graduate School of Design, Advanced Management Development Program in Real Estate, July 2009).
- "Big School Project Launches Program: Will Mark Start of \$130,000,000 Expansion Plan," *Los Angeles Times* (13 July 1952).
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- Hille, R. Thomas, *Modern Schools: A Century of Design for Education* (Hoboken, NJ: John Wiley & Sons, 2011), 13.
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- Ogata, Amy F., "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562–91.
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- Whiffen, Marcus, *American Architecture since 1780: A Guide to the Styles* (Cambridge, MA: MIT Press, 1981).

***APPENDIX B***  
***LAUDS HISTORIC CONTEXT STATEMENT, 1870 TO 1969***  
***(ON CD)***

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# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



**Prepared by**  
Sapphos Environmental, Inc.  
for the  
Los Angeles Unified School District  
Office of Environmental Health and Safety

**March 2014**





# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

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*Cover illustrations, clockwise: Reseda Elementary School (1936), Music Room,  
Orville Wright Middle School (1948-1952), and Chatsworth Senior High School (1963).  
Source: LAUSD and Sapphos Environmental, Inc.*

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC CONTEXT STATEMENT, 1870 to 1969

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*Figure 1. Point Fermin Elementary School, Administration Building, Sumner P. Hunt & Silas Burns, San Pedro (1917–1925; remodeled in 1936 following Long Beach Earthquake). Source: LAUSD Point Fermin Elementary School Pre-Planning Survey, 2010.*

## I. INTRODUCTION

Behind every building type and feature comprising our built environment—whether commercial or residential buildings, urban plans, or parks—is a long history of practitioners who tried to harness the best ideas and technologies of their day to create quality environments for living and working. In California and throughout the United States, few other areas have generated as much debate and study, however, as environments for learning.

Whether in 1900 or 1960, reform-minded architects and designers, school boards, and educators used similar language to present their ideas for the most “modern” classroom and campus. Through this time, ideas evolved, of course. But the debate has always been shaped by the latest ideas about teaching methods and curricula, childhood development, and optimal environmental conditions for comfort, safety, and efficiency. Fueled by a national network of education-related organizations and publications, this has been a shared, ongoing project throughout the United States since the Progressive Era.

Spanning the early 1870s to 1969, this Historic Context Statement explores over a century of development of the Los Angeles Unified School District (LAUSD), examined in the context of school design in the United States. Since the Progressive Education Movement gained momentum in the early twentieth century, national standardization has been at the heart of school reform, in terms of both classroom curriculum and design. Therefore, the local story is best understood against the backdrop of the national context. This study explores the ways in which LAUSD’s schools and campuses reflect a century of national practice, reform, and regional variation.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 2. Los Angeles Unified School District Boundary. Source: Sapphos Environmental, Inc., 2014.

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*Figure 3. Children at Vernon Avenue Junior High School, Los Angeles, circa 1925. Source: LAPL Photo Collection.*

## **Project Summary and Scope**

With nearly 800 campuses and a geographic span of over 700 square miles, LAUSD is the second largest public school system in the United States. The district's northern portion spans the San Fernando Valley, including Granada Hills, Chatsworth, Reseda, Woodland Hills, Van Nuys, Sylmar, San Fernando, Pacoima, and Sunland. Along the west, the district includes western Los Angeles, Pacific Palisades, Venice, and Westchester. Along the east, LAUSD borders Glendale, Monterey Park, Montebello, Commerce, Downey, and Long Beach. Within the district, extending south from Los Angeles, are the communities of Vernon, Huntington Park, Maywood, Bell, South Gate, Gardena, and Carson. LAUSD's southernmost portion includes San Pedro, Lomita, and Rancho Palos Verdes.

Since its founding in 1872, the district has commissioned, designed, and acquired a remarkable collection of buildings, campuses, and facilities. These properties reflect over a century of social, architectural, and technological advances, as well as ongoing educational and curricular reform. Extant properties range from the wood-framed schoolhouse of the late nineteenth century to superblock campuses displaying Mid-Century Modern architectural styles.

In July 2013, in anticipation of district-wide modernization efforts, LAUSD contracted Sapphos Environmental, Inc. to provide historic resource consulting services to inform master planning efforts and environmental review under the California Environmental Quality Act (CEQA). The scope of work includes updating the LAUSD Historic Context Statement, conducting historic resource surveys of 55 unevaluated campuses, and preparing design and procedural guidelines to help guide facilities management and planning efforts.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 4 and 5. San Fernando Valley schools: on left, Grover Cleveland Senior High School (1959), Charles Matcham & Stewart Granger and Associates, Reseda-West Van Nuys. On right, Chatsworth Senior High School (1963), Adrian Wilson & Associates, Chatsworth. Source: Sapphos Environmental, Inc., 2013.

### ***Purpose of Historic Context Statements***

The *LAUSD Historic Context Statement* follows the National Register of Historic Places (NRHP) Multiple Property Documentation (MPD) format, which provides a consistent framework for evaluating properties sharing similar periods, geographic distribution, and historic themes.<sup>1</sup> The MPD approach defines themes of significance, eligibility standards, and related property types. Properties sharing a theme of significance are then assessed consistently, in comparison with resources that share similar physical characteristics and historical associations.

According to federal, state, and local law, landmark eligibility is not just tied to architectural style but also to significant people, events and patterns of development. Historic context statements facilitate the consistent consideration of these criteria. Three principal components go into context statements: historic themes, geographic areas, and chronological periods. Contexts offer more than a chronological history; they identify the patterns and events that drove development of an area—or, in this case, a building type, educational facilities—and caused the building type to acquire the form and appearance for which it became known.

Because of the high degree of national standardization of school curricula and facilities design, in particular during the postwar period, the *LAUSD Historic Context Statement* provides a framework for evaluating school plants not only in Los Angeles but also in other school districts throughout California and beyond.

### ***Historic Resources and CEQA***

The *LAUSD Historic Context Statement* is also designed to facilitate compliance with CEQA, which requires lead agencies to consider the impacts of proposed projects on historic resources. CEQA identifies a historic resource as a property that is listed on—or eligible for listing on—the NRHP, California Register of Historical Resources (CRHR), or local registers.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

NRHP-listed properties are automatically included on the CRHR. The criteria for both are similar and described below, with the NRHP letter (A, B, C, and D) followed by the corresponding CRHR number (1, 2, 3, and 4). In keeping with the 2001–2004 Phase 1 and 2 LAUSD historic resources survey, this survey does not include local criteria.<sup>2</sup>

Resources that may be eligible for listing include buildings, sites, structures, objects, and historic districts. To qualify as a historic resource under CEQA, a resource must be significant at the local, state, or national level under one or more of the following criteria:

- A/1: For an association 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 (NRHP Criterion A; CRHR Criterion 1);
- B/2: For an association with the lives of persons important to local, California, or national history (NRHP Criterion B; CRHR Criterion 2);
- C/3: As an embodiment of the distinctive characteristics of a type, period, region, or method of construction, representative of the work of a master or high artistic values (NRHP Criterion C; CRHR Criterion 3); or
- D/4: Has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California, or the nation (NRHP Criterion D; CRHR Criterion 4).

Resources eligible for listing in the California Register must retain enough of their historic character or appearance to be “recognizable as historic resources and to convey the reasons for their significance.”<sup>3</sup> Some resources that do not retain sufficient integrity for listing in the National Register may still be eligible for the California Register. There is no specific age threshold for California Register eligibility; rather, the regulations specify that enough time must have passed for a property to be evaluated within its historic context.

## **Focus and Parameters of the LAUSD Historic Context Statement**

This Historic Context Statement creates a framework for evaluating Los Angeles’s public schools at a critical juncture, as LAUSD begins planning for campus-wide modernization and redevelopment. Emphasized in this study, therefore, was the question of potential eligibility of schools under Criteria A/1, as outstanding examples of LAUSD design ideals and principles. The history and context of Los Angeles public school design and educational architecture are the particular focus of this study. Because the postwar era largely fell outside the scope of the 2002 LAUSD historic context statement, the postwar era is examined in detail.

This study represents not a comprehensive history but rather a first step in better understanding the evolution of school design in the district. Project limitations precluded extensive research on additional aspects of LAUSD’s history that might result in eligibility

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC CONTEXT STATEMENT, 1870 to 1969

under Criteria A/1 and Criteria B/2. Campus-specific research was conducted on all pertinent topics for each of the schools surveyed. Subsequent research that establishes additional themes for the district overall would be an excellent area for future study. For example, this study offers a short section on LAUSD and the Civil Rights Movement; in addition, this topic was addressed in the National Register of Historic Places Multiple Property Documentation form for African-Americans in Los Angeles.<sup>4</sup> Given how broad and rich the topic is, however, ample opportunities remain for further research.

In terms of evaluations under Criteria C/3, this study also includes a section on the typical architectural styles of LAUSD schools. This material draws on and expands the 2002 LAUSD Historic Context Statement as well as the guidelines prepared by the City of Los Angeles Office of Historic Resources for historic resource survey work.

Inclusion in this context does not indicate eligibility for listing. Rather, the range of LAUSD campuses, past and present, illustrated or described here serves to define the context, themes of significance, and features of properties that might be found significant upon further study.



Figure 6. Orville Wright Middle School (originally Westchester High School), Spaulding & Rex, architects (1948-1952). Source: LAUSD Orville Wright Middle School Pre-Planning Survey, 2012.

### ***Project Team***

Debi Howell-Ardila, senior architectural historian with Sapphos Environmental, Inc., served as project manager, principal investigator, and author of the LAUSD Historic Context Statement. Carole Zellie, historic resources manager, provided guidance and input. Marilyn Novell, historic resources coordinator, provided valuable research assistance, and Matthew Adams, senior technical editor, provided editorial expertise. Gwenn Godek of the LAUSD Office of Environmental Health and Safety served as project administrator and manager. The study also benefited from the feedback of LAUSD Facilities Services Divisions staff Mitra Nehorai; Janet Hansen, deputy manager of the City of Los Angeles Office of Historic Resources; and Linda Dishman, executive director, and Adrian Scott Fine, director of advocacy, of the Los Angeles Conservancy.

### ***Report Preparation and Methodology***

A wide range of repositories and archives were consulted in the course of this study. Among them were the combined collections of the University of Southern California (USC) libraries; the Los Angeles Public Library, including the Photo Collection, California Index, and Sanborn Fire Insurance Maps; the Getty Research Institute; and the historic *Los Angeles Times* and other digital newspaper collections. The photographic collections of the Getty Research Institute and the USC Digital Archive were also used. A variety of primary source materials were provided by LAUSD.

Research also explored an array of online and print sources. These included historic photographs and aerial images, reports, studies, and treatises on school architecture (ca. 1900 to 1950). Other sources included books, trade publication and newspaper articles, and architectural plans. Scholarly articles as well as specialized studies and chronologies of LAUSD were also consulted.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC CONTEXT STATEMENT, 1870 to 1969

Also informing this study was a review of past LAUSD historic resource contexts and surveys, including the multiphase survey conducted by Leslie Heumann and Associates and Science Applications International Corporation between 2001 and 2004. In addition, Sapphos Environmental, Inc. reviewed the findings of historic resource surveys conducted through SurveyLA, a citywide, multiyear initiative of the City of Los Angeles Office of Historic Resources. To complement the work of SurveyLA, this Historic Context Statement reflects and draws upon the basic structure of context, themes, and property types used in SurveyLA for institutional architecture in Los Angeles. With a focus on the patterns and trends that shaped LAUSD's history and schools, as well as on-site access to district campuses, this context provides a supplemental framework to help inform and guide evaluations.

In accordance with LAUSD and the City of Los Angeles Office of Historic Resources, once complete, the LAUSD Historic Context Statement and Historic Resources Inventory database will be provided to the Office of Historic Resources. The Historic Resources Inventory being developed by Sapphos Environmental, Inc. is Arc-GIS compatible and can easily be utilized as an Arc-GIS layer in future historic resource surveys carried out for the City of Los Angeles.

### ***Study Contents***

This report consists of six sections: Section I, Introduction; Section II, Summary of Themes of Significance; Section III, Historic Context and Background; Section IV, Architectural Character; Section V, Themes of Significance; Section VI, Conclusion and Recommendations; and Section VII, Selected Bibliography. Four distinct eras for LAUSD were identified: Founding Years, 1870s to 1909; Progressive Education Movement: Standardization and Expansion, 1910 to 1933; Era of Reform: Great Depression, Earthquake, and Early Experiments in the Modern, Functional School Plant, 1933 to 1945; and Educating the Baby Boom: Postwar Expansion and the Functional, Modern School Plant, 1946 to 1969.



Figure 7. Garvanza School, 1910.  
Source: USC Digital Library.



Figure 8. Circa 1900, Schoolhouse, West Los Angeles.  
Source: LAPL Photo Collection.

## II. SUMMARY OF THEMES OF SIGNIFICANCE

Themes of significance were prepared for extant school property types. No known examples exist of some important types, notably the monumental, early-twentieth-century big-block school that was once a LAUSD standard. This school type was usually constructed of unreinforced, fire-resistant masonry. However, the material's earthquake vulnerability meant that most of these schools were either destroyed or damaged beyond repair in the 1933 Long Beach earthquake, or were subsequently replaced to comply with new building codes.

In order to facilitate cross-agency coordination, this section draws on relevant material developed by the City of Los Angeles Office of Historic Resources for historic resource evaluations. Information used in SurveyLA to evaluate institutional properties was consulted and adapted where appropriate.

### CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION

#### THEME: LAUSD | FOUNDING YEARS, 1875–1894

This theme is embodied in Los Angeles's remaining one- and two-story wood-frame schoolhouses that generally display Late Victorian or vernacular styles. Only three nineteenth-century schoolhouses are known to remain from LAUSD's founding years. Schools constructed during this period display traditional modes of school design, before the Progressive Education Movement and widespread reform changed national construction standards and before increased urbanization necessitated larger-capacity school plants.

#### THEME: LAUSD | PRE–1933 LONG BEACH EARTHQUAKE SCHOOL PLANTS, 1910–1933

This theme reflects an important period for Los Angeles schools. First, it occurred after the Progressive Education Movement had triggered widespread reform of school design throughout the United States. This resulted in a more differentiated, expansive school plant, with specialized facilities and program-specific buildings and classrooms; this ended the era of the monumental, big-block school. Second, this period occurred before a statewide overhaul of school building codes and practices after the 1933 Long Beach earthquake.

This period also began as the 1920s ushered in a school building boom and period-revival golden age in Southern Californian architecture. The importance placed on public education was expressed through beautifully designed school buildings, often created by the region's leading architects. Campus design became more unified, with elaborate approaches and entrances. The advent of more grand entrances, as well as the incorporation of separate auditoriums, sited for ease of public access, reflected a growing sense that public education was a community affair.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

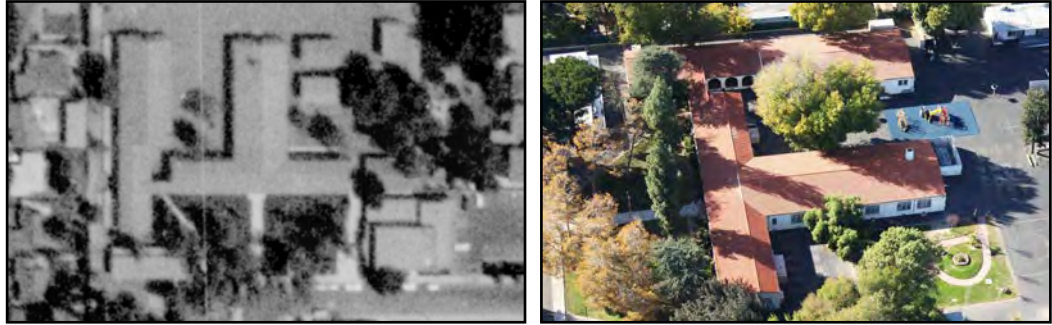
HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 9. 10th Street Elementary School, Los Angeles (1922). Source: LAUSD.

Replacing the big-block school, with internal corridors, was a generally lower-massed, spread-out campus. In some examples, designers replaced hallways with covered outdoor walkways. Building plans also evolved, as the traditional rectangular plan took on adjacent wings, in H-shaped, T-shaped, or U-shaped buildings that facilitated the creation of sheltered outdoor spaces and patios. Lower massing was particularly common for elementary schools.

Because most pre-1933 schools were substantially remodeled following the Long Beach earthquake, intact examples from this era are relatively rare. It is common to find 1920s-era schools that were remodeled following the earthquake; such schools might exhibit the building plans and configurations typical of the 1920s but with 1930s PWA Moderne and Streamline Moderne detailing.



Figures 10 and 11. Post-Long Beach Earthquake school: H-shaped plan and Mission Revival style of Reseda Elementary School (1936). Aerial photographs from 1959 (left) and circa 2010 (right). Source: U.S. Dept. of Agriculture, [historicaerials.com](http://historicaerials.com) (left) and LAUSD Reseda Elementary School Pre-Planning Survey (right).

### THEME: LAUSD | POST-1933 LONG BEACH EARTHQUAKE SCHOOLS, 1933-1945

Following the 1933 Long Beach earthquake, state and city legislation regarding school building codes and practices shifted the character of LAUSD schools and campuses. Requirements of the Field Act (1934), such as maintaining one-story massing for elementary schools and no more than two stories for junior and high schools, mirrored reforms already under way. Classroom wings continued to be designed for connections to the outdoors, with L-, H-, U-, and T-shaped buildings accommodating sheltered courtyard and patio spaces. Continuing another trend under way in the 1920s, campuses displayed an increasingly unified site design, with sheltered corridors linking campus buildings.

The advances of the Progressive Education Movement also continued to shift school plant design. Campuses were increasingly differentiated, with administration buildings, auditoriums and gymnasiums, separate classroom, shop, and specialty wings, and cafeterias. Adequate indirect lighting and ventilation were provided through the use of generous bands of windows, including multilight sashes, casements, and clerestories. Stylistically, these buildings were less ornamental than their 1920s period-revival counterparts. An emphasis was placed on traditional Southern Californian styles, such as the Spanish Colonial and Mission Revival. Other styles included Streamline Moderne, Art Deco, and Late Moderne. Much post-earthquake reconstruction was funded through the Public Works Administration (PWA), and many schools exhibit a range of PWA Moderne styles.



Figure 12. Reseda Elementary School, 1936. The spare Mission Revival style was in keeping with the post-Field Act requirement for one-story massing and the post-Long Beach Earthquake trend to design in the "traditional Southern Californian" mode. Source: LAUSD.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 13. Susan Miller Dorsey High School, Gogerty and Noerenberg, Los Angeles (1937). Source: LAUSD.

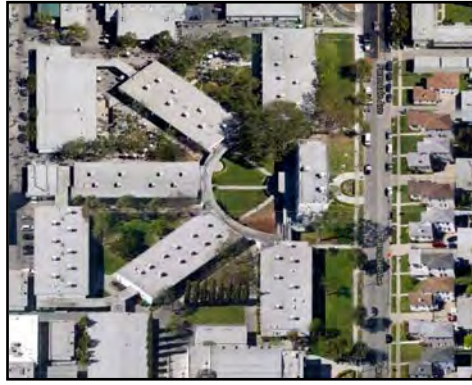


Figure 14. The inventive site plan of Dorsey High School. Source: Google Maps, 2013.

## THEME: LAUSD | EARLY EXPERIMENTS IN THE MODERN, FUNCTIONALIST SCHOOL, 1933–1945

Although this category shares general characteristics with the preceding theme (Post–1933 Long Beach Earthquake Schools), it is distinguished by an experimental approach to school design that emerged during the Great Depression. Such schools reflect the most avant-garde ideas of the era and the beginning of modern, functionalist school design. Stylistically, the proto-modernist school need not be purely “modern” in the sense of lacking any ornamental detailing. The significant changes reflected a philosophy that went a step further than did the schools of the 1920s in designing for function and integrating school buildings with exterior spaces. During the postwar construction boom, many of the same ideas that characterized these experimental schools became the norm throughout Los Angeles and the United States.

The notable differences between the two themes (or periods) relate to scale, site plan, and functional, child-centered design. The proto-modernist school has an explicitly domestic scale, with low ceilings and a lack of monumental design or massing. These schools generally exhibit a decentralized, nonhierarchical campus, with a strong geometric patterning applied to the site plan. Classroom wings generally consist of one-room-deep rectilinear buildings, lined with adjacent patios and landscaping. Building plans clearly express their function, with (usually) one-story massing, generous expanses of glazing, window sizes and configurations tailored to sun patterns and doors opening directly onto patio areas and courtyards. The preferred typology was the early version of the “finger-plan” school, with rectilinear classroom wings extending from a central axis.

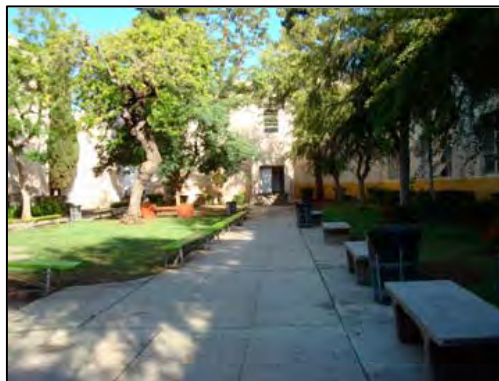


Figure 15. Emerson Middle School, Richard Neutra (1937–1940), example of open green spaces lining classroom wings. Source: LAUSD Emerson Middle School, Pre-Planning Survey, 2011.



Figure 16. Baldwin Hills Elementary School, Robert Alexander, architect, Los Angeles (1949–1951). Source: Getty Research Institute, Shulman Archives.



Figure 17. Early finger-plan school, Baldwin Hills Elementary School. Source: Google Maps, 2013.

### **THEME: LAUSD | EDUCATING THE BABY BOOM: THE POSTWAR MODERN FUNCTIONALIST SCHOOL PLANT, 1945–1969**

By the 1950s, many of the design ideas considered experimental in the 1930s had matured and become the national standard for schools. Stylistically, schools might include some historicist detailing reflecting popular styles (such as Colonial Revival). But, overall, a unified campus design, building types and plans that accommodated a high degree of indoor-outdoor integration, ample outdoor spaces, and sheltered corridors marked the typology as the mature version of the functionalist school plant. The priority remained the creation of a domestic scale for schools. Campuses displayed a one-story massing for elementary schools, and up to two stories for middle and high schools. Site plans, which often featured a decentralized, pavilion-like layout, lacked the formality and monumentality that characterized earlier eras of school design.

School types expressive of these ideals include the finger-plan (1940s–1950s) and cluster-plan (1950s), and variations on their basic themes. Combinations of these basic forms, which flexed according to available lot size and school enrollment, are also evident.

For LAUSD, the postwar years brought another round of reform as well as unprecedented expansion. Given the postwar classroom shortage, many campuses were constructed quickly, from standardized plans used district-wide, in designs that convey some of these ideas. The most intact and well-designed campuses among these, though, uniquely represent this era of reform and the midcentury modern school.



Figure 18. Orville Wright Middle School, Spaulding & Rex (1948–1952); balanced, indirect classroom lighting. Source: LAUSD Orville Wright Middle School, Pre-Planning Survey, 2012.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 19. The “East LA Blow Out,” Lincoln High School, 16 September 1968. Students protested for “better schools for Mexican Americans. Sal Castro was a teacher there and spearheaded the movement.” Source: LAPL, Herald-Examiner Collection, 00041327.

## THEME: LAUSD AND THE CIVIL RIGHTS MOVEMENT, 1954–1980

This theme of significance begins with the filing of the landmark U.S. Supreme Court case *Brown v. The Board of Education, Topeka, Kansas*. Although *Brown v. Board of Education* addressed state laws that did not exist in California—namely, laws allowing for racially segregated public schools—this case and the Civil Rights Movement helped generate and focus attention on related issues in Los Angeles. Issues touched on racial division and cultural identity, equal access, and how to create more balance and diversity in public schools. Signaling the end of this period of significance is the U.S. Supreme Court decision effectively ending mandatory school busing as a solution to racial imbalance in California’s public schools. Although this issue continued to form part of the social context for LAUSD, this period captures an era of intense debate and activism on the part of community members, parents, politicians and jurists, as well as teachers and administrators.

A school eligible under this theme might be the site of significant integration initiatives, challenges, or community activities related to the Civil Rights Movement and school integration. This might include initiatives for equal access to schools and/or to employment opportunities in LAUSD schools.

In addition, a school might qualify under this theme for a long-term association with a figure who was significant in the Civil Rights Movement and school integration.



Figure 20. “School integrationists,” in a 1963 hunger strike for better racial integration of Los Angeles public schools. Source: LAPL, Shades of Los Angeles, #00041605.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 21. Postwar school: Chatsworth High School (1963), curved outdoor corridor and mature landscaping of student quad and courtyard. Source: Sapphos Environmental, Inc., 2013.



Figure 22. Chatsworth High School, classroom. Source: Sapphos Environmental, Inc., 2013.



Figure 23. Chatsworth High School, aerial view of site plan and design. Source: Google Maps, 2013.



Figure 24. Chatsworth High School, courtyard. Source: Sapphos Environmental, Inc., 2013.



Figure 25. Chatsworth High School, courtyard. Source: Sapphos Environmental, Inc., 2013.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 26. Old Farmdale School circa 1950. Source: LAPL Photographic Collection.

### III. HISTORIC CONTEXT AND BACKGROUND

This section provides a broad overview of the trends and patterns of development that shaped the facilities of the Los Angeles Unified School District since its founding in the 1870s. The following eras are covered:

- A. Founding Years, 1870s through 1909
- B. Progressive Education Movement: Standardization and Expansion, 1910 to 1933
- C. Era of Reform: Great Depression, Earthquake, and Early Experiments in the Modern, Functionalist School Plant, 1933 to 1945
- D. Educating the Baby Boom: Postwar Expansion and the Modern, Functionalist School Plant, 1945 through 1969

Each era is broken down into three sections: (1) National Context and Developments, exploring the trends in educational methods and curricula, as well as background information on school plant design; (2) Effects on School Buildings and Campuses, exploring how these trends resulted in changes to school plant facilities; and (3) Los Angeles City School Districts: Developments and Context, presenting Los Angeles–specific events that resulted in changes to educational policy and school plant design in Los Angeles and the region as a whole.

Sections also include a variety of historic and current photographs, with national and local examples illustrating the trends, patterns of development, and significant themes in the evolution of school plant design. Until 1961, what became the LAUSD comprised two separate entities: the Los Angeles City School District, covering primary education; and the Los Angeles City High School District. Throughout the Historic Context Statement, references to the district therefore reflect the administrative structure at the time (as the Los Angeles City school districts).



Figure 27. Los Angeles High School, 1891.  
Source: LAPL Photo Collection.



Figure 28. Palos Verdes High School, 1961.  
Source: Getty Research Institute, Shulman Archives.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## A. FOUNDING YEARS: 1870s THROUGH 1909<sup>5</sup>

Only three schools are known to remain from this early era in the history of the Los Angeles Unified School District: the Old Vernon Avenue School (1876; 450 N. Grand Avenue); the Old Farmdale School (1889; 2839 N. Eastern Avenue, in El Sereno); and, in present-day Santa Monica, the Old Canyon School (1894), now serving as the library for an elementary school. The Old Farmdale School, a Queen Anne Revival–style building attributed to architects Bradbeer and Ferris, was restored and rededicated as a museum in 1976.

Few resources remain, but the late-nineteenth- and early-twentieth-century context helps set the stage for the eras that followed. During the period considered in this context, school architects and educators shared a sense of urgency in describing the importance of the safe, well-designed school. Whether in 1906 or 1966, they used remarkably similar language to describe their era’s contributions to designing the ideal “modern American school.”

Describing the district’s founding years helps illustrate the evolution of school plant design and the challenges faced by successive generations of architects and educators. Well into the postwar period, late-nineteenth-century educational philosophies and facilities remained a point of comparison, an example of what to avoid. In 1965, writing about modern Californian school design, State Department of Education official Charles D. Gibson declared that “big block schools with internal corridors and windowless classrooms are becoming a rarity, with most schools returning to the campus plan concept, using landscaped courts and natural materials to create informal environments.”<sup>6</sup>

In fact, by 1965, the battle against the big-block school had long since been won. But the specter of the imposing, factory-like school plant remained the example against which new ideas were measured.



Figure 29. Old Vernon Avenue School, built in 1876. Source: LAUSD Vernon City Elementary School Pre-Planning Survey, 2011.

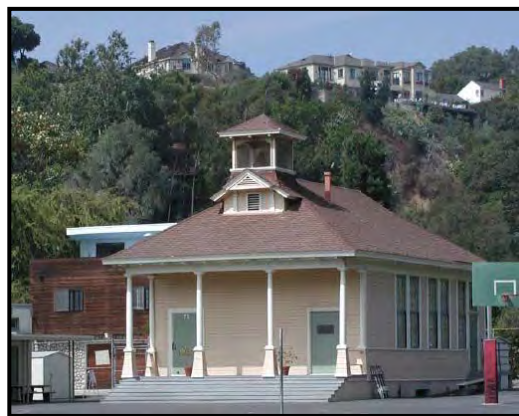


Figure 30. Old Canyon School, built in 1894. Source: LAUSD.

### NATIONAL CONTEXT | DEVELOPMENTS

In the early years of American school design, the most typical building type for educational facilities had been the wood-framed, one-room schoolhouse—a basic typology that attempted “to be all things for all children,” as well as all things for all teachers and educational methods.<sup>7</sup> Rapid urbanization throughout the United States called for a new approach. Large-scale schools, with classrooms accommodating several dozen pupils, were needed. With the increased demand, public schools started separating children into grades, with separate classrooms for each rather than a single large room housing all grades.

The new building typology tended to be rectangular in plan, with multistory massing, sanitation systems and facilities placed in a basement, and classrooms designed for large groups of students seated in rows. High ceilings accommodated tall windows, which provided the main source of interior illumination. In his study of the history of the American school, R. Thomas Hille observed that “a typical urban school from this era was organized in a single block of one or two floors, with standardized classrooms on each floor organized symmetrically around a central hallway. ... School furniture was already standardized and typically included individual desks organized in rows and bolted to the floor.”<sup>8</sup>

This typology fit the curricula and methods of the time. Before the Progressive Education Movement gained momentum throughout the United States, beginning in the 1880s, primary and secondary schools continued to follow traditional methods emphasizing rote memorization and discipline, in an atmosphere that was regimented and authoritarian (rather than flexible and participatory).

In this respect, Los Angeles’s early schools were similar to schools around the country. Los Angeles educators and administrators followed the philosophy of Johann Heinrich Pestalozzi (1746–1827), an influential Swiss pedagogue and reformer, and his “emphasis on the disciplinary values of the subjects taught.”<sup>9</sup>



Figure 31. Old Farmdale School, opened in 1899.  
Source: LAUSD.



Figure 32. 79th Street School, South Central Los Angeles (now McKinley Avenue Elementary School), shown in 1925 aerial photo. Source: LAPL Photo Collection.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

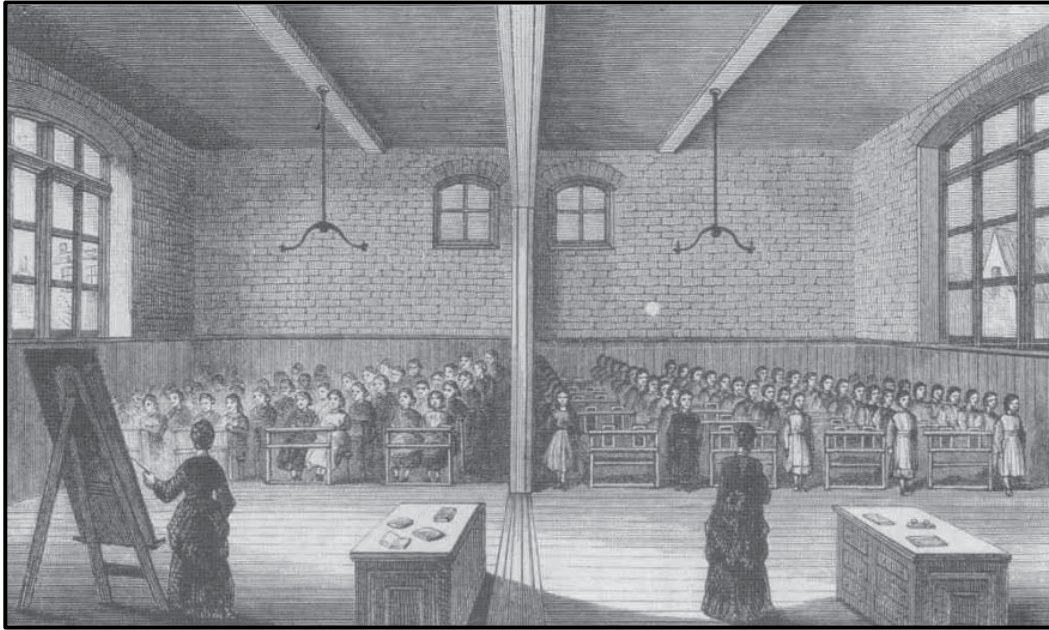


Figure 33. Typical British classroom design, as of 1900. Source: Baker, 2012.

Pestalozzi's thinking mirrored the trends of American education at the time, with an emphasis on memorization and recitation. In Los Angeles schools, "All pupils did the same lessons in the same way. There was no recognition of individual differences."<sup>10</sup> Early school officials emphasized the "disciplinary values of their subjects" and uniform teaching methods for all students and classes.<sup>11</sup>

At this time, the effects of the Progressive Era—the period of social activism and political reform associated with the 1890s through the 1920s—were becoming evident in the public schools. In Los Angeles, when promoting the activities and accomplishments of the schools, district officials began describing a general liberalization of teaching methods and curriculum. The new programs were based less on discipline—including, as one official proudly pointed out, a diminishing reliance on corporal punishment—and were more participatory and tailored to children's nature and needs.

In this way, as the nineteenth century came to a close, "the foundations were laid against regimented instruction," in Los Angeles as elsewhere; "the concept of the pupil as the passive recipient, the sponge soaking up information in preparation of adult life, was abandoned. The broader concept of education as an integral part of the life process, of learning by doing through creative participation, slowly replaced the old accepted theory."<sup>12</sup> In subsequent decades, these evolving philosophies would also shift ideas about school plant design.

### EFFECTS ON SCHOOL BUILDINGS AND CAMPUSES

It took time for school plant design to catch up with evolving educational methods. As noted Connecticut school architect Warren Richards Briggs (1850–1933) argued in 1906, “no one will deny [that] the public system of education has been carried in our country during the last half century to a degree of perfection heretofore unknown to any country of the world.” Yet, he wrote, “can it be said, however, with equal assurance that our school buildings have kept pace with our educational systems? Are they as complete in their design and construction as the educational system in its plan and equipment?”<sup>13</sup>

Among architects and educators it was widely recognized that reform and standardization were needed. During the late nineteenth century, especially in urban schools, systems for sanitation and safety “were less than ideal and varied considerably from location to location, with little in the way of regulatory oversight.”<sup>14</sup> This area was the first to be widely studied and significantly changed during this time, as many resources were devoted to developing and improving health and safety standards and systems.<sup>15</sup>

In Briggs’s 1906 book, *Modern American School Buildings*, the architect contributed one of many guides available for standardized schools. The scale of Briggs’s schools remained imposing and monumental, with the entire school contained within a single, multistory building. But the new standardized schools offered the best building infrastructure available at the time, with improved heating, ventilation, and sanitation systems, as well as recommendations for the ideal size and configuration for windows, doors, emergency exits, and other features.

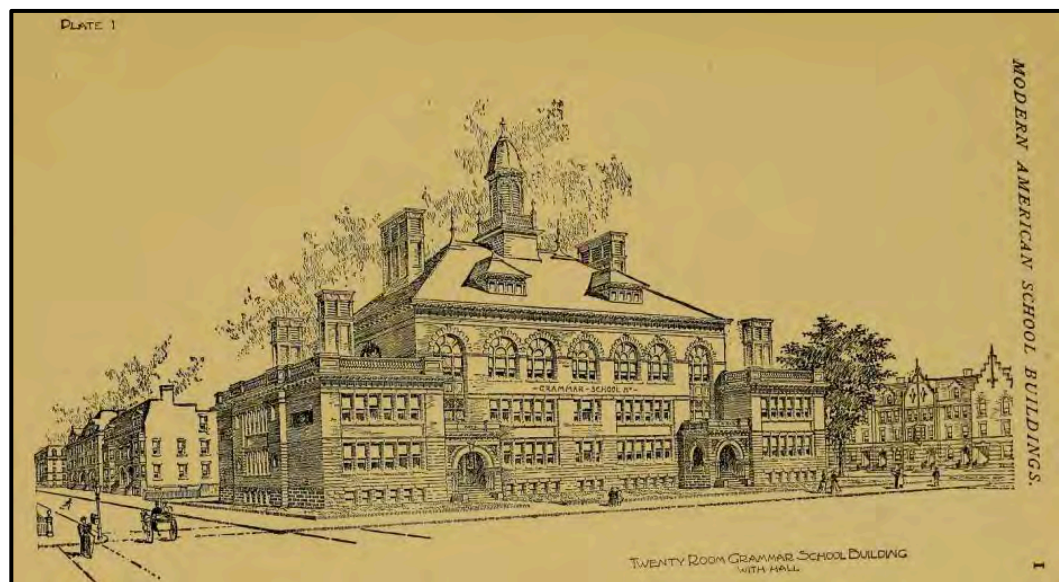


Figure 34. The “Modern American School,” as of 1906, a 20-room elementary school. Source: Briggs, 1906.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

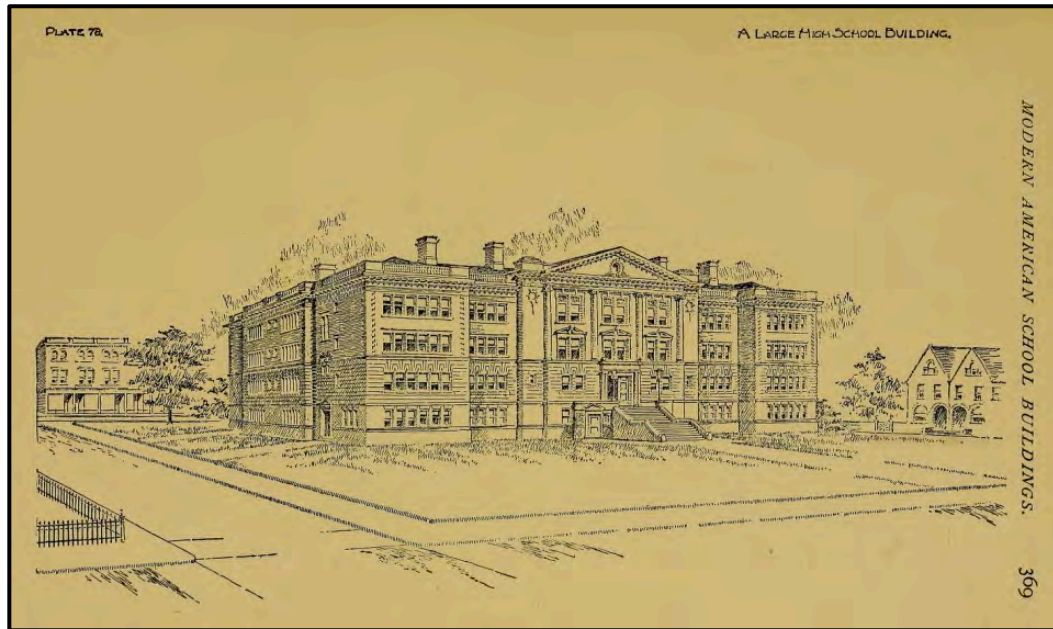


Figure 35. From *The Modern American School*, 1906. One of many available reference guides for standardized school construction. Illustration shows sketch for a four-story, neo-classical "Large High-School Building." Source: Briggs, 1906.

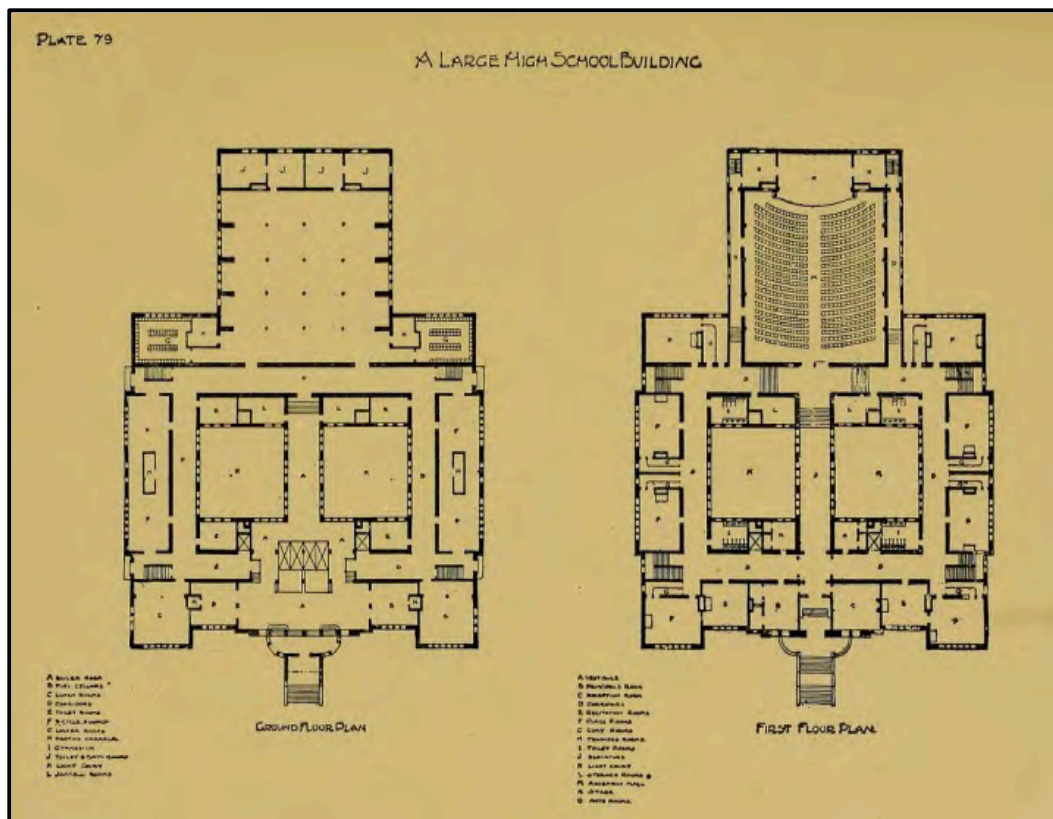


Figure 36. From *The Modern American School*, 1906. Plan for first two stories of neo-classical "Large High-School Building." Source: Briggs, 1906.





*Figure 37. Original Manual Arts High School (1910), shown in circa 1925 aerial photograph; demolished and rebuilt following the 1933 Long Beach Earthquake. Source: LAPL Photo Collection.*

In the early twentieth century, the movement to standardize and improve schools gained momentum and took off in earnest. American school architecture “advanced from the low point of complete neglect to a high point of monumentalism. School buildings changed from small, shabby units to large, beautiful edifices, glorifying the people’s devotion to education.”<sup>16</sup> Education-related organizations and trade publications around the country helped forward the cause. Overall, urban school plants still tended to be imposing “big-block” institutions “designed to house as many students as possible.”<sup>17</sup>

But the seed had been planted among a national network of educators and administrators that the classroom should be a comfortable, safe place. Advances in health and hygiene research translated into changes in school plant design. By the end of the nineteenth century, for example, a better understanding of ventilation and disease prevention, in particular for tuberculosis, affected approaches to fenestration and building siting and led to an increasing emphasis on cross-ventilation. Overall, the issue of how to design the most healthy and efficient school remained the topic of intense study and debate, as these ideas continued to evolve through the first quarter of the twentieth century.

### **LOS ANGELES CITY SCHOOL DISTRICTS | DEVELOPMENTS AND CONTEXT**

As elsewhere, the earliest schools in Los Angeles were utilitarian and vernacular in style, constructed to serve newly established communities emerging throughout the region during this time. Early schools were generally wood framed and sheathed, with a simple communal room or two serving all of the school’s needs. The late nineteenth century was the era that “introduced the bell tower as a signature element of a school building, perhaps modeling school buildings on early churches.”<sup>18</sup> Three late-nineteenth-century school buildings survive in Los Angeles.

As school buildings turned from vernacular, domestic-scaled forms to more monumental statements of civic pride, the model became Beaux-Arts Academic Classicism: “The Classical Revival was especially favored, and impressive porticos of colossal columns



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

proclaimed the importance attached to education.”<sup>19</sup> School buildings came to resemble grand civic buildings, with monumental scale, classical styling, symmetrical design composition, and a rational program. Spanning the nineteenth and twentieth centuries, this era brought improved technologies and industrial-strength materials, allowing buildings to rise to two or three stories in height. Most of these buildings were unreinforced masonry construction—more fireproof, but also more vulnerable to earthquakes—and many of these schools were destroyed or damaged beyond repair by the 1933 Long Beach earthquake.

## ***Formation of the Los Angeles City School Districts***

In 1872, little more than two decades after California’s entry to the United States, the Los Angeles City School District was founded. The timing of the district’s establishment was tied to state legislation requiring, among other things, that each city in California create a board of education. In 1879, amendments to the state constitution gave cities the authority to establish school curricula and methods, and Los Angeles educators set to the task of developing a program of study for their new district. Curricular improvements and reform in Los Angeles, as elsewhere, remained the topics of ongoing debate and refinement throughout the late nineteenth century and into the twentieth.



Figure 38. Central School (1873) at Temple and Broadway Streets in downtown Los Angeles, 1931 photo (demolished). Source: USC Digital Archive.

As the new district was launched, two schools were constructed in the early 1870s. One of these was the wood-framed Central School, located at Temple and Broadway Streets (then Fort Street) in downtown Los Angeles. Constructed in 1873 for \$25,000, Central School became home to the county’s first high school, which occupied four rooms of the two-story building.

In a 1936 series of articles exploring “landmarks almost forgotten in the march of progress,” the *Los Angeles Times* recalled that when the school was constructed, it was “so big and grand that they came from miles around to see it, quite the finest school south of San Francisco. Its lines were classic, and it had a cupola with a clock in it. ... The teachers like the wide corridors and generous windows and the transoms over the doors. The earthquake, which did so much damage to newer school buildings, didn’t harm the [Central] school in the least.”<sup>20</sup> In 1882, Los Angeles’s first teaching college, the State Normal School, was constructed downtown near the present-day site of the Los Angeles Public Library.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## ***Early Currents of Change***

One shift during this period was a growing sense that public education and schools should be a community affair, with a mission to serve the needs of the population. One example of this is seen in a citywide poll launched in 1900 by the Los Angeles Board of Education. With an extended list of questions, the poll was distributed to all city residents in order to solicit input on district curricula and teaching methods. The stated goal of the board in creating the survey was to initiate “the freest and most open discussion of public school work by all interested.”<sup>21</sup> All citizens of Los Angeles were asked to offer opinions on the subjects taught at all grade levels, with a particular amount of attention going toward the newly established kindergarten program, as well as the amount of homework assigned and classroom conditions. After surveys were distributed throughout the city, results were tallied and discussed at a public meeting, in what would ultimately become an ongoing effort to solicit community input.

Similarly, in this era, a range of special-needs schools were established, including facilities for the deaf, blind, physically disabled, or cognitively impaired; special facilities were also provided for children suffering from tuberculosis. In addition, vocational schools with more hands-on, skills-related curricula were established in these early years. The 1904 Polytechnic High School was one example of this initiative.

## ***The Boom of the 1880s and Los Angeles City Schools***

In the 1880s, as has been well documented, Los Angeles experienced a significant population boom. One factor fueling this expansion was a speculative land rush, fueled by the completion of the transcontinental railroad and price wars between competing railway lines. The “boom of the 1880s” brought prosperity and development throughout Southern



Figure 39. Los Angeles's first teaching college, State Normal School (1882), downtown Los Angeles, in a circa 1900 photo. In the 1920s, this site became the location for the Los Angeles Public Library. Source: LAPL Photo Collection.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

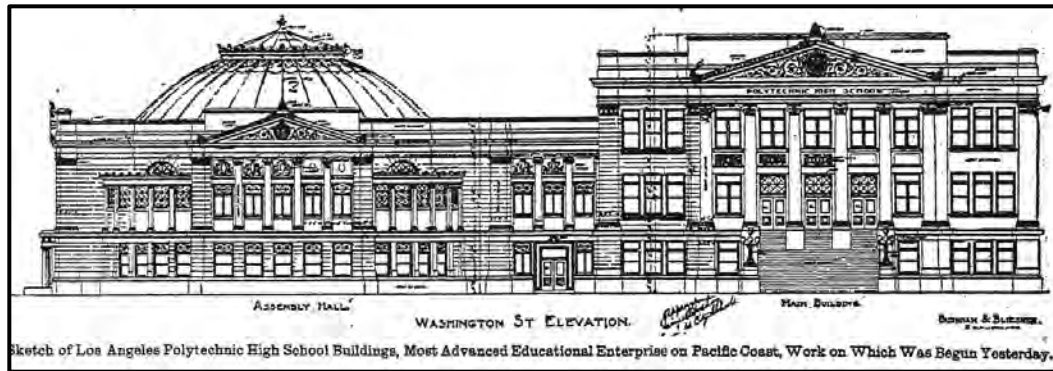


Figure 40. Elevation sketch of Los Angeles Polytechnic High School (1904), by Los Angeles architects Burnham & Bliesser. Source: Los Angeles Times, July 9, 1904.

California (though the boom had collapsed by 1890). Between 1880 and 1900, the population of Los Angeles expanded tenfold, growing from 10,000 to more than 100,000. In another decade, these numbers would triple, expanding to nearly 320,000 by 1910, greatly testing the capacity of the fledgling school district and board.

Although the district carried out an extensive building campaign during its first decade, keeping pace with population growth was a constant struggle. The city's schools quickly became overcrowded. As of 1874, the Los Angeles Board of Education recorded a total of six schools with nearly 900 students in the district. Within one decade, by 1884, the number of students within the district had nearly quadrupled, expanding to almost 3,500. By 1890, the Los Angeles Board of Education operated a total of 178 classrooms, which, in the spirit of the times, were classified not in terms of grade level but according to classroom capacity to house students.<sup>22</sup>

Rapid population growth produced multiple problems for the fledgling Los Angeles Board of Education and school districts. Among them, according to the board's 1884 annual report, were a lack of scholastic uniformity among schools; significant gaps in the educational levels of pupils; crowded classrooms, which necessitated turning students away; and poor financial support. In addition, board president Frank A. Gibson "bemoaned" a governing structure by which state boards of education lacked the authority to issue bonds for school-building campaigns.<sup>23</sup> Within five years of the publication of this annual report, state policy changed. Cities were given the authority to issue bonds for municipal projects and improvements, including school construction. In



Figure 41. Neo-Classical Los Angeles Polytechnic High School (1904), Burnham & Bliesser (demolished). Source: LAPL Photo Collection.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 42. Grand, neo-classical high school beyond the city core: San Fernando Union High School (circa 1900), shown in a circa 1900 image (original location unknown). Source: USC Digital Archive.

1899, the City of Los Angeles sold bonds amounting to \$200,000, generating proceeds for a turn-of-the-century building campaign for new schools.<sup>24</sup>

The funding provided through the bond measure temporarily helped ease overcrowding. However, the respite was short-lived. The board and district struggled to accommodate ever-expanding enrollment figures. Reflecting on the school year 1892–1893, the superintendent of the Los Angeles Board of

Education wrote, “There seems to be no way to get entirely rid of these half-day schools in our rapidly and continuously growing city.”<sup>25</sup> In the 1900s, this problem remained an issue, with rapidly increasing enrollment each year. Indeed, overcrowding continued to represent one of the most pressing challenges facing Los Angeles school districts throughout this era (and throughout the twentieth century).

## ***Civic Pride and the Turn-of-the-Century School***

On the city periphery, as undeveloped lands slowly gave way to residential and farming communities, utilitarian wood-framed schoolhouses continued to serve the needs of new communities. But in the city core, grand new schools reflected the city’s economic and institutional success. In its first few decades, the district added many monumental large-scale schools. Designed by the city’s nascent field of architects, the buildings were generally self-contained, multistory buildings exhibiting the palette of styles popular in the era, including late Victorian, Romanesque, Classical Revival, and Beaux-Arts styles. The district’s educational facilities and slowly modernizing methods mirrored Los Angeles’s transformation from an outpost of 10,000 in 1880 to a metropolis of nearly 320,000 by 1910.<sup>26</sup> Of the district’s rapid growth, the *Los Angeles Times* noted in 1898 that

while it is altogether unnecessary to draw comparisons, it may be said that there is no other city in the United States that can show a proportionately great increase in school population. To say that Los Angeles is proud of her school record and of the large and well-appointed buildings erected for the education of her children is but to repeat that which the parents of the children well know and appreciate. No expense has been spared in providing every modern acquirement.<sup>27</sup>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 43. and 44. A rare remnant of the neo-classical era in school design: San Fernando Middle School, Auditorium, John C. Austin, architect (1916). Source: Heumann & Associates and SAIC for LAUSD.

On January 1, 1898, the *Los Angeles Times* took stock of a decade of expansion of the city's public schools, which by then included 57 facilities with nearly 400 classrooms, estimated in value at \$1.25 million. The new, progressive tone was evident in the article. "Play is the business of childhood," the reporter wrote, so the new kindergarten facility is "the playschool for the little ones," with a day filled with varied arts and crafts activities. "By those simple methods, which afford an amusement rather than a task, the mind of the child is set in motion."<sup>28</sup>

The monumentality and beauty of the city's public schools were also celebrated as forwarding the cause of education. The fine buildings, along with updated classroom activities and subjects, would inspire the older pupil to attend school rather than "lie awake all night scheming how he might play hookey all next day." "How different it all is from days gone by," the reporter concluded wistfully.<sup>29</sup>

In this way, for Los Angeles, providing the most modern, up-to-date curricula and facilities became important symbols of the city's growth, economic success, and stature as an urban center worthy of comparison to San Francisco, its well-established rival to the north. With the 1908 groundbreaking for the Los Angeles Aqueduct, and the subsequent wave of land annexations to the city, the area covered by the Los Angeles City School Districts would expand even more in the 1910s and into the 1920s, bringing new challenges for the city's school districts.



Figure 45. 10th Street Elementary School, 10th St. and Olympic Blvd., Los Angeles, in 1926 photo. The oldest extant building on campus is the Administration Building, constructed in 1922. Source: LAPL Photo Collection.

## B. PROGRESSIVE EDUCATION MOVEMENT: STANDARDIZATION AND EXPANSION, 1910 TO 1933

“One of the important functions of school architecture is to sell education to the public. This is accomplished by making attractive that side of education the public sees most.”

—John J. Donovan, *School Architecture: Principles and Practices*, 1921

### NATIONAL CONTEXT | DEVELOPMENTS

Throughout the early part of the twentieth century, Progressive Era reform inspired a broad restructuring of educational methods and curricula in the United States. Reform was guided by the theories of educators and philosophers such as John Dewey (1859–1952) of the Columbia University Teachers College. Dissatisfied with authoritarian teaching methods emphasizing passivity and rote learning—and factory-like schools—Dewey and others argued that a student’s natural curiosity and real-life needs should shape the classroom environment and curriculum. Dewey and the Progressive Education Movement stressed “learning both abstract concepts and real skills through projects ... children should move freely through classrooms, use materials other than textbooks ... explore the physical world through hands-on projects.”<sup>30</sup>

By the 1910s, the Progressive Education Movement had gained momentum. Educators and administrators interested in reform advocated for more hands-on, child-centered methods and curricula. Key to this movement was the notion that the classroom should flex to the needs of each student. Anthropologist William Henry Holmes (1846–1933) thus noted the change in 1912: “Within the past few years we have been coming to measure education by a new standard, the standard of individual achievement. This means that we have begun to differentiate the abilities of children ... not in terms of a general standard, but in terms of what each individual is able to do within the range of his own ability.”<sup>31</sup> This new standard brought changes to classroom dynamics, school structures, and to schools themselves.



Figure 46. Los Angeles High School (1917), in 1925 photo. Although the school still occupies this site, at 4600 W. Olympic Boulevard in Central Los Angeles, this building is no longer extant; most of the existing campus core was constructed between 1964 and 1978. Source: LAPL Photo Collection.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 47. Lincoln High School (1918), northeast Los Angeles, shown here in circa 1925 photo. After sustaining significant damage during the 1933 Long Beach Earthquake, the school was reconstructed beginning in 1936/1937. Source: LAPL Photo Collection.

The 1910s in Los Angeles also brought a number of developments that ultimately affected public schools. In addition to the 1913 opening of the Los Angeles Aqueduct, the film industry settled in the Los Angeles area during this time, and its economic strength drew new residents. Also in the early 1910s, the region's first collegiate school of architecture was taking shape at USC. By 1925, USC began conferring the region's only professional degree in architecture.<sup>32</sup> This helped establish the city's architectural profession and culture by training architects and attracting faculty throughout the country.

During this period, the role of the public school also changed, with a greater focus on serving community needs. An expansion of specialized programs and facilities served new groups, including working teenagers and adults. The school plant itself also took on a greater role as a community-gathering place, with auditoriums, outdoor spaces, and public rooms sited and designed to double as gathering areas. Artfully designed and landscaped approaches and entrances to schools represented an acknowledgment of this change and the need for positive relations with the community. Summing up the changes to educational philosophy in the early twentieth century, W. H. Crocker (1861–1937), editor of *The American Architect*, wrote,

During the past quarter century, each succeeding year has witnessed the broadening development of public education. The relation of the school to the community has radically changed. Systems of education have been evolved as the result of the careful observation of those engaged in pedagogy, and these systems have become broadened and extended. ... With this evolution and extension of educational methods it was logical to assume that the modern schoolhouse would keep pace in its designing and planning.<sup>33</sup>

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 48. and 49. Civic pride and the monumental public school. On the left: Historic postcard of Union High School (1910), later Hollywood High, Hollywood. Source: LAPL Photo Collection. On the right: Union High School in a circa 1915 photo. Located at 1521 N. Highland Avenue, the building is extant but significantly altered; it is currently in use as the Hollywood High School Museum. Source: LAPL Photo Collection.

In fact, modern schoolhouse design was initially slower to keep up with the times. But by the early 1920s, the Progressive Education Movement had brought significant changes to two main realms: first, teaching methods and curricula became more hands-on and individualized, less rigid and authoritarian; and second, environments for learning were transformed to facilitate these new ideas. As architectural historian Amy Ogata wrote, “Historians of education are still divided on the real impact of progressivism on American education, but its effect on the *architectural* discourse was profound and enduring.”<sup>34</sup>

## EFFECT ON SCHOOL BUILDINGS AND CAMPUSES

Educational philosophies and methods—and eventually schools themselves—changed substantially during this period. For their communities, school plants remained important symbols of civic identity and pride. The buildings were increasingly functional, but the wish to create beautiful temples to learning, reflecting the community’s aspirations for itself and its youth, remained strong: “There is nothing more impressive or hopeful in American democracy than the devotion of the people to education. ... Unconsciously the spirit has been to represent truly this national devotion to education in the architecture of public schools.”<sup>35</sup>

As architects and designers began experimenting with the new ideas of this period, school plants became “more flexible and adaptable, and more accommodating of the new methods of teaching.”<sup>36</sup> The keys became functionality, adaptability, and programmatic differentiation of buildings and spaces, for interiors and for the site overall. The increasing emphasis on natural light and fresh air brought the incorporation of bays of windows, which would march across the building elevations and span each floor of classroom wings.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 50. Southern Californian flavor of Allison & Allison's Grammar School No. 2, Glendora, California. Source: Donovan, 1921.

With a growing network of education-related organizations and publications, the push for modernization was a shared project for architects and educators around the United States. One of the era's most defining documents in this respect—one that became a standard office reference for architects—was John J. Donovan's 1921 *School Architecture: Principles and Practices*. Encyclopedic in scope, Donovan's volume offered a richly illustrated guide with the latest ideas in everything from construction to costs, campus planning and landscape development, to each feature of a modern school plant, whether vocational, elementary, junior, or high school. A wealth of drawings and floor plans illustrated the ideas described by Donovan and other school architects in the volume. In 1954, renowned school architect William Wayne Caudill referred to Donovan's book as "the 'bible'": "Any account of the architectural development of school buildings in the United States certainly would not be complete without a statement concerning the writings of Donovan."<sup>37</sup>

## **John J. Donovan's School Architecture: Principles and Practices**

A native of Massachusetts and alumni of the Massachusetts Institute of Technology, John J. Donovan (1876–1949) moved to Oakland, California, in 1911 to supervise the construction of Oakland City Hall. Donovan resided and practiced in Oakland for the rest of his career, completing many high-profile commissions including libraries, schools, and infrastructure projects. Although he lived and practiced in Northern California, Donovan's book became a standard reference throughout the United States.

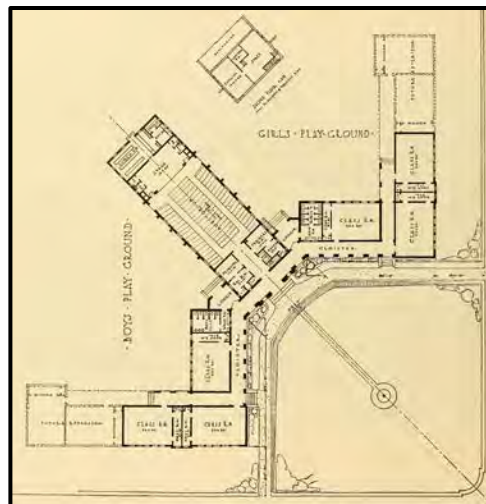


Figure 51. Open-air plan, Allison & Allison's Grammar School No. 2. Source: Donovan, 1921.



Figure 52. Open-air classrooms in northern and southern California. On left, Leland Stanford Jr. University Elementary School, Palo Alto, California. On right, Francis W. Parker Elementary School, San Diego, California. Source: Donovan, 1921.

### ***Shift away from Monumental Scale and Beaux-Arts Classicism***

Donovan documented and proposed examples of how to plan for the new school. In terms of scale, the schools were less monumental, less imposing. For primary grades especially, Donovan wrote, “Vainglorious attempts to build monumentally are fatal to both child and adult, for instead of attracting the child’s interest they are most likely to repel and make fearful.” Rather, he continued, “the architecture of the elementary school should be symbolic of quiet simplicity, expressing in permanent materials much the same charm that the little child has for those who appreciate and love children.”<sup>38</sup>

Stylistically as well, from the 1910s through the 1920s, there was a move away from Beaux-Arts Classicism and Classical Revival styles toward the period-eclectic styles commonly used in domestic architecture. The significant innovations and departures from earlier eras were in building plan, layout, and interior program. Using a range of national examples, Donovan’s illustrations and narrative showed a new approach to school design that was focused on artful, functional site planning, and coordination of campus buildings.

During this time in Southern California, as in many other parts of the region, architecture was entering a golden age. Responding to the boom in construction, architects and designers were both meeting and fueling demand for the menu of period-eclectic styles popular at the time. In Southern California, architects drew on the heritage of the region, including the Arts and Crafts movement and Spanish Colonial past, to forge a unique architectural identity.

### ***Importance of Indoor-Outdoor Integration***

One of the most significant shifts during this era was the emphasis on outdoor spaces in schools. In 1910, in another guide for designing “modern” schoolhouses, architect Alfred D. Hamlin observed that “however perfect the heating and ventilating plant, and however faultless its operation, let it be clearly understood and always remembered that no artificial

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HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 53. A lack of monumentality, low scale, and U-shaped plan characterize John J. Donovan's Stanford University Elementary School, Palo Alto, California. Source: Donovan, 1921.

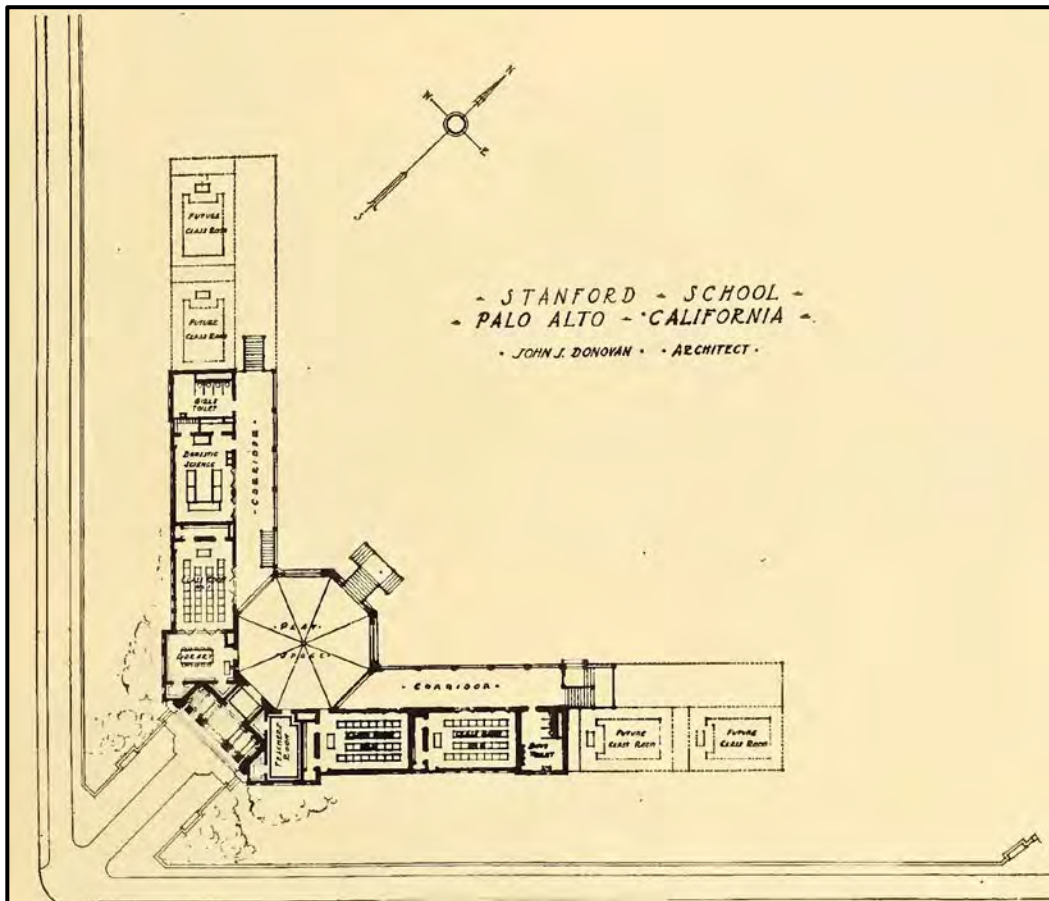


Figure 54. U-shaped campus plan, Stanford University Elementary School, Palo Alto, California. The plan allows for easy indoor-outdoor spaces as well as expansion as the school grows. The locations for four "future class rooms" are sketched in at each end of the plan. Source: Donovan, 1921.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

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heating and ventilation can ever take the place of fresh outdoor air and sunshine.”<sup>39</sup> Rapid urbanization throughout the United States brought increased acknowledgment of the need for and benefits of outdoor activities. During this era, Hille wrote, “Connections to the out-of-doors were important for reasons of health and hygiene, providing access to natural light, fresh air, and exercise, and places for new kinds of learning activities.”<sup>40</sup>

These ideas translated into clear changes in school design. Plans became “more open and interconnected, with more transparency and spatial complexity—both inside and out.”<sup>41</sup> Schools capturing these ideas in particular abounded in Donovan’s book. Simple changes to the traditional big-block school, such as adding adjacent or parallel wings, created numerous possibilities for outdoor spaces. The school branched out and turned in on itself, with building plans including elongated L shapes, T shapes, H shapes, or U shapes, all of which spread out the interior program and opened up possibilities for courtyard spaces and interconnections.

Many of the examples Donovan used to illustrate the latest ideas were drawn from Northern and Southern California. As Donovan said of these Californian schools, “Elevating the building and spreading its area over more ground brought forth many interesting developments in plan of single units and groups of units which of course led to delightful exterior compositions of the modified Romanesque, Spanish, Italian, English, and modern Renaissance. Thus it is that the school architecture of California has found a permanent spot in the sun.”<sup>42</sup>

In this respect, California led the way. With its relatively mild climate—not to mention rapidly growing population, need for new schools, and room to grow—Southern California in particular was an early proving ground for the open-air campus and school. (For the region’s residential architecture as well, outdoor living came to exemplify the good life and contemporary design in the “Californian” mode, a label that itself was becoming a marker for the latest ideas.)

This was an idea promoted by the Los Angeles school district officials as well. In 1911, M. C. Bettinger, assistant superintendent of the Los Angeles City School District, told the *Los Angeles Times* that in the city’s schools “the custom of studying and even reciting out of doors is growing. The children take their books and go out under the trees, sit on the benches or the ground.”<sup>43</sup> Bettinger said, “In my district I heartily encourage this custom.” He evoked the language of reform when he declared that outdoor study provided a means of “getting away from the factory system of education. ... This is especially desirable in the lower grades, when the children grow restless, and look longingly out toward the fields and the hills.”<sup>44</sup>



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Figure 55. One-story scale and E-shaped plan of Fishburn Avenue Elementary School (1923), extant in Maywood, south of Los Angeles, shown here in 1927 aerial photo. Source: LAPL Photo Collection.



Figure 56. The grand approach, unified campus plan, and H-shaped building of John C. Fremont High School (1924), shown in 1932 aerial photo. Located in south Los Angeles, limited portions of the original campus are extant. Note series of window bays on each floor, letting in natural light and fresh air. Source: LAPL Photo Collection.

### ***Site Planning and Layout***

Unified site planning, the incorporation of landscape architecture, and a spread-out campus became increasingly important in this era. These qualities enhanced patterns of circulation, created more outdoor gathering spaces, and built connections between campus buildings based on use. Spreading out the plan, Donovan wrote, created “many opportunities for pleasing courts, and approaches, at the same time furnishing to the plan spaces for lawns, shrubs, trees.”<sup>45</sup>

Because of the acreage requirements for an extended campus plan, though, such schools were often added on the city periphery. Donovan wrote, “The trend of the times is to locate secondary schools in sparsely settled sections of the cities where the buildings may be spread out and their height reduced. This is desirable, as it means better lighting, better natural ventilation, fewer fire hazards.”<sup>46</sup> This was the case in Southern California as well, with many examples of open-air campuses located in what were, at the time, the expanding suburbs beyond the city core. This trend in campus planning also made school plant design, planning, and construction an interdisciplinary project, involving teams of architects, landscape designers, and school facilities personnel.

Buildings were designed with generous setbacks, taking into account adjacent traffic to ensure that classrooms were adequately buffered from street noise. More comprehensive site planning also allowed architects and school planners to think ahead to future expansion needs, in terms of both individual buildings that could be expanded and buildings and structures that might be added.



*Figure 57. Garfield High School (1925), in 1929 photo. While the campus still occupies this site, very little of the original campus appears intact. Note semicircular driveway and approach to school, generous setback, use of landscaping, and unified campus plan. Expanses of window bays span each elevation. Source: LAPL Photo Collection.*

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*Figure 58. Expansive site plan of Hyde Park Elementary School (1923), south Los Angeles, shown in 1927 aerial photo. The site is still occupied by a school (LAUSD's Young Empowered Scholars Academy), though little of the original campus appears extant. Source: LAPL Photo Collection.*

The notion of campus planning was becoming more important as well, especially for upper grades. High schools were expected to be “about double the size” of junior highs, with the “character of the college campus”: “The day has arrived when high schools are being planned as groups of buildings, not more than two or three stories high, with the different departments in separate buildings connected by open or inclosed arcades or wings.”<sup>47</sup> This trend was best suited to expansive lots, though, rather than dense urban environments. For urban schools without much acreage to work with, multiple stories were often necessary, with classrooms organized in blocks with adjacent wings and double-loaded corridors. Although Donovan conceded that in the “larger cities, due to the cost of land, it may be necessary to have the high school under one roof,” his book illustrated how variations in plans and programs still created opportunities for visual interest and outdoor spaces.

In addition to limited acreage, limited funding played a role in determining how far a campus could spread out across a site. Resources were not always available to design and construct an entire campus. In the Los Angeles city school districts in this period, buildings would be added as enrollment increased, usually starting with the administration building—usually the flagship building of the campus—and classroom wings, then eventually including additional classrooms, a cafeteria, and a gymnasium, depending on the grade level of the school. Purposeful site planning also allowed architects to factor into their designs the patterns of the sun and interior illumination, in order to make the best of natural light in the classroom.

According to Donovan, as of 1921, the finer points of building siting, orientation, and interior lighting had been “carefully documented and thoroughly understood by architects at the time.”<sup>48</sup> Conventional wisdom held that window areas should equal approximately 40 to 50 percent of the total wall area of the room’s longest side. Windows would extend up to 6 inches from the ceiling, to maximize light. In this way, the repetitive bays of windows, on

each floor with classroom space, became one of the trademark features of 1920s schools in particular. Views out the windows were also considered important, because students should have the chance to look out the window and “rest their eyes at times.”<sup>49</sup> Ceilings also tended to be high, ranging typically from 12 to 15 feet, “a minimum standard that in many places was regulated by building codes.”<sup>50</sup> High ceilings helped with ventilation and accommodated tall windows, which provided the main light source until the advent of fluorescent lighting in the 1930s.

### LOS ANGELES CITY SCHOOL DISTRICTS | DEVELOPMENTS AND CONTEXT

#### ***Building Program***

During this time in Southern California, the boom in construction and resources brought a golden age for period-revival architecture. Buildings reflected a wide palette of styles and stylistic hybrids; schools exhibited the ornamental programs of Romanesque, Italian Renaissance, Spanish Colonial, and Collegiate Gothic Revival styles. In terms of materials, schools during this period were generally, though not always, of masonry construction. Brick was a popular structural and decorative cladding material, as were hollow clay tile and concrete, the latter often manipulated to resemble stone or other materials.

While the 1920s boom provided opportunities to test new ideas, the era remained transitional, with some new construction showing the new lower massing and open site plans recommended by Donovan, and some schools still adopting a more monumental decorative program and higher massing. As elsewhere, the most common building plan types during this period were increasingly rectilinear with perpendicular wings in T, H, and U shapes, providing areas for courtyards and outdoor spaces. Ordinarily the interior would consist of classrooms lining a double-loaded corridor.



*Figure 59. Craftsman-style Morningside Elementary School (1915), George Lindsey, architect. Morningside Elementary remains LAUSD's oldest school building still serving its original purpose. Source: LAUSD.*



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Figure 60. John Burroughs Middle School (1922), central Los Angeles, shown in 1926 aerial photo. This school is extant and shown in the illustration below. Source: LAPL Photo Collection.



Figure 61. John Burroughs Middle School, central Los Angeles, in recent aerial photo. Source: LAUSD John Burroughs Middle School Pre-Planning Survey, 2011.



Figure 62. John Burroughs Middle School (1922). This Renaissance Revival–style school is one of the most intact 1920s schools in the district. Source: LAUSD John Burroughs Middle School Pre-Planning Survey, 2011.

Construction generally unfolded in phases as school enrollment grew. Between the mid-1910s and 1930, elementary schools, for example, were typically constructed in three stages. The first stage usually brought an administrative office, the flagship building of the school, as well as a kindergarten and a nine-classroom wing. The second stage took place once enrollment reached 400, with the addition of more classrooms, facilities for home economics and manual education, and a cafeteria. When enrollment reached 900, the third stage took place, which usually brought a new auditorium, classrooms, or other service rooms as needed. Kindergartens tended to be self-contained and separate from other classes. Gymnasiums, shops, and specialized facilities for home economics, wood shop, and other coursework were also added for junior high and high schools.

During this era, newspapers of the day reflected much civic pride in—and promotion of—the city’s new public schools. In 1914, when Los Angeles’s public schools were singled out as “models for the rest of the state” (in comparison with San Francisco’s schools, which were declared substandard), the bragging rights this conferred made news in the *Los Angeles Times*:

A city is known by the schools it keeps and nobody can ignore the fact that Los Angeles owes no small measure of her astonishing growth, her rapidly increasing wealth and commercial stranding, her desirable American population, to the acknowledged high efficiency of her public school system.<sup>51</sup>

Keeping up with ever-expanding enrollment figures remained a struggle, however. By the end of the 1910s, high enrollment and little funding for new facilities had again led to overcrowded classrooms and the need for half-day sessions. In April 1919, the Los Angeles Board of Education took temporary measures, building 30 bungalows to relieve the overcrowding, in advance of bond funding for a wider building campaign.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 63 and 64. Spread-out plan and Renaissance Revival style of University High School (1924), west Los Angeles. Source: LAUSD University High School Pre-Planning Survey, 2011.

The 1920s brought dramatic expansion in school construction. By 1927, \$60 million in bond issues had been sold for the construction of new schools, as well as additions to existing facilities. More than 200 permanent facilities were constructed in 6 years. As a reporter for the *Los Angeles Times* wrote in 1927,

Los Angeles is in many respects such a super city that it is difficult to write about her without using superlatives. In speaking of her public schools, however, one may be pardoned—especially an outsider—for according them high praise, since they are the product of teachers and officers who are laboring unselfishly for the public good.<sup>52</sup>

### ***Alfred S. Nibecker Jr. and the District Architecture and Building Department***

Guiding the Los Angeles school districts through rapid expansion in 1920s, disaster and depression during the 1930s, and the great postwar boom through the mid-1950s was district architect and business manager Alfred S. Nibecker, Jr. In the 1920s, Nibecker began private practice in Los Angeles; he joined the Los Angeles City Board of Education as an architect in 1926, where he remained until his retirement in 1955. In his three-decade career with the school district, Nibecker oversaw the construction of, and contributed designs to, hundreds of school plant projects. Many commissions were completed by the district's in-house staff, but many others were handled by a range of the region's best architects and builders, with an increasing number of firms specializing in school design. In addition to his work with the Los Angeles City school districts, Nibecker was a fellow of the American Institute of Architects and served on the National Committee on School House Construction, the National Advisory Council on School Building Problems, run under the auspices of the U.S. Department of the Interior, Office of Education. In 1955, Nibecker was made an honorary member of the Structural Engineers Association of Southern California, the association's highest award.

### ***Building Code Reform***

New building codes attempted to keep pace with the construction boom and ensure safety. In 1914, with the focus still on fire hazards, Los Angeles voters approved a law requiring the replacement of wood-framed schools with masonry structures. Of course, the vulnerability

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of masonry construction to earthquakes was not yet fully known. Therefore, most schools constructed in Los Angeles post-1914 utilized masonry construction, with brick construction used for a majority of the new schools.

In 1925, in response to the devastating Santa Barbara earthquake, the state adopted new building codes aimed at strengthening seismic safety. In 1927, the City of Los Angeles followed suit and revised its local building ordinance and added supplemental steps and requirements to ensure the structural stability of schools. Improvements included fire-resistant corridors, stairs, and exterior walls and reinforced concrete beams within floors and roofs. When the March 1933 Long Beach earthquake hit, schools built after 1927, under the new requirements, proved more resilient than those constructed before the laws took effect.

As before, the new schools of the district generated much civic pride, with newspapers of the day praising new campuses for their beauty and modern facilities. As *Los Angeles Times* reporter Neeta Marquis wrote in 1928, "Let us of Los Angeles who often grow depressed at times over the inadequacies of our city administration in other departments take heart of grace from the efficiency and stability of the factory which is turned out our citizens of tomorrow, our public schools."<sup>53</sup>

## ***The Roaring '20s and Enrollment Expansion***

The basic shift in philosophy coincided with the continuing, remarkable expansion of Los Angeles, not only in terms of population growth but also geographical range. In anticipation of the ample water supply promised by the Los Angeles Aqueduct, constructed between 1908 and 1913, Los Angeles experienced rapid population and land growth through annexation of neighboring cities. As of 1910, the population of the City of Los Angeles stood at 319,000, and the area served by the Los Angeles City School District spanned more than 85 square miles, with more than 46,500 students enrolled. Within just 6 years, by 1916, enrollment in the Los Angeles City School District had nearly doubled to more than 78,000 students, and the expanse of the district quadrupled, growing from 85 square miles



Figures 65 and 66. Vernon City Elementary School (1929), with Spanish Colonial Revival arcades moving school corridors outside. Source: LAUSD Vernon City Elementary School Pre-Planning Survey, 2011.



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Figure 67. One of Los Angeles's earliest middle schools, Lafayette Junior High School (1911), in 1925 photo. Located in southern downtown Los Angeles, the school closed in 1955 due to decreasing enrollment figures. Source: LAPL Photo Collection.



Figure 68. Winter 1933 class at Lafayette Junior High School. Source: LAPL Photo Collection.

to approximately 400.<sup>54</sup> Some areas annexed by the Los Angeles City School District already had schools to serve their own needs; more often, though, new schools were required. Between 1911 and 1915, a total of 22 schools had been annexed to the district, with an additional 31 elementary and high school buildings under construction.<sup>55</sup>

During the boom of the 1920s, Los Angeles film and aeronautics industries remained strong draws for new settlers. In one decade, between 1920 and 1930, Los Angeles's population doubled, climbing to 1.2 million, making the city the fifth largest in the United States. At a high point during the 1920s, new residential subdivisions were being established at the rate of 40 per week in the City of Los Angeles. By 1930, Los Angeles spanned 441 square miles.<sup>56</sup> This represented a twelvefold expansion in 30 years.

Concurrently, Los Angeles's public school enrollment grew nineteenfold during the 1920s. The construction boom in schools helped accommodate the enrollment increase, but the need for new schools and classrooms remained a constant issue. By 1933, the Los Angeles City School District included a student population of 300,000, attending 384 schools—293 of them elementary schools; 22 junior high schools; 32 senior high schools; and continuation, trade, and junior college facilities rounding out the remainder.<sup>57</sup>

## **Curriculum Shifts**

The Los Angeles City school districts followed the curriculum modernization and reform trends seen in the rest of the United States. By the early 1910s, the city's public schools had made a decisive move "away from the uniformity that was so much prized at the turn of the century. Diversification now marked the schools and the officials made that fact known."<sup>58</sup>

The heart of reform was designing curricula that flexed according to the students—their abilities, needs, psychological well-being, and their inherent curiosity and love of learning. For example, the new course of study in elementary schools was based on the idea that



Figure 69. Central Junior High School, as of circa 1925. Located in downtown Los Angeles on Hill Street, this school closed in 1946. Source: LAPL Photo Collection.

“individuals should progress in accordance with their individual capacities” and was organized in “large units with the activity approach emphasized throughout.”<sup>59</sup>

In 1911, Los Angeles established a new intermediate level for schools, launching the third junior high school system in the United States, behind Columbus, Ohio, and Berkeley, California. Vocational schools and junior colleges (as an extension of the high school curriculum) were also greatly expanded in this period.

### ***Social Responsiveness and a Broadened Mission for Public Schools***

In Los Angeles and elsewhere, this era saw a broadened role for public schools as community centers. Public education became more inclusive and socially responsive to underserved populations. During the first quarter of the twentieth century, a range of special-needs schools were established, including special facilities for the deaf, blind, physically disabled, or cognitively impaired; special facilities were also provided for children suffering from tuberculosis. National trends and legislation prompted the establishment of evening high schools, for adults seeking to broaden or finish their education; part-time high schools, to help meet the new requirement for working children between the ages of 14 and 18 to attend school part time; and vocational schools. Cafeterias and nurseries became part of schools—the first for nourishment, and the second to ensure that older children tasked with caring for younger siblings could attend school while their parents worked. Schools also offered assimilation and language programs for the city’s significant immigrant population.

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The first evening high school opened in 1907 in Los Angeles at the Polytechnic High School. Offered initially as a means for working adults to obtain a high school education or diploma, night schools blossomed in popularity; and by the post–World War I period, they served as informal community centers, with offerings expanding to include a variety of course offerings.

## ***Legislative Reform and Public Education***

The two other major changes to Los Angeles’s public schools were prompted by legislation at the state and federal level. Beginning in the early 1910s, legislation began emerging throughout the United States making part-time school compulsory for teenagers. The first such law was introduced in Wisconsin in 1911, with California following in 1919.

In 1913, a presidential commission was formed to assess the need for vocational training throughout the United States. One of the results of this commission was the 1917 Smith-Hughes Act, which, among other things, initiated new compulsory education requirements for school-aged children and provided federal funding for vocational schools and coursework, in particular in agriculture. In Los Angeles, specialized vocational training had been available as early as 1905, with Polytechnic High School. Throughout the early part of the twentieth century, technical schools offered specialized coursework, such as commercial courses at Polytechnic, industrial and household arts at the Manual Arts High Schools, and agriculture at Gardena High School.<sup>60</sup>

The state law that emerged from the Smith-Hughes Act required that all working children between the ages of 14 and 18 attend a minimum of 144 hours of class instruction per year.<sup>61</sup> In 1920, in response, Los Angeles public schools launched a program in part-time education, making use of “a large number of rented locations.”<sup>62</sup> In 1926, Los Angeles’s largest part-time high school—aptly named the Part-Time High School—became Metropolitan High School (located at 234 W. Venice Boulevard in Los Angeles, the campus became the Los Angeles Metropolitan Junior College in 1950).



*Figure 70. Frank Wiggins Trade School, circa 1925. Located in downtown Los Angeles on Olive Street, this school closed in 1951. Source: USC Digital Archive.*

The Frank Wiggins Trade School, the first of its kind in the district, was established in 1925 on Grand Avenue in downtown Los Angeles (though it was relocated in 1927 to South Olive Street). Named for the longtime secretary of the Los Angeles Chamber of Commerce, the Frank Wiggins Trade School provided a course of adult education in specific vocations and placement of students in the

# LOS ANGELES UNIFIED SCHOOL DISTRICT

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occupations for which they had been trained. Among its other curricula, the school offered the first professional culinary training program in the nation, an offshoot of the home economics program. The trade school evolved into the Los Angeles Trade-Technical College, still operational today as part of the nine campus, 882-square-mile Los Angeles Community College District.

The establishment of the District's first junior college in 1929 was represented as the crowning accomplishment of the administration then in office. The school district purchased the Vermont Avenue campus of the former State Normal School when it relocated to Westwood and established the Los Angeles Junior College, which was an immediate success. The curriculum constituted the freshman and sophomore years of college and included semiprofessional courses for students interested in a 2-year education, as well as certificate work for those planning to qualify for subsequent admission to a university.

Together with trade schools, junior colleges filled an important social need by supplying focused adult education and career training during the Depression years, and enrollment steadily increased as the war approached.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 71. Susan Miller Dorsey High School (1937), extant in mid-city Los Angeles near Baldwin Hills. The school's yearbook, "Circle," took its name from the innovative site plan and arc of outdoor corridors. Source: Circle, Dorsey High School Yearbook, 1942.

### C. ERA OF REFORM: GREAT DEPRESSION, EARTHQUAKE, AND EARLY EXPERIMENTS IN THE FUNCTIONALIST SCHOOL, 1933 TO 1945

“The old school was primarily designed to impress the adult and the new school primarily designed to impress and provide comfort to the pupil.”  
—William Wayne Caudill, *Better Design for Schools*, 1954

#### NATIONAL CONTEXT | DEVELOPMENTS

In the simple epigraph above, architect William Wayne Caudill (1914–1983) captured the evolving ideas about twentieth-century school design. Traditional schools had often been built as self-contained, monumental blocks, in Classical Revival and Beaux Arts–inspired styles designed to impart prestige. In the first quarter of the twentieth century, reformers started moving away from the multistory, block-style school in favor of a more flexible, program-differentiated school plant.

The reform movement was not concerned with bringing modernist style, per se, to school plant design. The real push was for a more “functional” school. If the function of a school was educating children—and if educational methods and curricula had improved and evolved—then school plant design had to evolve as well. Building plans, campuses, and interiors were increasingly designed to be more child-centered and flexible: “The broadening curriculum, the more active methods of learning, and emphasis upon doing and working with things rather than merely studying books—all have focused attention upon the importance of the physical environment.”<sup>63</sup>



Figure 72. Indoor-outdoor classroom, Corona Avenue Elementary School, Richard Neutra, 1935. Extant in Bell, California, south of Los Angeles. Source: USC Digital Archive.

Continuing the trend begun in the 1920s, integration of classrooms with the outdoors became one key factor for school plant improvement. The early-twentieth-century recognition of the importance of children’s playgrounds and an increasing emphasis on the benefits of outdoor living fueled this movement. Wrote Elizabeth Mock in 1943, “If we grant the importance of encouraging the child’s awareness of nature along with his sense of freedom, we can then understand the present tendency towards ground-level classrooms, each with its own door to the outside and its adjacent outdoor class area.”<sup>64</sup>

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Numerous proposals were forwarded for including more indoor-outdoor connections for classrooms and campuses, whether through the use of patios, courtyards, or playing fields. So central was the concern for outdoor classrooms and recreation that, by the 1930s, the

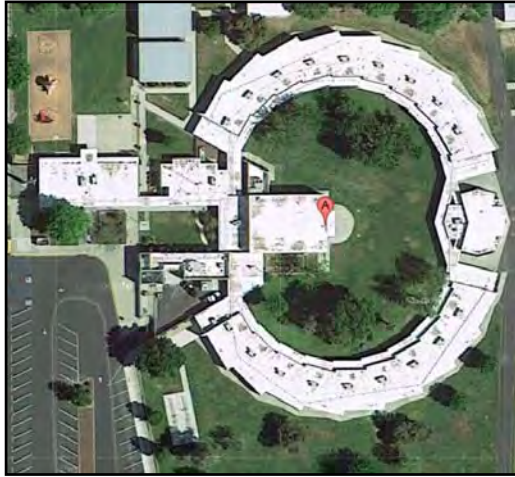


Figure 73. Richard J. Neutra School, Lemoore, California (Central Valley), 1960, based on Neutra's 1928 design. Source: Google Maps, 2013.

trend became known as the "open-air school" movement, with its emphasis on "air, light, outdoor learning, and easy circulation through the school buildings."<sup>65</sup> Site planning was also carried out with an eye toward environmental factors, such as sun patterns, interior cross-lighting, and ventilation. With its mild climate and room to grow, Southern California pioneered some of the nation's best and earliest examples of open-air schools in the 1930s.<sup>66</sup>

As in the 1920s, schools continued to play an increasingly important role as gathering places for the community. This was reflected in campus site planning, with auditoriums sited for public accessibility and separate entrances allowing for school-time access by the public that would not interrupt studies. Architects, designers, and school staff actively sought ways to adapt schools to this expanded function within the community, and innovations in this regard were amply noted in the education- and architecture-related trade magazines.

In the 1930s, an expanding field of research in the building sciences aided those tasked with designing comfortable classrooms for children. Controlling, designing for, and regulating the environmental conditions of classrooms became the topic of numerous studies, including in the science of proper lighting, ventilation, and safety systems (the field of acoustics came into play in the postwar period).

A new focus on defining and better understanding building typologies and their specific needs also grew out of this era, with the idea of creating better environments and lowering costs through standardization.<sup>67</sup>

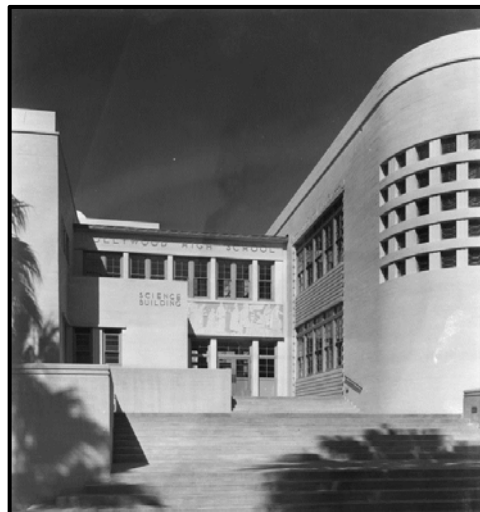


Figure 74. Hollywood High School, Marsh, Smith & Powell (1935), in 1939 photo. The school is still located in Hollywood on Sunset Boulevard and Highland Avenues. Source: LAPL Photo Collection.

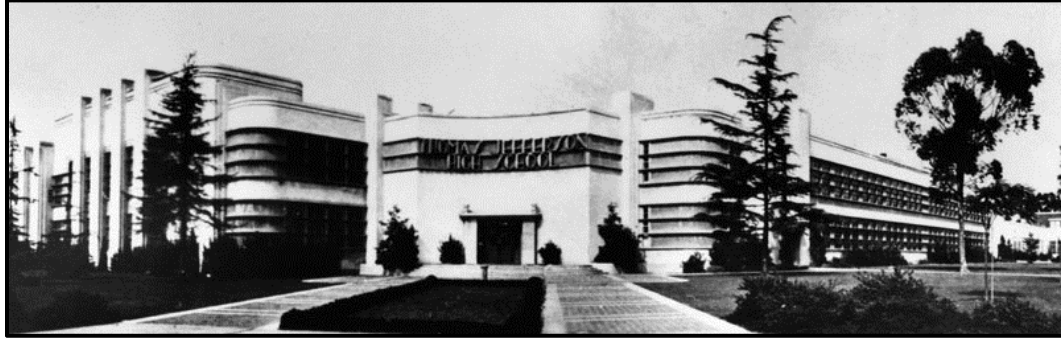


Figure 75. Thomas Jefferson High School, Stiles O. Clements, 1936 image. Extant in south Los Angeles, on East 41<sup>st</sup> Street. Source: LAPL Photo Collection.

By the mid-1930s, the advent of the New Deal and the PWA (later the Works Progress Administration) sponsored a generation of new building. Throughout the United States, PWA funding helped buoy school construction during the Great Depression, with approximately 70 percent of all new school construction in the 1930s funded through the agency.<sup>68</sup> In Southern California, following the 1933 Long Beach earthquake and the urgent need for new facilities (described in detail below), PWA funding for school construction and reconstruction totaled over \$13 million, a sum accounting for 62 percent of the spending overall.<sup>69</sup>

Throughout the United States, PWA buildings, including dozens of schools, became known for their distinctive Streamline Moderne styling. In Southern California, Streamline Moderne ideas were also applied to historic-eclectic styles that had been popular in the 1920s, creating new stylistic hybrids.

### EFFECTS ON SCHOOL BUILDINGS AND CAMPUSES

#### *The Functionalist, Modern Movement in School Design*

By the 1930s, progressive educational reform had brought major changes: teaching methods and materials were becoming more hands-on, practical, and engaged; and the environments for learning were themselves transformed to facilitate the new ideas. As architectural historian Amy Ogata wrote, “Historians of education are still divided on the real impact of progressivism on American education, but its effect on the architectural discourse was profound and enduring.”<sup>70</sup>

Compared with school buildings and campuses just a decade before, schools were increasingly nonmonumental in their scale, site plan, and design. One-story buildings were increasingly used for all grade levels, in particular for elementary schools. In a companion piece to the Museum of Modern Art exhibit *Modern Architecture for the Modern School*, Elizabeth Mock wrote in 1943 that “if the architect is guided primarily by his desire to create a building for children, the result will almost certainly be a one-story school, built as close to the ground as possible. This is the easiest way to open each room to the outside, and the easiest way to attain suitable scale.”<sup>71</sup>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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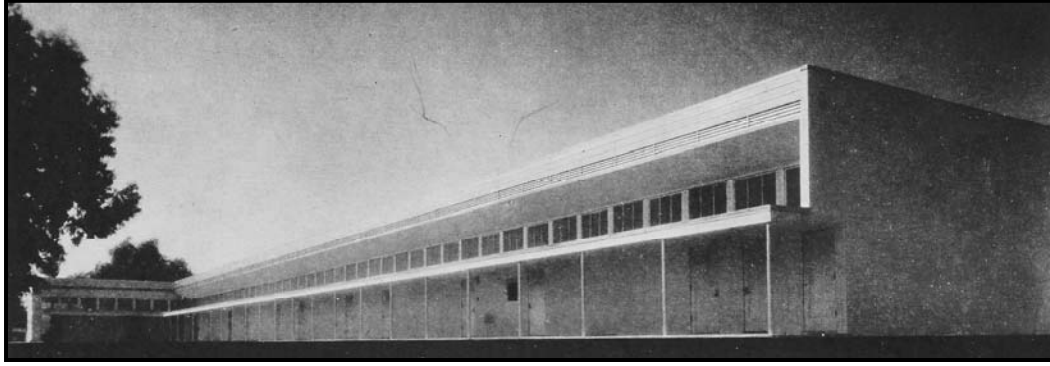


Figure 76. Richard Neutra's Corona Avenue Elementary School addition, 1934/1935. Extant in Bell, California, southeast of downtown Los Angeles. Source: *Built in USA*, 1944.

The emergence of modern architectural design provided a quantum leap forward for this new wave of reform. Modernism embraced honesty in structure and materials and a functional design driven not by a given style or ornamental program but by the building's purpose. By the postwar period, this debate had been settled, and modernism did become the preferred (though not exclusive) idiom for American school plants. But in the 1930s, this movement, which brought together ideas about educational reform, modern architecture, and research in building sciences, was just taking root.

## **William Edmond Lescaze**

One architect who actively advocated for a more modern, functional approach to school design in the 1930s was William Edmond Lescaze (1896–1969). Between 1929 and 1932, Lescaze, along with partner George Howe (1886–1955), designed one of the era's most significant modern buildings in the United States, the Philadelphia Savings Fund Society building, considered to be the country's first example of a skyscraper in the International Style.<sup>72</sup> In the mid-1930s, Lescaze published articles in architectural magazines as well as specialized education-related trade journals to argue for more functionalist, modern schools:

If buildings have an influence on us, should we not insist that our school buildings work well, and be good looking? Of course we should. But do they work well, and are they good looking? Alas, no! Most of the schools are massive, uninspiring, uninviting buildings. Pediments of limestone, a few columns and, when we can afford them, a tower or a cupola! Just as you may order lettuce salad with French dressing or mayonnaise, you may have a school building Gothic or Colonial!

There can be no school planning worthy of the name unless the functions of the building are clearly understood, clearly expressed: and that understanding, expressing clearly the functions of a building, has been achieved by all good architecture in the past, and is what modern architecture is today attempting to achieve.<sup>73</sup>



Figure 77. Corona Avenue Elementary School, 1935. Source: LAPL Photo Collection.



Figure 78. Same outdoor classrooms, circa 1950. Source: Getty Research Institute, Shulman Archives.

The key to this, Lescaze argued, was moving beyond historic eclecticism:

Modern functions cannot be fitted into old forms, nor can twentieth-century “uses” be combined with twelfth-century “beauties”! The buildings of the past are beautiful not because they are a “style.” They are beautiful because the men responsible for them devoted all their skill, their taste, their understanding, to fulfilling the purposes, the functions, of these buildings. In other words, these buildings grew out of the life of their time, to meet the requirements of their time. And that is exactly what our buildings must do.<sup>74</sup>

### **Richard Neutra**

As of 1936, Lescaze wrote, there was only one truly modern school building in the United States: Richard Neutra’s 1934/1935 Corona Bell Elementary School in Los Angeles. Like Lescaze, Neutra (1892–1970) was European-born and educated and had come to the United States in the 1920s. Neutra had long been working on the problem of the modern school plant, with a philosophy steeped in Progressive-era notions of deinstitutionalizing the classroom. As Esther McCoy wrote, Neutra’s ideas about school design

grew out of the conviction that tensions begin to accumulate in a child when he is taken from the home and living room into a school and classroom, to be moored to the floor, and forced to look up at a teacher sitting above him on a platform. ... Neutra saw great advantages in classrooms, especially for elementary grades, which resembled living rooms filled with group action—but a living room such as only a handful of architects had conceived at that time, one connected to a patio by a movable glass front.<sup>75</sup>

In 1928, Neutra had proposed a ring-plan school consisting of an outdoor, sheltered corridor providing circulation and access to finger-like classroom wings separated by landscaped patios and gardens. The elliptical plan was inventive and practical, as it made use of a compact lot and shortened distances between classrooms. (The plan was radical for 1928 but perfectly in the spirit of the times by 1960, when it was constructed as the Richard J. Neutra School by Neutra and his partner Robert Alexander in Lemoore, California.)

# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Figure 79. Emerson Junior High (now Middle) School, Richard Neutra, 1937, Los Angeles. This school is extant and located on Selby Avenue near Santa Monica Boulevard in west Los Angeles. Source: Julius Shulman Archives, J. Paul Getty Trust, Getty Research Institute.



Figure 80. Seamless connections between classrooms and outside patios. Emerson Middle School, 1937. Source: Julius Shulman Archives, J. Paul Getty Trust, Getty Research Institute.



Figure 81. Richard Neutra's Emerson Middle School (1937), extant, west Los Angeles. Source: LAPL Photo Collection.

In 1934, Neutra was given the opportunity to translate theory into practice. In the wake of the Long Beach earthquake, the architect was chosen to design an addition for the Corona Avenue Elementary School. His simple, L-shaped plan quickly became a prototype for Californian (and American) schools and "a classic in its field."<sup>76</sup>

The addition consists of a linear, one-story wing of single classrooms. On one side, covered passageways provide circulation corridors and, as Esther McCoy noted, evoke the arcades of Spanish Colonial architecture. On the west elevation, sliding glass walls provide direct access to outdoor play areas and classrooms. Landscaping creates divisions between classes, and 6-foot roof eaves provide shelter and transitional space. With this, Neutra perfectly melded outside and in and presaged the ways in which postwar architects would create seamless indoor-outdoor spaces.

The construction system of earthquake-friendly wood framing with generous expanses of single-pane windows adds to the sense of weightlessness and integration with the site. With a band of high clerestories on one side and full-length windows on the other, Neutra controlled classroom illumination and provided cross-ventilation. As McCoy wrote, the Corona School "banished the 'listening classroom,' which had its effect upon education methods, for the teacher became a part of the group as soon as students were no longer restricted to fixed seats."<sup>77</sup>

As the decade progressed, the ideas of architects like Lescaze and Neutra started to take hold. In 1937, Neutra designed a second pioneering example of a functionalist school plant, with the steel-framed Ralph Waldo Emerson Junior High School in Los Angeles. In this school, the architect continued the same themes of indoor-outdoor integration on a more constricted urban site. Emerson Junior High's "basic plan organization and massing are clearly expressive of function, with classrooms efficiently organized along double-loaded hallways in freely arranged wings. ... The restrictions of the site are compensated by Neutra's inventive plan, making use of outdoor spaces, like a rooftop, for outdoor access."<sup>78</sup> As with the Corona Avenue project, Neutra created seamless connections between classrooms and patios with movable walls and landscaping.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## ***Franklin & Kump and Finger-Plan Schools***

Beyond Los Angeles in this era, other prototypes that became influential in the postwar period were under construction. One of the most important of these was Franklin & Kump and Associates' Acalanes Union High School in Lafayette, California, east of San Francisco. Franklin & Kump's rational "finger-plan" school perfectly captured the ideas of the day and became the most common school plan typology in the United States in the 1940s.

Constructed in 1939/1940, Acalanes Union High School was designed for a large rural site, with one-story wings extending outward in finger-like wings. Classrooms consist of open lofts with adjustable plywood partitions dividing the interiors. The pavilion-like site plan, low scale, and finger-like classrooms provide ample opportunities for outdoor access.

As with Neutra's early experiments, Acalanes Union High School moved interior hallways outside, with sheltered outdoor corridors throughout the campus. A recessed terrace off the dining room provided outdoor seating areas for lunch, and lockers were installed on exterior walls. The finger-like plan also allowed for cross-lighting and ventilation for each classroom. To the north, students enjoyed outdoor views through full-length windows. To the south, bands of high clerestory lights provided balanced illumination without glare.

Modular design and construction allowed for easy expansion of the school as enrollment increased. The campus included a variety of facilities, including gymnasium and playing fields, workshops, dining room, a network of classroom wings, and a parking area, all

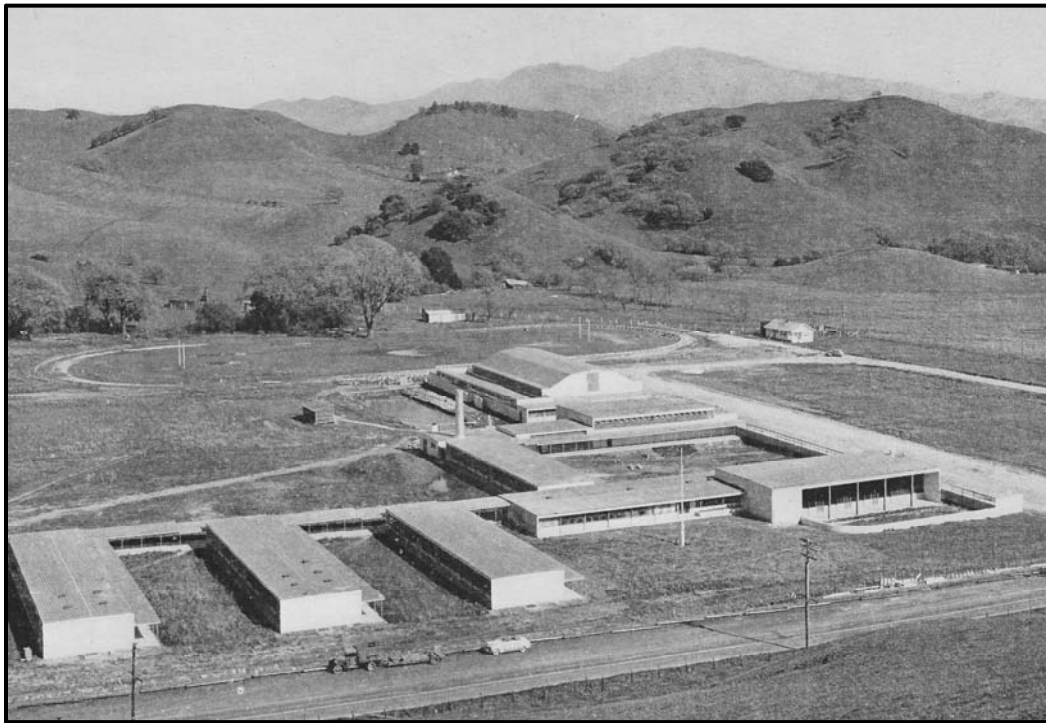


Figure 82. Acalanes Union High School, Franklin & Kump and Associates. Source: *Built in USA*, 1944.

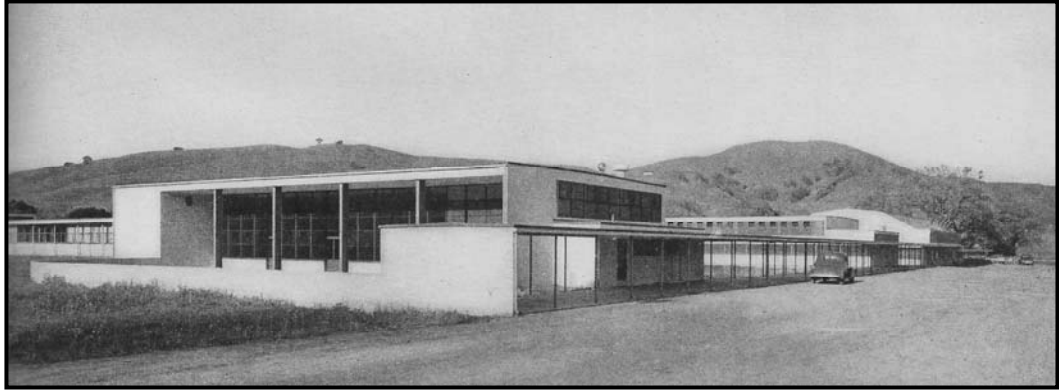


Figure 83. Franklin & Kump and Associates, Acalanes Union High School, Lafayette, California, 1939/1940. Source: *Built in USA*, 1944.

configured in a unified site plan. In keeping with 1930s planning trends, pedestrians and automobiles were separated through the use of a 500-foot-long canopied passageway, which connects the street and drop-off areas with the school entrance.

Although Franklin & Kump's school was published nationally on multiple occasions prior to 1945, it was in the postwar era that the school typology and plan took off. Pre-1945, Elizabeth Mock included the school in *Built in USA*, the Museum of Modern Art's 1944 exhibit and publication showcasing American regional modernism. Acalanes Union High School was one of only three other schools constructed between 1932 and 1944 included in the volume (Neutra's Corona Avenue project was among them).

Also included in the Museum of Modern Art's *Built in USA* was Eliel and Eero Saarinen's 1939/1940 Crow Island Elementary School in Winnetka, Illinois. Crow Island was another early experiment in how to interpret new ideas about education into function-driven, modern schools. The Saarinens, along with Perkins, Wheeler, and Will, proposed a domestic-scaled modular school, with an innovative pin-wheel plan, finger-like classrooms, plentiful opportunities for outdoor play, cross-lighting, and ventilation. This plan also was widely published and imitated in the postwar period.

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Figure 84. Another highly influential pre-1945 modern, functional school design: Eliel and Eero Saarinen's Crow Island Elementary School in Winnetka, Illinois, 1939/1940. Source: *Built in USA*, 1944.

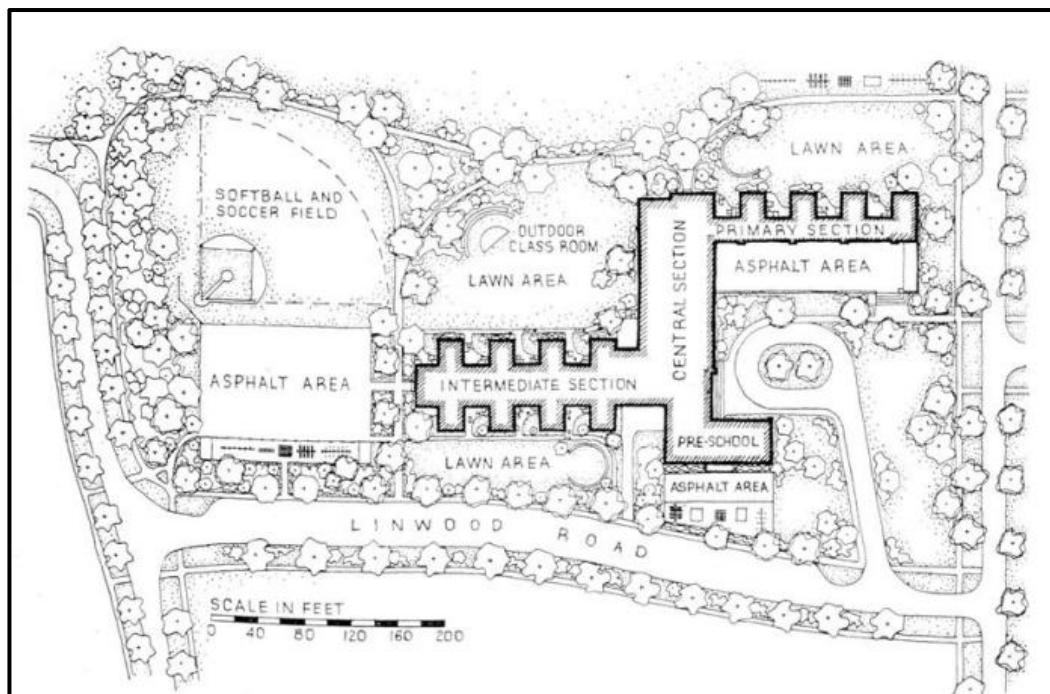


Figure 85. Plan, Eliel and Eero Saarinen's Crow Island Elementary School. Source: *Built in USA*, 1944.



Figures 86 and 87. Hollywood High School, Science Building, Marsh, Smith & Powell (1935), in 1939 (left) and 2002 (right). Extant in Hollywood, on Sunset Boulevard and Highland Avenue. Source: LAPL Photo Collection and LAUSD.

### ***Post–Long Beach Earthquake: The Era of the PWA Moderne | Streamline Moderne***

Not all examples of the functional school plant were modernist in the sense of being antihistoricist. Most 1930s schools continued to display stylistic programs and ornamentation, though tastes had shifted to PWA Moderne, Streamline Moderne, Art Deco, and streamlined versions of historic-eclectic styles, such as the Spanish Colonial Revival. School plants embracing the new ideas might express their function clearly, with a differentiated, unified campus plan, but they might also display a specific style. These examples were widely praised and published as representative of the 1930's movement toward more functional school plants.

Several of the most significant Southern Californian firms to point the way forward in this regard on a national scale were James Edward and David Clark Allison; Sumner Spaulding and John Rex; Donald and John Parkinson; and Norman Marsh, David Smith and Herbert James Powell (later Marsh, Smith and Morgridge). During this era, these firms, among others, participated actively in school construction, designing more functional, child-centered, open-air schools that were also historicist to varying degrees.

In the postwar period, Spaulding & Rex, Marsh, Smith & Powell, and the successor firm to the Parkinsons' partnership continued to play an active role in school plant design, by then in stylistic idioms that forwarded the cause of modernism.

### ***Marsh, Smith and Powell***

During the 1930s and early 1940s, Marsh, Smith and Powell designed numerous school commissions that garnered national attention. Their work brought together the latest ideas in functional site plans and child-centered buildings and classrooms, with the all-important indoor-outdoor spaces and connections. The same issue of *Architectural Record* featuring Lescaze's 1936 call to American architects used a Marsh, Smith and Powell school, Roosevelt Elementary School in Santa Monica, to illustrate the new trends.



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Figure 88. Post-Long Beach earthquake reconstruction at Manual Arts High School, Parkinson & Parkinson, circa 1935. Extant in mid-city Los Angeles, on South Vermont Avenue and West Martin Luther King Jr. Boulevard. Source: LAPL Photo Collection.



Figure 89. Manual Arts High School, Parkinson & Parkinson, circa 1935. Source: LAUSD.

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The firm, consisting of Norman Foote Marsh, David D. Smith, and Herbert James Powell, was also featured in a 1938 issue of *Architect and Engineer* in order to illustrate the “progress” made in American school design during the decade: “The architects of California can well take pride in that which has been accomplished during the last twenty-five years. Their school buildings are beautiful—they are practical, they are utilitarian, and they are economical. To the credit of the architectural profession, the architecture of educational buildings has kept abreast with the progress of education.”<sup>79</sup>

## ***Los Angeles City School District’s The Progressive Elementary School: A Handbook***

Southern California’s version of the open-air, functional school was also brought to a national audience in 1938’s *The Progressive Elementary School: A Handbook for Principals, Teachers and Parents*. The guidebook was written by Robert Hill Lane, the assistant superintendent of schools in Los Angeles and vice president of the Progressive Education Association. Published by Houghton Mifflin Company and prepared in conjunction with the Los Angeles City School District and State Department of Education, Lane’s handbook explored the region’s array of modern, functional, open-air school plants.

The handbook drew on the wealth of post-Long Beach earthquake examples with numerous illustrations and plates. It also described the philosophical underpinnings of the movement: the desire to create more child-friendly, inviting schools and classrooms. The handbook was one of many primers and guides on modern schools, but *The Progressive Elementary School* brought Los Angeles school plant design to a national audience.

The trend continued away from the institutional, monumental school block and toward more approachable, flexible facilities and plants. A few years before the end of World War II, the movement had footholds throughout the United States, just in time to decisively shape the character of schools designed during the postwar building boom. As one commentator noted in 1942,

Here and there throughout the country there appear signs of another basic change in school architecture. It is primarily a movement away from the monumentalism of the past four decades. People are not using their school buildings to sell their communities. The school building is being developed as a more intimate and better integrated element of the community, a place closely association with child and adult living.<sup>80</sup>

The era of reform in progressive educational methods and school plants had thus come of age by the end of the Great Depression and just prior to 1945. Many prototypes and proposals emerged throughout the 1930s, with many examples from Southern California. By the time the war ended and construction began in earnest, these pre-1945 examples suggested the direction and the future shape of the modern, functional American school plant.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Figure 90. Franklin Junior High School, Long Beach, March 1933. Source: National Information Service for Earthquake Engineering, University of California, Berkeley.

## LOS ANGELES CITY SCHOOL DISTRICTS | CONTEXT AND DEVELOPMENTS

### ***Long Beach Earthquake and the Field Act***

The March 1933 Long Beach earthquake was one of the decade's most significant events for the region's built environment. The 6.5-magnitude earthquake caused significant damage and losses; in Long Beach, more than two-thirds of the city's schools were in need of demolition and reconstruction.<sup>81</sup> In Los Angeles, 40 unreinforced masonry school buildings were destroyed.<sup>82</sup> In addition, after a survey of Los Angeles schools within 10 days of the earthquake, all damaged or "precariously placed" chimneys, parapets, fire walls, and ornamentation were removed. Fortunately, the earthquake took place when school was not in session.

The Long Beach earthquake posed a disaster for the district but also an opportunity for the region's architects. While change and reform in school plant design were already underway, the Long Beach earthquake and the mini-school construction boom it triggered provided ample opportunities to test new ideas about school architecture and campus planning in Southern California.

These changes also affected the state overall. One month following the earthquake, through the efforts of California Assembly member Charles Field, the State of California adopted the Field Act. Similar legislation had already been passed following the 1925 earthquake in the City of Santa Barbara. With this, the state had adopted building codes tailored to upgrading seismic stability. In 1927, the City of Los Angeles revised its own City Building Ordinance and adopted additional requirements for schoolhouse construction. All new construction after 1927 adopted the updated building codes, which included requirements for fire-resistant corridors, stairs, and exterior walls and for reinforced concrete beams within floors and roofs. By the time the 1933 earthquake struck, these post-1927 schools indeed proved more resilient.

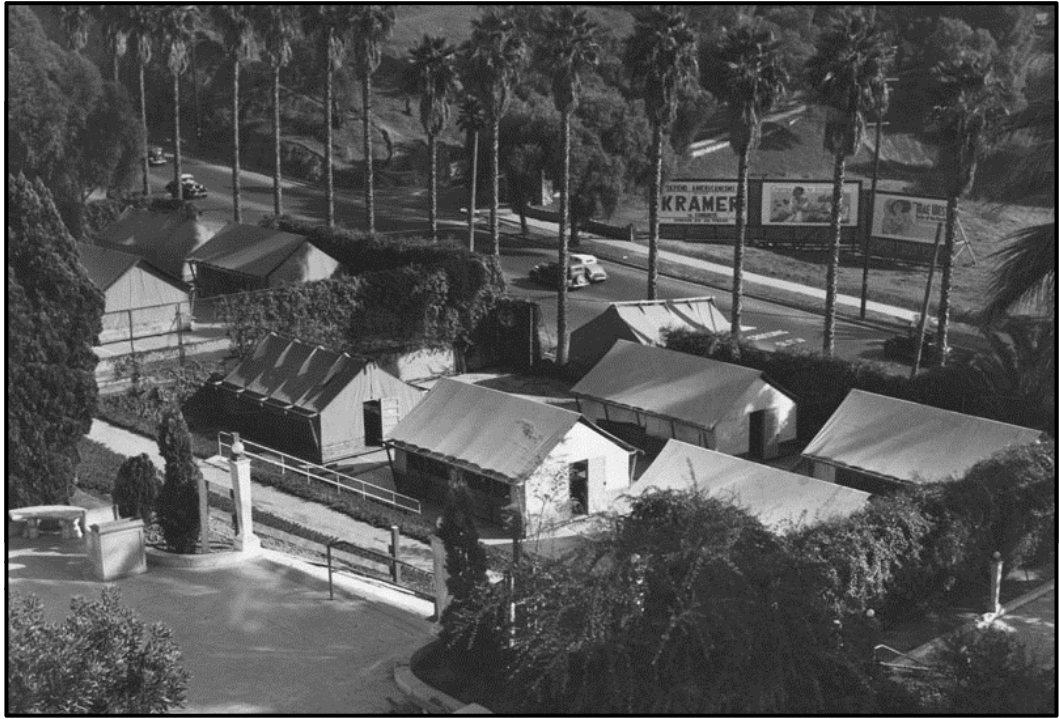


Figure 91. October 1934, Lincoln High Tent Village, awaiting reconstruction of classrooms. Source: LAPL Photo Collection.

Through the Field Act, the lessons learned in the Long Beach earthquake were used to further strengthen school building codes. The law directed the State Division of Architecture to design and enforce regulations to ensure earthquake-resistant buildings. State oversight and implementation of building codes/construction inspections were also established. Additionally, the City of Los Angeles Board of Education again revisited its own building codes. Post-1933 elementary school buildings were not to exceed one story in height, and high school buildings were limited to two stories (this would change over time, given the tremendous demand for classroom space in the postwar period and relative scarcity and expense of large lots). New buildings incorporated the latest construction techniques and prominently showcased the use of modern materials such as steel and reinforced concrete. On sites where soil load-bearing properties were found to be too low for steel and concrete, demolished schools were replaced with relatively earthquake-resistant wood-frame buildings. In cases where damaged buildings were rehabilitated, methods included installing reinforcing steel columns, beams, and diagonal bracing, exterior refacing with reinforced gunite and installation of reinforced concrete walls.

Some of the requirements of the Field Act were well aligned with the goals of progressive architects for more child-scaled, one-story schools. In a 1942 article on modern trends in school architecture, one commentator observed the overlapping influences: “Much emphasis has been given to the open plan in California. It is possible that this development has not grown so much from changing educational practice as it has from structural needs.”<sup>83</sup> The author’s insight had come from an *Architectural Record* article on a new



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“open plan” school in El Monte, California. As *Architectural Record* pointed out, however, “Two factors determined the choice of open plan, with departments housed in separate structures: the local soil-bearing value was very low; the buildings had to be designed to resist earthquake stresses.”<sup>84</sup> In this way, the new requirements were compatible with the trend of the times toward one-story, open-plan buildings and campuses.

## ***PWA Funding and the Post–Long Beach Earthquake Building Boom for Schools***

Following the earthquake, the district planned for phased reconstruction. Available at the time were a total of \$5.3 million in unsold bonds. The PWA purchased the bonds and granted additional matching funds for school reconstruction efforts. A total of \$12.1 million was ultimately raised for the 1933 to 1935 reconstruction program. Approximately \$250,000 funded the construction of temporary classroom housing, in order to minimize the interruption of the school year. An estimated 879 tents and 139 bungalows were initially erected to house the district's enrollment of 300,000 students.

As the school reconstruction program progressed, final steps included reinforcing or replacing 132 unreinforced masonry buildings, strengthening 275 buildings constructed



Figure 92. Children attending school in tents, one year following the Long Beach earthquake, March 1934. Source: LAPL Photo Collection.

since 1927, replacing 51 wood-frame buildings, and eliminating all temporary classroom housing. By 1937, over \$34 million had been spent on post-earthquake school construction, repairs, retrofitting, and rehabilitation. The advent of World War II put substantial investments in schools on hold (after war's end, a \$75 million bond issue kick-started these efforts).

As reconstruction began, Los Angeles City school districts intended to build new seismically sound buildings but also facilities with regionally inflected styles. As the *Los Angeles Times* reported in 1934, 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.”<sup>85</sup> Many designs were executed by the district's architectural department, under the direction of Alfred Nibecker, but bids were also issued to outside architects, with the intention of awarding the work to a wide field of architects. In addition, new buildings were to be explicitly Southern Californian in design but “free of needless ornamentation.”<sup>86</sup> This represented a move away from 1920s period-



Figure 93. Reseda Elementary School, 1936. The spare Mission Revival style was in keeping with the post-Long Beach earthquake trend to design in the “traditional Southern Californian” mode. This school is extant and located on Wyandotte Street, Reseda, San Fernando Valley. Source: LAUSD.



Figure 94. South Gate Middle School, 1941. A streamlined mix of Moderne, classical and modern elements. This school is extant and located on Firestone Boulevard, South Gate. Source: LAUSD.

revival styles but also a nod to earthquake safety, since applied ornament often failed and fell to the ground during earthquakes.

### ***Early Experiments with the Finger-Plan School***

Other school plants began exploring the new currents in modern, function-driven design. Henry L. Gogerty and C. E. Noerenberg’s Susan Miller Dorsey High School is one such example. While the 1937 design drew inspiration from the PWA Moderne, the classrooms, patio spaces, and radial site plan, with classrooms extending outward like spokes of a wheel, were innovative for the time. With this site plan, the architects created an early form of condensed finger-plan school, which made use of a smaller site but provided the ample air, cross-lighting, and outdoor access possible with one-story finger-like classrooms. A circular outdoor corridor, sheltered beneath wide overhanging eaves with thin post supports, acted as the outdoor hallway for the campus, providing circulation to all classrooms and the main entrance. Adopting the language of functionalist reform, *Southwest Builder and Contractor* praised how the designs “architecturally and structurally express in functional form the outer envelope of a process of public education.”<sup>87</sup>



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Figure 95. Susan Miller Dorsey High School, 1937, Gogerty and Noerenberg, mid-city Los Angeles. Adopting the language of formalist reform, Southwest Builder and Contractor praised how the design expressed "in functional form the outer envelope of a process of public education." Source: LAUSD.

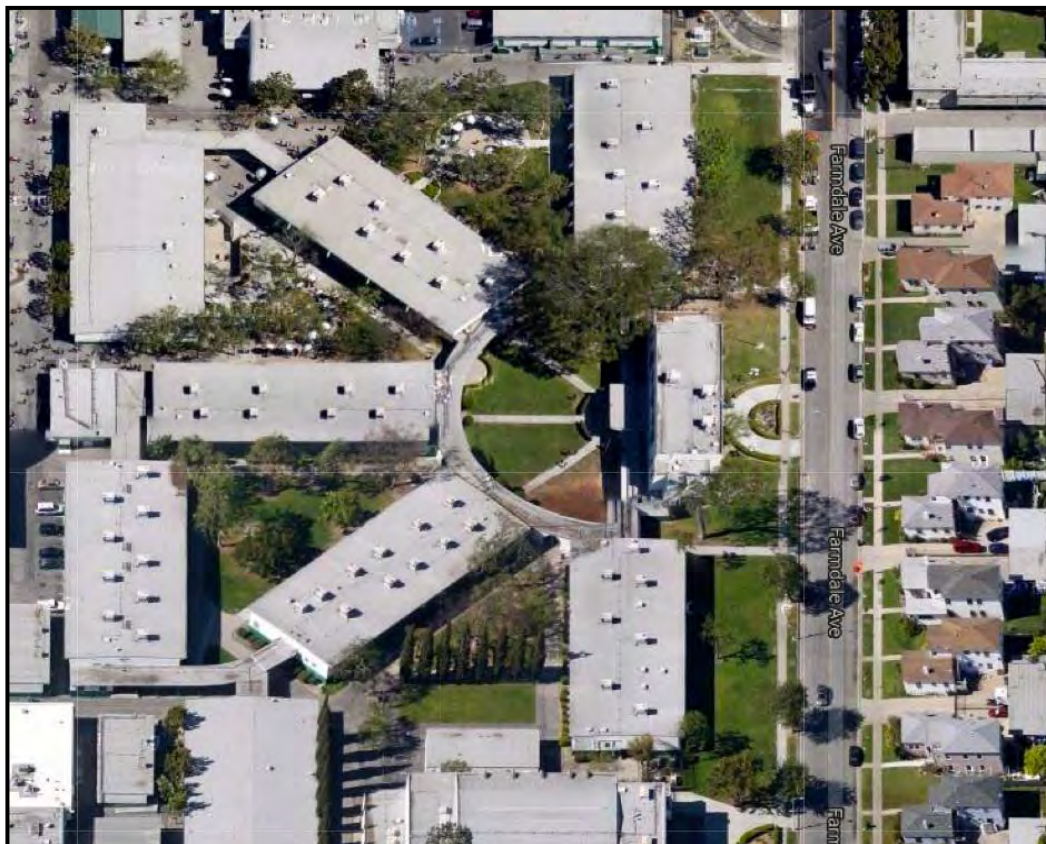


Figure 96. The inventive site plan and semicircle corridors of Dorsey High School. Source: Google Maps, 2013.

## ***Great Depression and World War II: Curriculum Shifts***

Just as the Long Beach earthquake struck in 1933, the Great Depression hit its nadir, and within the decade, the advent of World War II brought another round of readjustment. This period brought many changes to the operations and curricula of Los Angeles's public schools. Overall the decade was characterized by experimentation and liberalization of the curricula, in particular for secondary students. The general trend moved away from college preparatory studies and toward a more generalized program. Courses and new areas of emphasis came to reflect the realities of the era and the individual needs of students. A few examples include the expansion of social studies courses to consider contemporary issues and problems and a shift in the sciences toward more applied topics, aimed at the consumer rather than the future researcher.<sup>88</sup>

Through this era, the notion of the public school as an important gathering place for the community took a new turn. Schools became the focal point for a number of initiatives aimed at mitigating the social costs of the Great Depression, and later at supporting the troops during World War II.

By 1935, two federal programs had been launched that ultimately had a significant presence in Los Angeles public schools: the Emergency Education Program and the National Young Administration. Established in 1933, the Emergency Education Program provided federal



Figure 97. Lincoln High School War Bond Drive, 1945. Source: LAPL Photo Collection.



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Figure 98. The women of Frank Wiggins Trade School, 1943. Source: LAPL Photo Collection.

funding to hire unemployed teachers to provide instruction to adults. With this, teachers were again gainfully employed and adults were able to further their training and education. By 1934, Los Angeles public schools provided approximately 200 such classes at 52 different campuses.<sup>89</sup>

In 1935, Congress authorized the National Youth Administration (NYA) program, aimed at providing jobs to teenagers and young adults in order to help them remain in school. The program was open to those aged 16 to 25, who earned no more than \$6 a month. Through the NYA, Los Angeles public schools provided employment to thousands of students. After World War II began, this program continued but shifted its focus to defense-related classes.

## ***Los Angeles Public Schools and World War II***

World War II brought another round of adjustments to an educational system already reeling from the Great Depression. The focus on every front of American life for defense-related support brought major shifts. New classes for secondary students included defense-related training and specialized programs in aircraft recognition and aviation mechanics. At the city's vocational schools, applied skills were emphasized. The Frank Wiggins Trade School began teaching auto mechanics to female students, since the "war has taken away many a guy with the monkey wrench, and so today industrial schools are opening new courses for

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women auto mechanics to fill the gap.”<sup>90</sup> Coursework during the war and immediately after reflected the sociopolitical background of the time, with school districts offering programs in democratic systems of government, the functions of the United Nations, and, for a short time, “moral and spiritual values.”<sup>91</sup> Geography courses took on a more international view, exposing students to a wider array of countries around the world.

The war also impacted activities in the city’s elementary schools, where students were given opportunities to participate in a variety of war-related drives and programs. By 1942, Los Angeles City school districts had created nearly 30 different ways for students to support the war effort. The goal was organizing “every school so that each pupil and teacher had a part in supporting the war program” and inspiring “each child to be so patriotic that he would, of his own volition, carry on a program which would help the war effort.”<sup>92</sup>



Figure 99. World War II in the Los Angeles public schools: materials drive, Crescent Heights Boulevard Elementary School, circa 1943. Source: LAPL Photo Collection.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 100. Victory Garden at Manual Arts High School, 1942: "Students in a gardening class at Manual Arts High School learning about vegetables. The students and teachers during the spring term of 1942 had over 500 Victory Gardens to help in the war effort." Source: LAPL Photo Collection.

Two federal programs brought significant changes to the operations and curricula of Los Angeles public schools. The first program was the National Defense Training (NDT) program, which provided \$15 million to American schools, \$400,000 of which went to Los Angeles, for vocational and war-related training programs. Congress authorized the program in 1940 (before the U.S. entry into the war); by September 1940, the Los Angeles Board of Education had launched programs in 13 high schools and 10 evening high schools. Training programs included welding and shipbuilding, mechanics, and aircraft production and maintenance. The program continued to grow, and by 1942, Los Angeles City public schools housed the largest NDT program in the United States.<sup>93</sup> In August 1942, the NDT program became the War Production Training program.

In 1942, following the U.S. entry into the war, Congress established the Rural War Production Training program. A branch was established in Los Angeles, with classes targeted to working teenagers and adults attending evening high schools. Referred to as the Out-of-School Youth and Adults program, this initiative was more geared toward food production than industrial production (as with the NDT program). Canneries were established in schools throughout the district as a result of the program, which was renamed "Food Production War Training" in 1943. After the war, though federal funding of the project ended, the Los Angeles Board of Education continued the program, and community canning projects remained in place at a number of area high schools.

**D. EDUCATING THE BABY BOOM: POSTWAR EXPANSION &  
THE FUNCTIONAL, MODERN SCHOOL, 1945 TO 1969**

“Above all the school must be childlike.... It must be a place for living, a place for use, good hard use, for it is to be successively the home for a procession of thousands of children through the years. It must be warm, personal and intimate [so] that it shall be to each of these thousands ‘My school.’”

—An American educator, writing to his architect, *Architectural Forum*, 1952<sup>94</sup>

**NATIONAL CONTEXT | DEVELOPMENTS**

With the end of World War II, the United States turned its attention to the long-awaited postwar—and post–Great Depression—expansion. The magnitude of the construction and population boom that followed, and its effect on the built environment, have been well documented. A wealth of literature has been devoted to the era’s severe housing crisis, for example, and the array of initiatives launched to address it.

Less widely explored in the literature, but equally pressing at the time, was a dire classroom shortage. In 1949–1950, enrollment at U.S. elementary and secondary schools stood at 25.1 million. In one decade, this number expanded by nearly 50 percent to approximately 36 million; by 1971, it reached 46 million.<sup>95</sup> In 1955, in the midst of this boom, “editors at the *Architectural Forum* worried, ‘every 15 minutes enough babies are born to fill another classroom and we are already 250,000 classrooms behind.’ The rising population of young American children made school building, together with housing, the most widely discussed architectural challenge after World War II.”<sup>96</sup>

Perhaps in no other state of the union was this growth felt more acutely than in California. The booming birth rate was accompanied by a wave of in-migration, as new settlers were drawn by established employment centers in, among other things, the aerospace industry, which had shifted operations to peacetime production. In Southern California, one region with a particularly strong pull in this regard was the San Fernando Valley. The postwar construction boom transformed miles of the San Fernando Valley’s agricultural lands into new residential communities, and the population—and demands on schools—expanded accordingly.

School districts around the country struggled to keep up with unprecedented demand and overcrowded classrooms. Adding to the challenges facing school districts was the need not only for new schools, in particular in emerging suburban communities, but also the need to repair and maintain aging school plants, facilities, and equipment.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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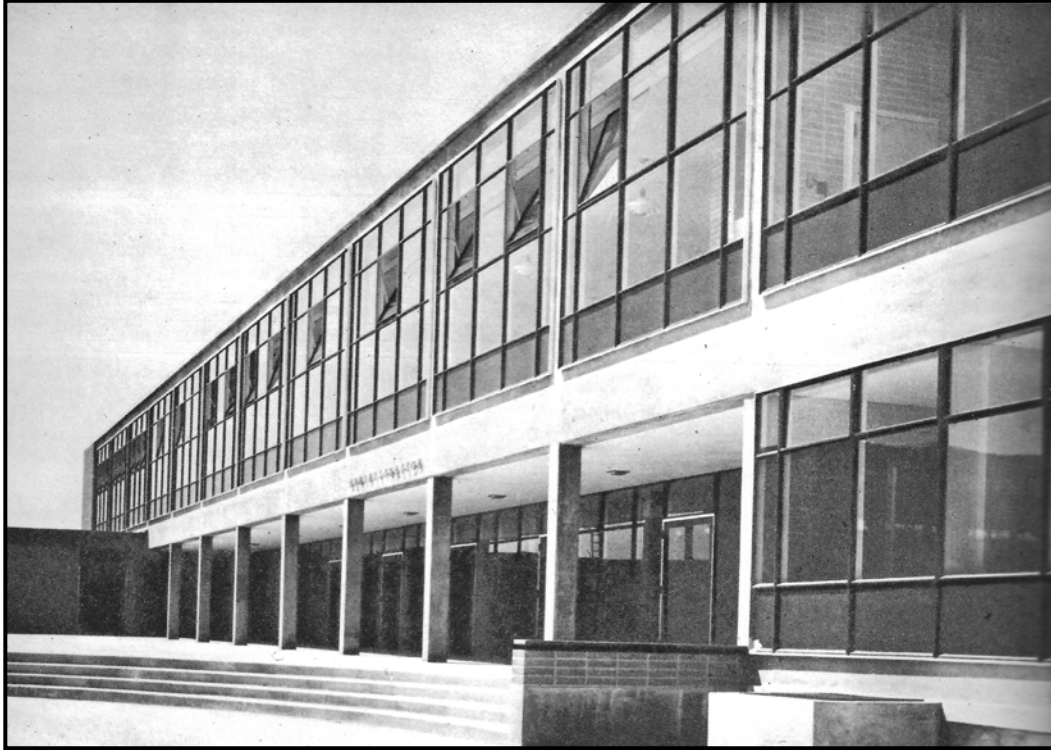


Figure 101. Modernism became the preferred (though not exclusive) style for postwar American schools. Ernst J. Kump, San Jose High School, 1952. Source: *Built in USA*, 1952.



Figure 102. Fern Drive School, 1956, Smith, Powell, & Morgridge, Fullerton. A functionalist postwar school need not also adopt a modern, machine-age aesthetic. The notion of providing a child-friendly environment often translated into incorporating forms and details commonly used in residential architecture. Source: J. Paul Getty Trust, Getty Research Institute, Julius Shulman Archives.



Figure 103. Oso Avenue Elementary School, 1959, Woodland Hills. Most students “come from new tracts still opening in West Valley.” Source: LAPL Photos.



Figure 104. Image for a 1959 article on the “back to back construction” of schools taking place in the San Fernando Valley. Source: LAPL Photos.

### 1930s Reform Comes of Age: The Modern, Child-Centered School

In this era, the functional, child-centered school plant that emerged in experimental form in the late 1930s became the norm. Newspapers, magazines, and trade journals in a variety of fields—including architecture, engineering, building trades, education, and school design—began forwarding proposals for the ideal modern school. Organizations devoted to the topic also helped standardize and disseminate these ideas; these included the American Institute of Architects Committee on School Buildings, the National Council on Schoolhouse Construction, the American Association of School Administrators, and the Council of Educational Facilities Planners. Journals and guidebooks proliferated with the latest ideas in school plant design, infrastructure and systems, and, above all, how to meet the demand in the most economical fashion possible. Within the architectural profession, a new subgroup of architects who specialized in school design also started to emerge.

Modernism—whether regionally inflected, wood post-and-beam or the machine-age International Style—became the idiom of choice for expressing the new ideas, for its relative economy, informality, accessibility, and, increasingly, “democratic” spirit:

All the architecture shall be a setting for childlife. Everywhere children and what they can do shall be the adornment of the structure. The building itself shall be the place of joy in living. But I must warn you. It must be a place which permits the joy in the small things of life, and in democratic living. These two things we must safeguard in children’s lives.<sup>97</sup>

While some school plants adopted the period styles popular at the time—including a postwar return to American Colonial Revival—the trend by not only modern architects but also educators was to move beyond historicist styles: “The building must not be too beautiful,” wrote one commentator, “lest it be a place for children to keep and not one for them to use. Its materials must be those not easily marred, and permitting some abuse. The

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Figure 105. Smith, Powell & Morgridge, Thomas Jefferson Elementary School, 1954. Source: J. Paul Getty Trust, Getty Research Institute, Julius Shulman Archives.

finish and settings must form harmonious background with honest child effort and creation.”<sup>98</sup>

While regional variations existed, this was a national project. The extent to which school districts throughout the United States adopted similar approaches and strategies to the modern school plant was noteworthy. Since the early twentieth century and the days of the Progressive Education Movement, national standardization was a key element of reform. But the avenues available to architects, builders, and schools in this regard proliferated in the postwar era.

The National Council on Schoolhouse Construction, for example, addressed the topic in its annual guidebook, *Guide for Planning School Plants*. Written for school facilities managers, planners, and architects, the 1946 version illustrates the extent to which ideas considered experimental just a few years before had become best practices for the nation. The emphasis remained designing schools around their function—serving and educating children. With the psychological well-being of the student the prime consideration, numerous studies were devoted to optimal interior conditions and controls, such as studies in proper lighting, color schemes, and surface reflectivity to “increase morale and to decrease fatigue.”<sup>99</sup>





Figure 106. John Lyon Reid, Manor Elementary School, Fairfax, California, 1958. Source: J. Paul Getty Trust, Getty Research Institute, Shulman Archives.



Figure 107. Henry Gogerty, Inglewood High, 1954. Source: J. Paul Getty Trust, Getty Research Institute, Shulman Archives.

### ***Educational Facilities Laboratories (EFL)***

The need for schools remained dire through the 1950s. In 1953, the American Institute of Architects established its Committee on School Buildings to address the issue. In 1956, the committee became the Educational Facilities Laboratories (EFL), a nonprofit funded by the Ford Foundation's Fund for the Advancement of Learning. The EFL "brought together educators, architects, manufacturers, and government officials" to "encourage new ideas about both curriculum and architecture."<sup>100</sup> The EFL conducted research, sponsored conferences, and held grant competitions.

With the rate of school construction continuing apace, EFL officials visited Southern California often. In 1962, the EFL sponsored a tour of one of the nation's early open-plan schools in West Covina, California. Attending the tour were Dr. James D. MacConnell, director of the school planning laboratory at Stanford University; Dr. Paul Salmon, superintendent, Covina Valley District; and Dr. Harold B. Gores, president of EFL in New York. In 1965, the EFL conferred an award on Covina High School as one of three outstanding Californian examples of "schools without walls" (the open-plan school, described in more detail below).<sup>101</sup>

In 1964, the EFL sponsored an airplane tour of the United States for 60 educators, including two from Orange County. The EFL flyover tour reflects two noteworthy points about this era in school design: (1) many innovations were best revealed from the air, by looking at the campus design and plan, building siting and configuration; and (2) ideas about how to create the best possible modern school were developed in tandem and shared among architects, builders, researchers, and school officials throughout the United States.<sup>102</sup> Between 1958 and 1976, the EFL invested over \$25 million in the rethinking and designing modern American educational facilities.<sup>103</sup>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## HISTORIC CONTEXT STATEMENT, 1870 to 1969

By the early 1960s, a shortage of teachers, as well as ever-evolving ideas about childhood development and education, prompted a renewed wave of reform. At its heart was an updated version of the Progressive Education Movement: the idea was that schools—both in terms of facility design and teaching methods—were not adequately harnessing a child’s natural curiosity and creativity. There was a renewed sense that classrooms should nurture and capitalize on these qualities and adapt to the individual needs and pace of each student.

The national embrace of team teaching (an idea further promoted because of a shortage of qualified teachers) was one result of this movement. As the name implies, team teaching established a system whereby teachers shared pupils and class spaces, and classroom sizes varied throughout the day, depending on the wishes of the teachers. A few dozen students might gather to watch a movie, then break into smaller groups to work on projects. The classroom would be a dynamic rather than static place, with mixed grade levels, multimedia educational methods, and hands-on learning.

This push for more creative, flexible curricula and teaching methods flourished in Southern Californian schools. By 1968, reformed programs had been launched in 18 Southern Californian elementary schools, in conjunction with the League of Cooperating Schools. As in early eras, methods that appeared “traditional” were de-emphasized and a more experimental classroom environment was proposed. The coordinator of the program, Robert E. Keuscher, invoked many of the same ideas shaping curricular reform throughout the twentieth century, with a distinctively 1960’s spin:

Labels are disappearing, there are fewer graded classes. Schedules are more flexible. More and more, curriculum is not worked out in advance; the kids work it out as they go along, and it’s more advanced and more scholarly. The teacher is more of a guide than an oracle. The emphasis is shifting from the group to the individual; there is more emphasis on query and discovery.<sup>104</sup>

Of the Southern Californian schools making this transition, Keuscher said, “We’re helping these 18 become creative schools, but it’s a slow, painful process. Our biggest problem is to make teachers and principals comfortable with change. ... But it has been great to emancipate the creative teacher.”

Throughout this era, the debate on how to shape a curriculum that best served children, and how to keep up with ever-expanding enrollment figures, continued to evolve. Yet the basic ideas seen in the early twentieth century remained at the heart of educational reform at midcentury. The evolving experiments in curricula and school plant types grew out of the same wish to eliminate institutionalism and to fashion a child-centered curriculum and school plant. The variety of building plans and campuses that grew out of midcentury reform reflected the postwar boom of construction and population, the robust network of publications and organizations disseminating the ideas nationally, and evolving philosophies about childhood development and education.



Figure 108. Grover Cleveland High School, Charles O. Matcham & Stewart S. Granger and Associates, architects (1959), Reseda. Source: Sapphos Environmental, Inc., 2013.

### EFFECTS ON SCHOOL BUILDINGS AND CAMPUSES

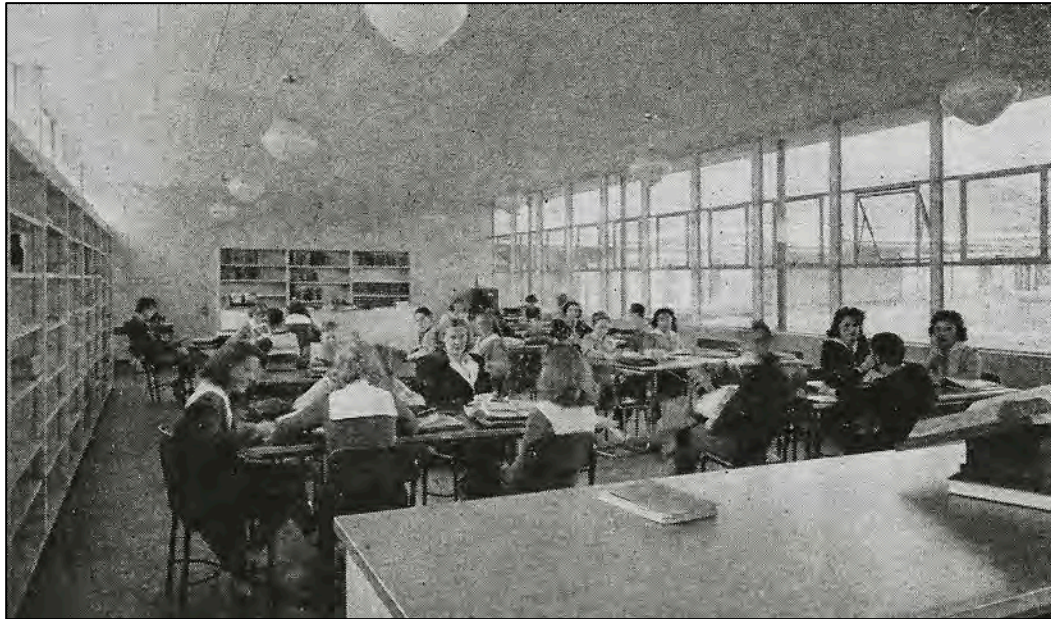
The stylistic vocabulary of choice for American schools became modern—antihistoricist, decentralized, with function instead of style the driving concern. Of course, modernism did not take hold in earnest for residential design (to the dismay of many architects at the time). But for schools, by 1950, “the battle between ‘contemporary’ and ‘traditional’ was won. The public not only began to accept ‘modern,’ but also demanded it. ... This new movement ... brought together educators as well as architects, and together they are forwarding the cause of architecture for children.”<sup>105</sup>

Although this era brought a major stylistic shift, from the architects’ perspective, designing in a modern “style” was not the main concern. Progressive architects at midcentury often sounded a tone of idealism about the social value of their work. As architect William Wayne Caudill explained about school design, “There is no ‘modern’ style as such. Each new building ideally is the product of specific solutions to individual problems peculiar to that building’s particular environs, site, function, budget, and designer. If two new schools are similar in appearance, they are ... only because they were designed to perform similar specific functions in similar environments.”<sup>106</sup>

This was especially true for architects trained and already practicing in the pre-1945 era. William Wayne Caudill was among them; the Texas architect graduated from MIT in 1939 and, by 1941, had already authored a pioneering study on modern school design, *Space for Teaching*. Throughout the 1940s and into the 1960s, Caudill and his firm specialized in functional, modern classrooms and campuses.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

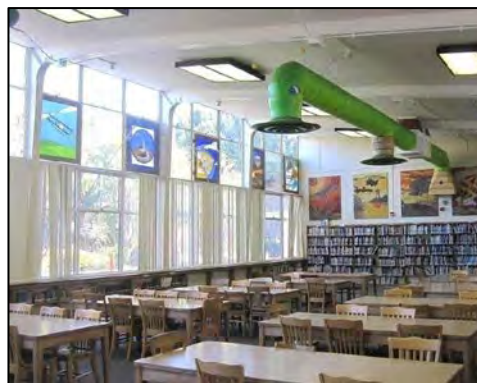
HISTORIC CONTEXT STATEMENT, 1870 to 1969



*Figure 109. Balanced cross-lighting is achieved through full-length windows on the north elevation and clerestories on the south. Franklin & Kump, Acalanes Union High School. Source: Built in USA, 1944.*

By 1969, Caudill had become an international authority on school design, and his firm, Caudill, Rowlett & Scott, had designed educational facilities in 28 states. Caudill's classic finger-plan schools in Blackwell, Oklahoma, designed in the late 1940s and early 1950s, epitomized the school planning ideals of the time. In 2009, all four schools—Huston, Northside, Parkside, and Washington Elementary—were listed on the National Register for their exemplification of postwar ideals of modern American school design.

Whether a postwar school exhibited a modern or mildly historicist design, they likely shared the same basic design principles. Postwar schools were designed to feel decentralized, nonhierarchical, approachable, informal, and child-centered (indeed, domestic-scaled for elementary schools, with lower ceilings making the class feel more like a living room). The preferred massing was one story, with an axial wing of classrooms usually one room deep, to provide cross-lighting, ventilation, and easy access to the outdoors.



*Figure 110. Orville Wright Middle School, library roof slopes upward on north elevation to allow for maximum indirect lighting. Source: LAUSD Orville Wright Middle School, Pre-Planning Survey, 2011.*

Postwar schools continued to emphasize and experiment with the limits of indoor-outdoor integration. By the postwar period, one feature that was still experimental in the 1930s was now essential: canopied outdoor corridors. Supports remained simple posts or pilotis, either in steel or wood post-and-beam. It was a feature used in schools throughout the United States. Outdoor corridors lined classroom wings, providing sheltered circulation throughout the campus as well as outdoor gathering spaces.

During this period, size and orientation of windows took cues from the environment: a building with north-south exposure, for example, might feature large-panel, floor-to-ceiling glazing on the north elevation, with bands of clerestory casement windows on south elevations modulating or softening illumination. Experiments in roof configuration and design also tackled the issue not only of lighting but acoustics.

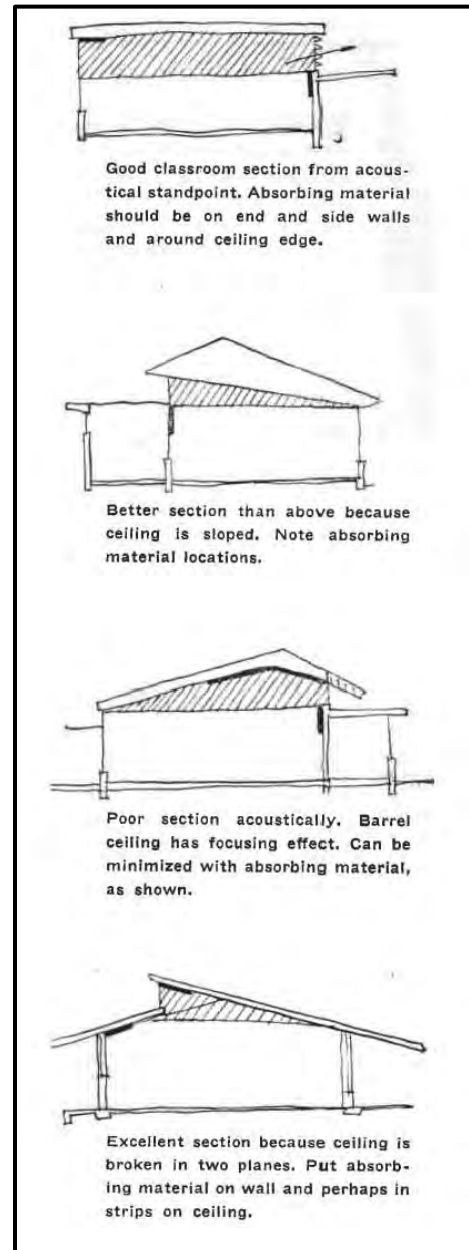


Figure 111. Architectural Forum, 1949, showing studies of roof configuration and acoustic properties. Source: Baker, 2008.



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Figure 112. Fern Drive School reflected the latest ideas about roof-line configuration and classroom acoustics. Smith, Powell, & Morgridge, 1956, Fullerton. Source: Getty Research Institute, Shulman Archives.



Figure 113. Thomas Jefferson Elementary School, with covered corridors, outdoor courtyard spaces, ample awning casements and clerestories. A sloped shed-roof caps the building for good classroom acoustics. Smith, Powell, & Morgridge, 1954, Anaheim. Source: Getty Research Institute, Shulman Archives.



Figure 114. Hallways move outdoors in postwar schools. El Monte School (1956) Los Angeles County. Source: Getty Research Institute, Shulman Archives.



Figure 115. Classroom and patio are one in Neutra's Kester Avenue Elementary School (1951), extant, Sherman Oaks, San Fernando Valley. Source: Getty Research Institute, Shulman Archives.

When necessary, massing might climb to two (or rarely, three) stories, if real estate was scarce and demand was high. But this allowance was more commonly made for junior and high schools. Roofs were flat, sloped, or occasionally gabled, with simple, exposed construction systems of steel or concrete framing with large-pane in-fill windows. Wide overhanging eaves with simple porch or piloti supports were common for connecting corridors. In terms of materials, the treatment and finishing were simple and unpretentious.

In the postwar period, architects economized through the use of new prefabricated materials, such as plywood, glass, and steel, as well as modular design and coordination, a 1930's movement that took off in the postwar era following the 1945 adoption of the 4-foot module as the American Standard Measurement.<sup>107</sup> Modular design and construction allowed for easy expansion as school enrollment grew and was a common construction technique in Southern Californian schools. (Two early all-steel-frame schools in Los Angeles were the 1937 Emerson Junior High, by Richard Neutra, and the 1959 Justice Street Elementary School in Canoga Park; stylistically unpretentious, the school was promoted as durable, safe, and easily expandable, a concern that remained pressing at the end of the 1950s.)

Modular site planning and design also lent itself particularly well to creating the indoor-outdoor connections now considered essential. As with the residential architecture of the era, school design relied on generous expanses of windows and outdoor access to patios or courtyards to provide students with recreational areas and outdoor classrooms. Throughout the United States, the importance of indoor-outdoor living for both residential and educational architecture remained a central concern. In this respect, California schools continued to garner national attention. In its 1949 series on postwar American schools, for example, *Architectural Forum* commented that "possibly because California's balmy climate ventilates educators' minds as well as their houses, California schools have been less tradition-bound than most. As one of the fastest growing states in the union, California has had plenty of chance to experiment in school design."<sup>108</sup>

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

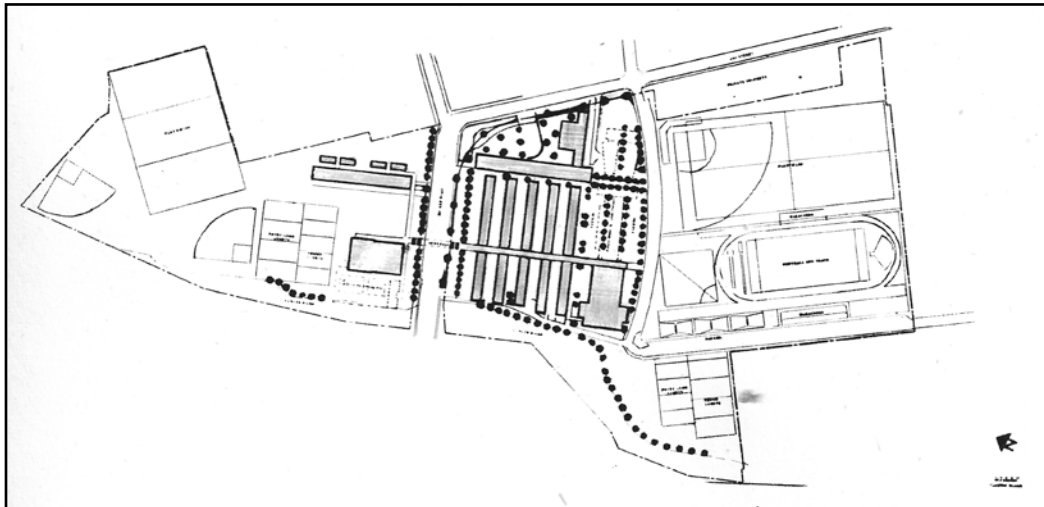


Figure 116. Ernst J. Kump, San Jose High School, San Jose, California, 1952. Source: *Built in USA*, 1952.

By the 1950s, school design had entered “a new age of innovation,” as the decade brought “a proliferation of standardized plans and facades.”<sup>109</sup> In California and elsewhere, three main plan types emerged during this period: the finger-plan school, the cluster-plan school, and the open-plan school. As the trends came and went, these plan typologies morphed, hybridized, and changed. But they shared basic design principles, and most reflected the tenets of midcentury modern design.

## ***The 1940s and the Decade of the Finger-Plan School***

The plan type that best captured the design principals of the immediate postwar years was the finger-plan school, which was launched in the late 1930s in Franklin & Kump’s Acalanes Union High School and the Saarinen’s Crow Island Elementary School. According to *Architectural Forum*, this plan type, dubbed the “western finger plan,” became the most influential building typology for schools in the 1940s. The finger-plan school resembled

a tree plan, based on a trunk corridor with side branches. It rests on radical standardization of classrooms; on absolute insistence that all classrooms share the best (north) orientation to sun and air; daylight for all of them from the open-corridor side as well as the main window side. This plan is not only flexible ... but extensible indefinitely outward like a tree, by growing at branch-ends and by sprouting new branches.<sup>110</sup>

To illustrate the advantages of the plan in 1949, *Architectural Forum* chose the 1939/1940 Acalanes Union High School, which it described as

the first large scale school which could serve as a complete demonstration of principles which amounted to a schoolhouse revolution—the revolution of the thirties. Since then, the Acalanes type of school, with its wide ranging, one-story classrooms arranged according to the “finger” plan, has swept the West Coast, is sweeping rapidly across the Midwest on its way to the East Coast.<sup>111</sup>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Figure 117. An expanded Acalanes Union High School, Franklin & Kump. Source: *Schoolhouse: A Primer*, 1958.



Figure 118. Finger-plan school in Eugene, Oregon, 1947. Kelly Junior High. Source: *Pinyerd Historic Postcards*.



Figure 119. Exterior of a finger-plan school: G. Russell Wilkerson Elementary School, 1950, El Monte. Source: Getty Research Institute, Shulman Archives.

Acalanes had been published nationally, on multiple occasions, prior to 1945, but it was in the postwar period that the “schoolhouse revolution” it started took off in earnest. In the immediate postwar period, numerous examples could be found on the West Coast. Even though the plan type spread through the United States, the Californian roots and flavor of Acalanes Union High School were often highlighted.

In 1958, a self-described “primer” on how to build a good modern public school described Acalanes High School’s divided “rows of classrooms with open-ended corridors of greenery, to achieve good ventilation, sound isolation, and a remarkable California-like architectural comfort.”<sup>112</sup>

*Built in USA* included another California finger-plan school in its 1952 edition, San Jose High School, also by Ernest J. Kump. In San Jose High School, Kump proposed a slightly more condensed finger-plan, with concrete-frame construction, generous expanses of windows set flush to the wall plane, and a sheltered corridor with unadorned post supports providing circulation and outdoor spaces.



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Figure 120. Huston Elementary School, Caudill, Rowlett & Scott, 1949, Blackwell, OK. Source: Getty Research Institute, Shulman Archives.



Figure 121. Huston Elementary School, Blackwell, OK. Source: Google Maps, 2013.

With many of the early experimental schools located in California, the issue arose of whether these prototypes would work in the rest of the country. In a 1943 article on modern American schools, Elizabeth Mock commented on this question: “Many people have the illusion that such schools are impractical. ‘Fine for California,’ they will say, ‘but not for this climate. Too costly to build and heat.’”<sup>113</sup> However, Mock argued, modern materials and construction techniques were sound and economical enough to mitigate these problems. William Caudill appears to have agreed, as evidenced in his four classic finger-plan schools in Blackwell, Oklahoma (all now listed, as noted earlier, on the National Register of Historic Places).

As the popularity of the finger-plan school increased, its basic form changed to accommodate climate variations. Modifications on the plan included double-loaded hallways to provide the same level of indoor-outdoor connections, light, and ventilation, but with one less elevation exposed to the exterior. In the Midwest, the spread-out finger-plan became a compact trunk, with double-loaded corridors providing better insulation. Other plan innovations included a zigzag building plan, with an interior connecting walkway, in order to double-load corridors but also maximize window space for each classroom.

Two examples of more condensed finger-plan schools are seen in Richard Neutra’s Kester Avenue Elementary School in Sherman Oaks and Robert Evans Alexander’s Baldwin Hills Elementary School in Los Angeles, both from 1949 to 1951. Neutra designed the finger-plan of the Kester Avenue Elementary School around a compact central axis, with classroom wings alternating with landscaped patios. With its seamless connections between classrooms and outdoor play areas, the Kester Avenue facility displayed, in Esther



Figure 122. Kester Avenue Elementary School, Richard Neutra (1951), Sherman Oaks. Source: LAUSD Kester Avenue Elementary School Pre-Planning Survey, 2011.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

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McCoy's word, the "essentials of the open-air classroom ... restated in a more refined form."<sup>114</sup> Canopied passageways supported with light steel columns provided circulation and outdoor gathering areas.

Baldwin Hills Elementary School was constructed as part of the groundbreaking garden city of Baldwin Hills Village. Architect Robert Alexander arranged the school along a central corridor/axis, with parallel classroom wings extending from each side in lengths tailored to fit the site. Swaths of greenery divide the classroom wings, which are sheltered beneath wide overhanging eaves. The focal point of the entrance is a dramatic, cantilevered canopy, resting on a simple steel I-beam. The design otherwise is spare, unpretentious, and modern.



Figure 123. Kester Avenue Elementary School, Richard Neutra (1951), Sherman Oaks. Source: LAUSD Kester Avenue Elementary School Pre-Planning Survey, 2011.



Figures 124 and 125. Neutra's conceptual sketch of Kester Avenue Elementary School and the current aerial view. Source: McCoy, Neutra (left) and LAUSD Kester Avenue Elementary School Pre-Planning Survey, 2011 (right).



# LOS ANGELES UNIFIED SCHOOL DISTRICT

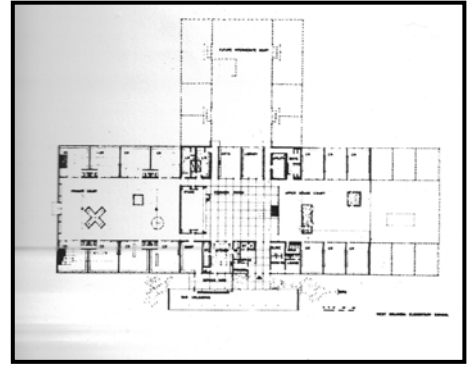
HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 126. Robert Evans Alexander, Baldwin Hills Elementary School, 1949-1951. Source: The J. Paul Getty Trust, Getty Research Institute, Shulman Archives.



Figure 127. Neutra & Alexander, Baldwin Hills Elementary School. Aerial shows the condensed finger-plan design used to create the preferred one-story massing, set off by swaths of landscaping and patios, but with a more compact site plan. Source: Google Maps, 2013.



Figures 128 and 129. Cluster-plan school, Donald Barthelme & Associates, West Columbia Elementary School, West Columbia Texas, 1950. Source: *Built in USA*, 1952.

### ***The 1950s and the Advent of the Cluster-Plan School***

By the early 1950s, the popularity of the finger-plan school had begun to decline.<sup>115</sup> First, the design required large swaths of land to accommodate the extended site plan. Second, the plan increased cross-campus walk times and communication. In some scenarios, it also made more sense to build upward instead of outward. On hillside locations, where an expanded footprint meant doubling or tripling already expensive grading costs, the finger-plan school was not a viable option. In mass circulation and trade magazines of the day, though, the one-story scale was still preferred, in particular for elementary schools (the exception remained densely developed urban sites, where one could only expand upward).

The need for cost-effective school design and construction was an additional factor in the move away from the finger-plan. By the early 1950s, there were signs that the immediate postwar focus on carefully harnessing and controlling light—including orienting the building on a north-south axis to create the perfect blend of cross-lighting—was becoming too time-consuming. Not all sites would be large enough, and not all building programs well-funded enough, to justify having such an expenditure of design time devoted to fenestration alone. In 1952, *Architectural Record* observed that, in national school design,

in more and more localities we can expect substantially less emphasis on daylighting. Natural light is so variable that it can seldom be relied on during the entire school day without considerable recourse to electric light. Control of daylight to prevent glare has been found costly and involved.<sup>116</sup>

With high demand and restricted funding for new schools a constant issue, the possibility of a more compact campus plan became the subject of study, a few early prototypes, then a new trend, the cluster-plan school, by the early

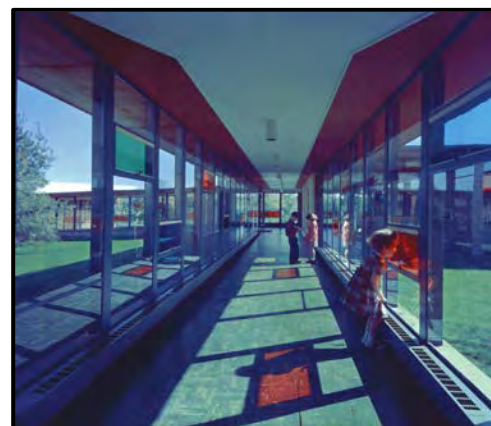


Figure 130. Cluster-plan school, Perkins & Will, Heathcote Elementary School, Scarsdale, New York, 1953. Source: Ogata, 2008.



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HISTORIC CONTEXT STATEMENT, 1870 to 1969

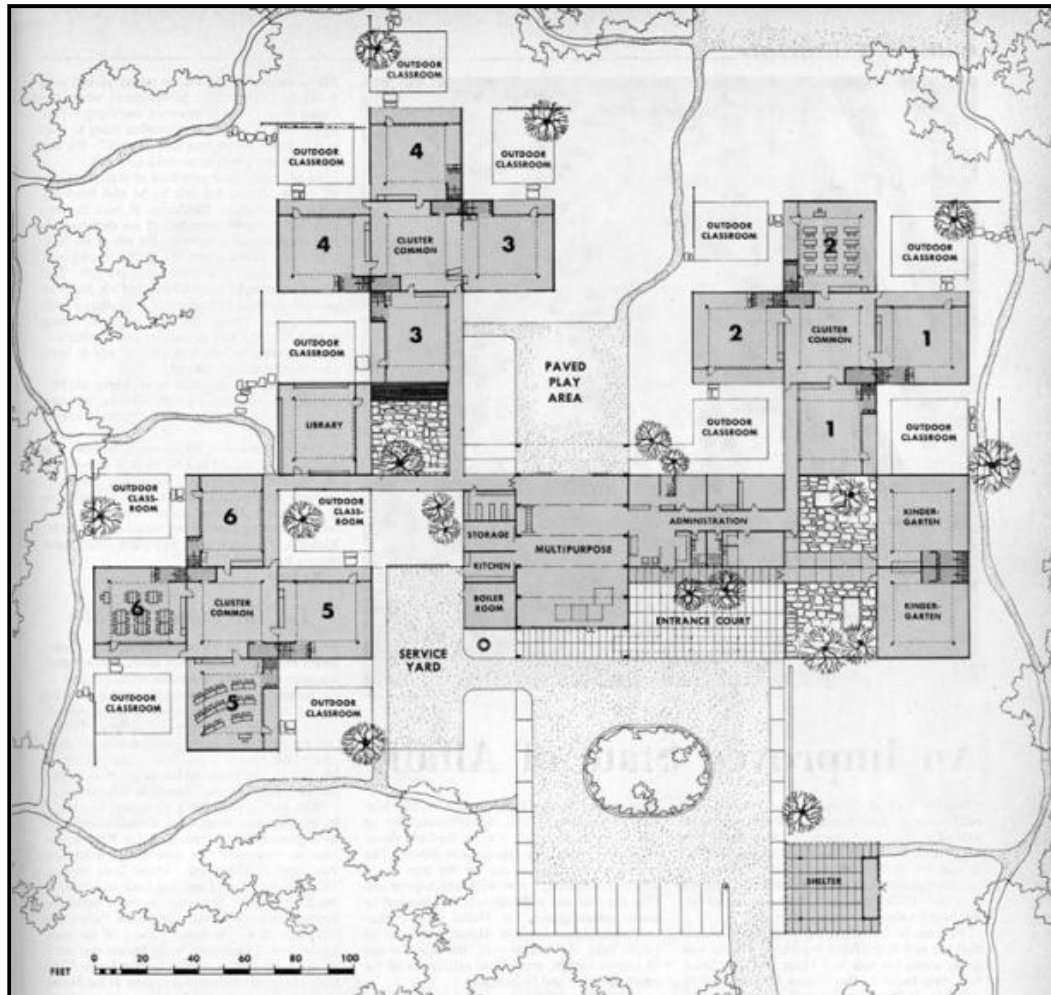


Figure 131. Prototype for a cluster-plan school and unified campus, *The Architect's Collaborative*, Walter Gropius, 1954. Source: Ogata, 2008.

1950s. The cluster-plan school offered a logical solution to these issues. It retained the low massing and indoor-outdoor access and views for all classrooms. But rather than extending wings along an axis, the plan called for grouping them as modular, standalone units around a shared central courtyard. Classrooms still had generous expanses of windows, but now views took in the courtyard and other classrooms, which provided a more communal, neighborhood-like setting. As architectural historian Amy Ogata observed, the plan type provided “both economy and a meaningful spatial experience. In organization and details, the prominent cluster schools of the early and mid-1950s reflected a new sensitivity to the child’s perception.”<sup>117</sup>

As with the finger-plan, the new typology was interpreted and designed in many different variations, but the basic ideas remained the same.

Even in California, with space to grow, the cluster-plan became the preferred typology in the 1950s. Finger-plan schools were still built—usually the condensed or modified typologies

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 132 and 133. On left: Courtyard of a cluster-plan school: John Muir Elementary School (1951), John Lyon Reid, Martinez, California (northern California). Source: Ogata, 2008. On right, aerial of John Lyon Reid, John Muir Elementary School. Source: Google Maps, 2013.

already emerging by the late 1940s. But by the early 1960s, the cluster-plan school had “almost universally replaced the finger plan concept.”<sup>118</sup> In a five-year study of the state’s school plants, the California Department of Education praised the cluster-plan for more efficient land utilization and for encouraging “cooperation between teachers by allowing them to share multiuse classrooms, resources center, and teacher preparation areas, all adjacent to their classrooms. ... Better acoustical control and lighting is evident, and technology is enabling these comfort factors to be coordinated with flexible interiors.”<sup>119</sup>

The advantages of this plan were many: more child-friendly in its scale and setting, especially for younger children; more communal, with more shared spaces; and easier to supervise. With this plan, what had been the corner of the room on the interior became the front row on the courtyard.

One early example in California was John Lyon Reid’s 1951 John Muir Elementary School in Martinez, California, northeast of San Francisco. In his design, Reid employed a typical pavilion-like plan, with long one-story classrooms separated by patios and landscaping, accessed via sheltered walkways with wide eaves. The classroom wings are clustered around cross-wings, creating a courtyard setting. As with the Saarinen’s Crow Island school, Reid’s L-shaped classrooms created enclosed outdoor areas for outdoor play and recreation. In a demonstration of the nonhierarchical, informal campus, Reid also eliminated the formal auditorium and designed instead an all-purpose room, “for meetings, lunches, and play, that looked onto a central courtyard through large sharply angled windows.”<sup>120</sup>

Within the Los Angeles City School District, Sumner Spaulding and John Rex’s Orville Wright Middle School (originally Westchester High School) was another early example of a finger-plan and cluster-plan hybrid, this time for a high school campus. The school incorporated the best of midcentury modern design, by one of the region’s renowned firms, with the newest design principles for school plants. Completed in stages between 1948 and 1952, Orville Wright Middle School was constructed for a growing residential community near one of Los Angeles’s centers for the aerospace industry.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 134. Orville Wright Middle School (originally Westchester High School), Spaulding & Rex, 1948-1952. Source: Getty Research Institute, Julius Shulman Archive.



Figure 135. Orville Wright Middle School. Bands of clerestory windows provide balanced lighting for classrooms. Source: Flight, Westchester High School Yearbook, 1956, [www.e-yearbook.com](http://www.e-yearbook.com).





Figure 136. Westchester High School (now Orville Wright Middle School), Spaulding & Rex (1948-1952), west Los Angeles. Source: J. Getty Trust, Getty Research Institute, Shulman Archives.

In a spare, modernist design, Spaulding & Rex incorporated the same modular design, low massing, and easy indoor-outdoor connections typical of the era (and midcentury modernism in Southern California). Cross-lighting was provided through bands of clerestories and single-pane fixed and casement windows. A network of canopied corridors linked buildings and facilities throughout the campus. In a nod to the aerospace industry employing much of the adjacent community, the campus cafeteria featured a circular, space-age design.

The campus overall displays a decentralized but unified plan, zoned for automobile and pedestrian-only areas, with pavilion-like classrooms wings “clustered” around courtyards. In the “Curating the City” program for modern architecture, the Los Angeles Conservancy noted that Spaulding and Rex’s Westchester High School took the basic tenets of the International Style and Southern Californian educational architecture and “turned them into a spectacular example of a Mid-Century Modern school. ... This campus is a wonderfully intact and very vibrant testament to the power of good ‘design for learning.’”<sup>121</sup>

Another LAUSD example of a hybrid finger- and cluster-plan school is the George K. Porter Middle High in Granada Hills. Built in 1959 and designed by Rowland H. Crawford, the campus displays a pavilion-like plan, with axial classroom wings connected by a central corridor. Swaths of landscaped patios divide the classrooms. Interrupting the axis, the focal point of the campus is a landscaped quad, with an expansive lawn ringed by trees creating a neighborhood, park-like setting.

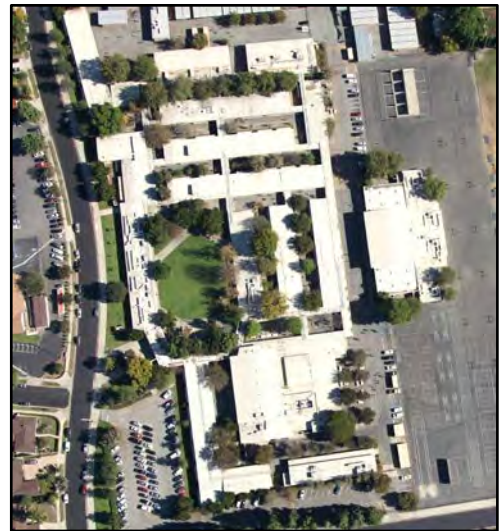


Figure 137. Combination cluster- and finger-plan, George K. Porter Middle School, Granada Hills, California, 1958. Source: LAUSD Porter Middle School Pre-Planning Survey, 2011.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 138. 1953 aerial, Orville Wright Middle School. Source: USDA, [www.historicaerials.com](http://www.historicaerials.com).



Figure 139. As of 2012, the campus plan of Spaulding & Rex's Orville Wright Middle School remains largely intact. Source: LAUSD Orville Wright Middle School Pre-Planning Survey, 2012.



Figure 140. George K. Porter Middle School (1958), Granada Hills, San Fernando Valley (extant). Source: Getty Research Institute, Julius Shulman Archives.

Typical of modern campus planning, and similar to Orville Wright Middle School, the site plan turns inward on itself. Automobile traffic and drop-off areas are located on the exterior, with extended canopied corridors providing access to the campus.

The George K. Porter Junior High also reflects how Los Angeles's still-expanding suburbs provided a testing ground for modern design and programming ideas school plants. The school is located in Granada Hills, also home of Joseph Eicher's celebrated midcentury modern tract of Balboa Highlands, now a Historic Preservation Overlay Zone in the City of Los Angeles. These buildings and so many others like them reflect how the suburbs continued to expand, especially throughout the San Fernando Valley, and how by the late 1950s midcentury modernism enjoyed wide acceptance among the public.

### ***The 1960s and the Open-Plan School***

Another wave of school plant reform in the early 1960s brought calls for more flexibility. To accommodate the new method of "team teaching," the focus became designing completely adaptable interiors, with movable walls and few built-ins, in a new typology known as the open-plan school.

In light of this new trend, the finger-plan of the 1940s—those "once-daring school plants with long corridors and classrooms located on one or both sides were now dismissed as hopelessly dull 'egg-crates.'" <sup>122</sup> Basic features like load-bearing interior walls came to be seen as too limiting. As the EFL wrote in a study, "'Old walls should not stifle new ideas. Identical boxes must not enforce the same program on all students and teachers; each is a unique individual. Fixed furnishings must not quash spontaneous inquiry.'" <sup>123</sup> The school capable of serving the needs of students, the EFL concluded, offered space to "accommodate groups of various sizes from 100 students down to one or two students studying by themselves" and "space allowing for the rapid shifting of group size or change in group's activity." <sup>124</sup>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 141. Caudill, Rowlett, & Scott, Paul Klapper School, New York, 1966-1967. Source: Ogata, 2008.

EFL findings were well publicized and widely published, first finding audience in the nation's many education-related trade publications and into mass-market newspapers. Reporting on the findings of an EFL study, the *Los Angeles Times* wrote that "if you were to take the roof off most schools and look in, you would see a series of identical rooms, approximately 30x40 ft., strung along both sides of a corridor. This is the floor plan of an obsolete school."<sup>125</sup> This description, of course, fit the classic finger-plan school, and many cluster-plan schools, considered cutting-edge just one decade before.

What this meant in terms of school design was a less low-slung, spread-out campus; the buildings were more compact, with higher ceilings. The idea of cross-lighting and ventilation provided by the long rectangular classroom wing fell out of favor. They were no longer as essential, since, in the early 1960s, improved air-conditioning systems diminished the importance of cross-ventilation and less glazing was generally



Figure 142. Thurston School, Open Plan Model (1967), Flewelling & Mood. Source: Getty Research Institute, Julius Shulman Photography Archive.

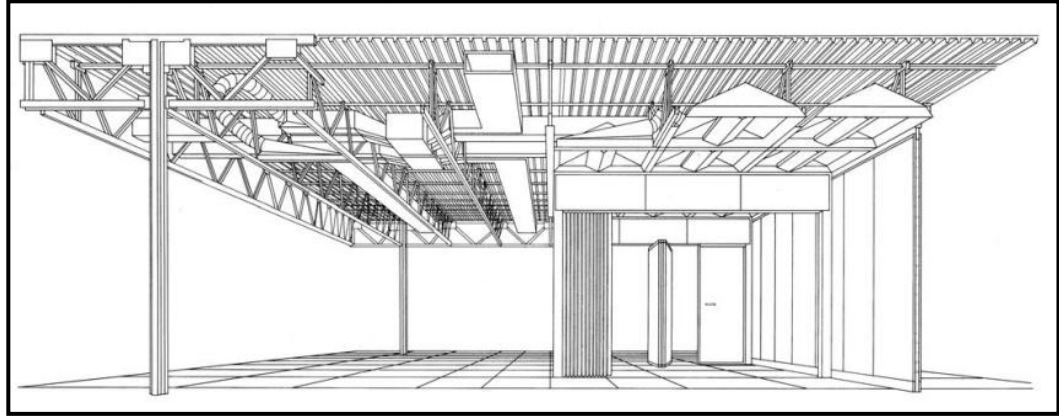


Figure 143. Standardized, demountable components for an open-school, School Construction Systems Development. Source: Ogata, 2008.

used. Since the open-plan school had to accommodate interior spaces separated by non-load-bearing walls, roof spans had to be long and high, with a steel structural system providing, essentially, a large high space into which the school's program could be designed. Massing increased, and corridors moved back inside.

Although the most obvious changes brought by the open-school plan were to school interiors, the shift was also discernible on the exterior. Some—but not all—open-plan schools adopted the circular form, with architect William Caudill arguing that the circular form best served team teaching, since the circular plan offered “continuous movement of children.”<sup>126</sup>

Architects also experimented with hexagonal building shapes, either with self-enclosed campuses or smaller circular classrooms clustered around a common area or courtyards (in yet another variation bringing together two plan types). One of the “most adventurous examples” of the plan type, according to architectural historian Amy Ogata, was Caudill, Rowlett & Scott's Paul Klapper School in New York, constructed in 1966/1967.

### ***School Construction Systems Development (SCSD)***

In efforts to promote the open-plan school, the EFL awarded a substantial grant to develop “an economical, standardized building system” through its School Construction Systems Development (SCSD) program.<sup>127</sup> The program developed, standardized and manufactured modular components and structural systems for open-plan schools. The SCSD school components and infrastructure were standardized but aesthetically flexible, allowing for design and plan variations so that “architects were not limited in plan layout.”<sup>128</sup> High roof spans of 60 to 70 feet provided the structural template into which the school's interior program could be designed.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

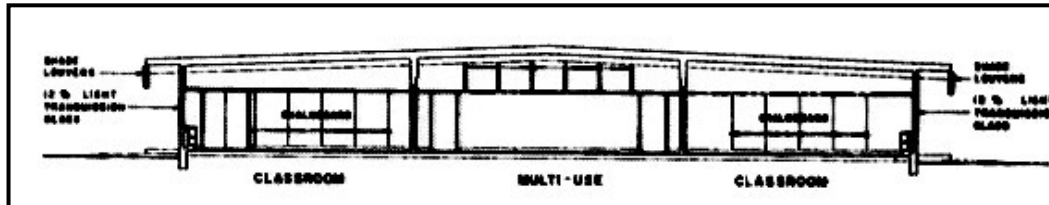


Figure 144. Section, Van Duzen Elementary School, open-plan school with cluster-plan configuration.  
Source: Gibson, 1965.

The SCSD system was promoted nationally. In 1962, the program “had the commitment of twelve California school districts to develop and build schools worth 25 million dollars.”<sup>129</sup> Ultimately, 13 SCSD schools were constructed in California. The formation of the SCSD also grew out of the astronomical costs facing school districts and boards to keep up with demand; the goal was creating prototypes that offered economical, good design, reflecting the latest ideas in educational methods and school plant design. Modern school architects around the nation experimented with the new ideas.

Ultimately, in spite of high expectations, open-plan schools “faced problems of practicality and perception.”<sup>130</sup> Problems related to acoustics plagued open schools, for example. The gap between theory and practice also became an issue, as the open-plan school did not in and of itself guarantee that teachers would adopt the creative, flexible team-teaching strategies that had prompted design reform in the first place. Much national debate and discussion about the open-plan school took place in the educational and architectural trade press. By the mid-1970s, the open-plan school had joined the finger-plan and cluster-core plan as experiments in school design that declining quickly in popularity.

As with the finger- and cluster-plans, there were many combinations of the main plan types. The Van Duzen Elementary School in Northern California, for example, represented one of first “cluster plan schools built in California with open planning.”<sup>131</sup> Constructed in the early 1960s for a cooperative/team teaching program, the school consisted of three parallel classroom wings, open and flexible on the interior, but configured around an exterior courtyard, for the benefits of the clustered site plan.

Constructed in 1964, the Round Meadow Elementary School, in Hidden Hills, was another example of an open-plan school, this time in Southern California. Again, the cluster-plan idea played a role in the design: “This school is designed so that each building can work as a cluster-type ‘little school.’”<sup>132</sup> At the center of each open-plan building was a multipurpose area, with a resource center and library. The buildings tended to be higher, with more wall space and fewer windows. The interior was made flexible through the use of folding walls, and a relative lack of windows was compensated for through a modern air-conditioning unit. As with the earlier postwar typologies, the open-plan type accommodated a variety of stylistic variations.



Figure 145. New community, new school: Hoover High School, Lakewood (1963). Source: The J. Paul Getty Trust, Getty Research Institute, Julius Shulman Archives.

### LOS ANGELES CITY SCHOOL DISTRICTS | CONTEXT & DEVELOPMENTS

#### *The Building Program*

In the postwar period, the order of the day for Los Angeles City school districts was keeping up with demand. Overseeing the first decade of postwar expansion was Alfred Nibecker, who had served as chief architect for the architectural department of the district since the 1920s. As before, Nibecker oversaw design and construction of schools, with a variety of commissions still shared between area architects, in particular those who had begun to specialize in school design, and the in-house team of the district. In 1955, Nibecker was made an honorary member of the Structural Engineers Association of Southern California, the association's highest award. That same year, he retired. Following his retirement, the board appointed Ernst Raymond C. Billerbeck as district architect.<sup>133</sup>

As school construction expanded in the suburbs, however, enrollment figures at several downtown schools were in sharp decline, resulting in the closing of a number of campuses in the postwar period (among them Central Junior High, founded in 1911 and closed in 1946; and Lafayette Junior High, founded in 1911 and closed in 1955). Between 1946 and 1953, the enrollment of Lafayette Junior High dropped by one-half, falling from nearly 1,400 in 1946 to 700 in 1953/1954, reflecting the population shift from the city to the suburbs.<sup>134</sup>

During this period, standardized construction techniques and components, with variations reflecting differences in site conditions and demand, allowed the district to expedite construction. Standardization meant that many campuses throughout the district, in particular schools constructed during the 1950s, display identical or similar elements and features. Common modular components (for elementary, middle, and senior high schools) included classroom wings that are one-room deep, one story in height, with a finger-link rectangular plan. These buildings are often capped with a slightly sloped shed roof. Along one side (intended for southern exposure), clerestories span the building below the roof line. Shade is provided through either wide (usually cantilevered) roof eaves, in steel or wood, or a wide, sheltered arcade. These arcades generally rise to the level of roof clerestories and are supported on simple pipe supports.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 146. San Fernando Valley expansion: Panorama City, Burton Elementary School, 1951. Source: The J. Paul Getty Trust, Getty Research Institute, Julius Shulman Archives.



Figure 147. Pacific Palisades Charter Senior High School (1961), Adrian Wilson & Associates, Pacific Palisades, west Los Angeles. Source: Sapphos Environmental, Inc., 2014.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Figures 148 and 149. Fernangeles Elementary School (1954), Sun Valley, San Fernando Valley. Image on the left shows the Administration Building and Auditorium; image on right shows the student lawn and landscaping, from the vantage point of sheltered outdoor dining area. Source: Sapphos Environmental, Inc., 2014.

Along the opposite side (meant for northern exposure), window glazing is generous, usually occupying 60 to 80 percent of the wall height in grouped, multi-light, operable windows. The grouping of windows marks the location of the classroom inside, and treatments vary, from wood-framed, multi-light double-hung sashes to steel-framed casements.

By the 1960s, it became more common to see double-loaded classroom wings (for senior high schools especially, but also for some elementary schools where demand was high and available acreage was scarce). By double-loading corridors but retaining the preferred one-story massing, schools accommodated more students while also providing a more domestic scaled, indoor-outdoor campus. Also in the early 1960s, for sites with less acreage, campuses incorporated more two-story buildings, with designs still drawing upon the postwar ideals for an informal, indoor-outdoor campus.

Many slight variations of another classic feature of postwar schools, sheltered corridors, appear on campuses throughout the district as well. Intended to move hallways outside, sheltered corridors might display wood plank and beam roof structures, resting on simple piers or steel pipe supports, capped with a flat or slightly sloped roof. Many examples form an elaborate network connecting all buildings and facilities of the campus.

Many LAUSD schools constructed during this period, from the late 1940s through the 1950s, also display standard campus components and site designs. Some basic elements include an auditorium, usually cited close to the public entrance to the campus, with a low, one-story entrance wing giving way to a two-story high interior. Stylistically, the auditorium generally reflects the character-defining features or influence of Mid-Century Modern design. Detailing is spare, and materials vary. For the auditorium, and usually for the equally public administration building, brick cladding and piers flank entrances and/or accenting building bases. Other typical materials include stucco, steel, and scored concrete.



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Figure 150. Narbonne High School (1956), Daniel, Mann, Johnson & Mendenhall (DMJM), Lomita, southern Los Angeles. Image shows one example of the swaths of greenery and landscaping between classroom wings. Source: MSP Architects (McDonald, Soutar & Paz, Inc.).

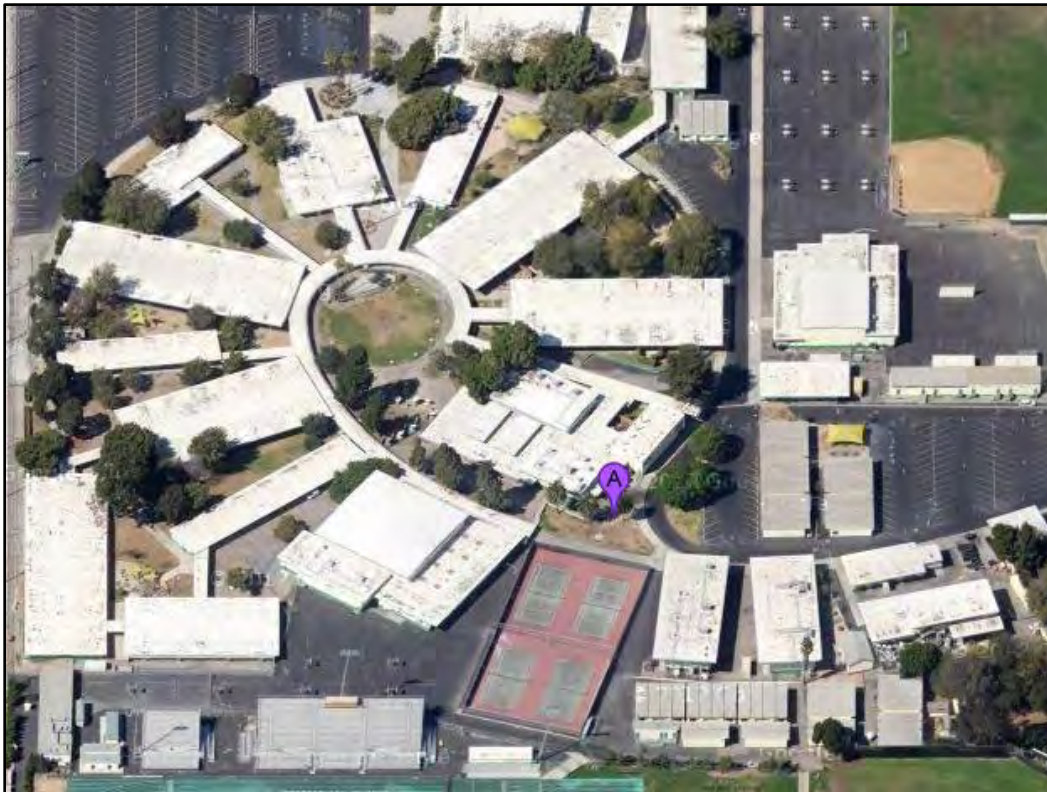


Figure 151. Narbonne High School (1956), aerial view. The finger-plan school forms a spiral, allowing for the benefits of the landscaped, expansive site plan and low, one- and two-story deep classroom wings providing easy outdoor access and views. The use of the spiral plan creates these features on a relatively restricted lot. Source: Google Maps, 2013.



Figure 152. Leapwood Avenue Elementary School (1962), Carson; image on left shows two-story, double-loaded classroom; image on right shows landscaping and patios between classrooms, connecting corridors, and wide arcade eaves. Source: Sapphos Environmental, Inc., 2014.

Other common features for elementary, middle, and senior high schools included the incorporation of a centrally located, sheltered outdoor dining area and adjacent Cafeteria/Multipurpose Building, outdoor assembly area and landscaped lawn/quad and recreation fields along the periphery of campus (the latter two features are more common for middle and senior high schools). Elementary schools often incorporated a separate area for kindergarten classes. Usually located near the Administration building, the kindergarten areas have their own patios and recreation areas, adjacent to the classroom wing.

### ***Postwar Expansion and Educating the Baby Boom***

After the tumult of Great Depression and World War II, the Board of Education of Los Angeles, in spite of a turn toward architectural modernism, shifted away from the experiments of the 1930s and back toward a more traditional, college-focused curriculum. In September 1945, the Board of Education added its voice to a movement to carry out district-wide achievement testing for students and reevaluate the curriculum, partly in order to stop the “drift toward laissez-faire, experimental, and lax methods.”<sup>135</sup> The curriculum was revamped, with a renewed emphasis on the “3 Rs” and additional coursework in American history and geography.

The biggest challenge facing the district at the time was keeping up with demand. In Southern California, one of the areas with the most rapid growth was the San Fernando Valley. Between 1930 and 1950, population expansion in the valley was remarkable even for Southern California. With new settlers drawn by the area’s emerging aerospace and entertainment industries, residential expansion had already been under way by the 1920s and 1930s. By the onset of the Great Depression, for example, the valley had become one of the United States’ most important hubs for the aviation industry. Given this concentration of jobs, population doubled from approximately 51,000 in 1930 to 112,000 by 1940. With the advent of World War II and an infusion of federal funds for wartime spending, these figures skyrocketed by another 50 percent in 5 years, from 112,000 in 1940 to 176,000 by 1945. Between 1945 and 1950, a nearly fourfold increase was recorded, with figures climbing to 402,000. Given the magnitude of this expansion, a majority of post-1945 school construction for the district overall took place throughout the San Fernando Valley.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 153 and 154. Chatsworth High School (1963), San Fernando Valley. Double-loaded axial classroom wings fan out from a spoke-like plan, centered on a landscaped quad area. Photo on the right shows detail of courtyard spaces and landscaping lining all classrooms. Source: Sapphos Environmental, Inc., 2013.

This created another challenge for the Los Angeles City school district. Overcrowding led to the need to offer “half-day” sessions for children, where attendance happened in shifts of half-days. Bond issues in 1946, 1952, and 1955 addressed the pressing need for new school construction, and the resulting funds paid for the construction and expansion of numerous schools.<sup>136</sup> The 1946 bond issue provided \$75 million, which helped generate 66 new schools, with a total of over 2,300 classrooms, over 480 cafeterias, gyms, auditoriums, and other ancillary buildings.<sup>137</sup> In addition, over \$7.8 million went toward land for new schools, \$3.2 million for maintenance and improvements to an aging stock of facilities, \$4.5 million for grounds improvements, and \$10.6 million for equipment. In spite of these investments, another \$148 million was proposed for a 1952 bond issue.

In 1948, district-wide enrollment stood at 301,000 students; by 1949, this figure had increased by 15,000, with enrollment reaching over 316,000.<sup>138</sup> By the end of the 1950s baby boom, however, the student population of the Los Angeles City school district more than doubled, climbing from 316,000 to over 645,000. A further increase of 28,000 pupils was predicted for the school year 1960–1961.<sup>139</sup>

Although the district temporarily succeeded in decreasing the need for half-day sessions in 1948–1949, by 1952 the sheer numbers threaten to overwhelm its ability to keep up. Without a new building campaign, the number of students needing to attend half-day sessions was predicted to increase from 11,355 in 1952 to 100,000 by 1957.<sup>140</sup> By 1965, in the San Fernando Valley, demand was so great that school district officials began predicting that school plants would soon occupy high-rises, a trend that was not desired but seen as a possibility.



Figure 155. Chatsworth High School, aerial view of site plan and design. Source: Google Maps, 2013.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 156 and 157. Colfax Avenue Elementary School (1950-1955), North Hollywood-Valley Village.  
Source: Sapphos Environmental, Inc., 2014.

Funding was not the only challenge facing the district. There was a pressing need for new construction, but also a shortage of trained architects in the immediate postwar years (this tide started to turn in the 1950s). In 1949, the State of California issued a “renewed plea for draftsman and designers,” as the state’s ambitious postwar building program for institutional construction was falling behind schedule due to a personnel shortage.<sup>141</sup>

These years profoundly impacted the growth and organization of the school district. The geographic area served by the school district fluctuated over time, expanding during the 1920s and 1930s as it annexed adjacent school districts and served new areas. As of 1935, the school district enrolled 300,000 students housed in 384 schools, including 293 elementary schools, 22 junior high schools, 35 high schools, a trade school, and a junior college; and it served an area of over 1,095 square miles.

During the late 1930s and 1940s, the general trend in school district organization was toward decentralization; as communities grew and developed their own identities, they might split off and form stand-alone districts. For example, between 1936 and 1945, the Beverly Hills, Torrance, Culver City, and William S. Hart Union High School districts formed after leaving the Los Angeles City School District.

Even so, throughout the district, enrollment steadily increased. Rapid postwar residential development perpetuated the need for funds for additional classroom space, facilities, equipment, and other resources. To examine apportionment of state aid to school districts, in 1954 the state legislature created the State Commission on School Districts and directed it to examine unification and other means of reorganization of school districts in the state. The state's policy thereafter was the encouragement of unification for reasons of streamlining administrative functions and costs, enlarging tax bases and reducing dependence on state aid. Developing suburbs were, accordingly, encouraged to align themselves with the existing Los Angeles City School District, further contributing to its growth.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Figure 158. Palisades Charter Senior High School (1961), Adrian Wilson & Associates, extant, Pacific Palisades. Source: The J. Paul Getty Trust, Getty Research Institute, Julius Shulman Archives.



Figure 159. Palisades Charter Senior High School (1961), Adrian Wilson & Associates, extant, Pacific Palisades. Source: Getty Research Institute, Julius Shulman Archives.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 160 and 161. On left, Palisades Charter Senior High School (1961), Adrian Wilson & Associates. On right, Daniel Webster Middle School (1954-1958), Palms-Mar Vista. Source: Sapphos Environmental, Inc., 2014.

## ***Formation of the Los Angeles Unified School District***

Through the 1950s, the Los Angeles City School District remained organized as three separate entities: an Elementary School District, High School District, and Junior College District. In the late 1950s, calls for unifying Los Angeles's elementary and high school districts into one unified entity began gathering momentum. The movement for district consolidation was seen throughout the region and state in this era. As of 1959, the State of California spent upwards of \$1.5 billion for public education, spread across 1,721 separate districts, "a maze related to the state's unending growth."<sup>142</sup>

Supported by the State Board of Education, the Los Angeles City School District and Board of Education, as well as California's governor at the time, Edmund Brown, district unification would "bring advantages in curriculum, staff and financing."<sup>143</sup> Proponents of the measure argued that unification would help bring costs under control by streamlining administrative procedures and eliminating duplication. In addition, a unified district would also provide a "continuity of education along a solid plane from the kindergarten to the senior year," as Los Angeles City School District superintendent Ellis Jarvis argued.<sup>144</sup>

These efforts culminated in three ballot measures, Propositions C, D, and E, included in the 1960 national primary elections. The propositions easily passed. As of July 1961, the LAUSD came into being as the second largest school system in the United States, and the Los Angeles Junior College District became an independent entity.

## ***Changing Times: LAUSD in the 1950s and 1960s***

In 1960, the *Los Angeles Times* education editor, Dick Turpin, observed that "growth, the word most nearly synonymous with California, has brought many problems to the state and education has had a major share of them."<sup>145</sup> At this juncture for LAUSD, enrollment in 1959–1960 stood at 645,000; by 1960–1961, enrollment figures were expected to climb by 28,000 pupils.<sup>146</sup> The school year 1960–1961 also brought the opening and staffing of 15 new schools.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 162. The 1960s arrive at LAUSD. Caption, left image: Teachers on strike, circa 1969. Source: LAPL, Shades of LA, #00003951. Caption, right image: "Thousands of teachers and supporters staged a mass demonstration in front of city hall." 19 September 1969. Source: LAPL, Shades of LA, #00058154.

The extended postwar boom of school construction and expansion had brought dozens of new schools to the district. Between 1946 and 1962, a total of \$649.5 million in bond issues had funded the expansion. But population growth continued through the 1960s, exerting a constant pressure for new classrooms.

In 1962, the *Los Angeles Times* reported that California had become the most populous state in the nation and that this population boom was having a negative impact on the state's schools. As a result, LAUSD had increased half-day sessions for the first time since the 1950s, during the height of the baby boom. Half-day sessions had hit a high mark in 1957, with over 48,000 classes adopting the partial schedule; this number had steadily dropped in the intervening years. But by 1962, the numbers were again on the rise, with an estimated 20,000 half-day sessions needed in the fall of 1962. Other solutions, such as the temporary fix of busing students from overcrowded to less crowded schools, was one proposed but problematic solution in the early 1960s.

Even as the need to expand and upgrade continued, signs of voter fatigue for school bond measures were becoming evident. In 1962, a defeated bond measure of \$128 million would have funded new schools and expansion in areas most impacted by enrollment increases and/or overcrowding, among them, the San Fernando Valley and central Los Angeles. By 1963, for example, enrollment in the San Fernando Valley accounted for one-third of the total for the district.<sup>147</sup> Even with the additional funds, keeping up with demand still would have proved onerous: "Had the measures passed," reported *Los Angeles Times* education editor Dick Turpin, "the city school system could barely have kept pace with the city's surging enrollment wave. Now additional half-day sessions are certain."<sup>148</sup>

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

Through the 1960s, however, the tide continued to turn against school bond measures. In 1969, for the fourth time in a row, Los Angeles voters rejected a tax increase to provide funding for “the already troubled Los Angeles city schools. A bond issue for the construction of new schools was also a victim of nonsupport.”<sup>149</sup> This trend was statewide: joining Los Angeles voters in this rejection of school bond measures were Culver City, Ventura, and San Diego, among many others. Between 1966 and 1968, “52 percent of all propositions designed to provide more funds for California schools ... have been defeated.”<sup>150</sup>

In an editorial in the *Los Angeles Times*, Warren L. Steinberg, a consultant with LAUSD’s Center for Planned Change, commented on the trend:

California businessmen and politicians—in addition to exploiting the beauties of the California scenery and climate—have long attributed much of the success in luring business to the state to an educational system that provides a large source of skilled manpower. Again, why do Californians reject support for one of the state’s most precious assets—schools? Some will answer that it is a taxpayers’ revolt, that school taxes are the only taxes on which the average citizen gets to vote and that there is no other way that the individual can show his wrath at the steadily climbing tax bite.

Steinberg captured the mood of the era, not just with respect to funding, in his concluding comments in the piece:

Our children need to ponder basic educational problems: When will equal educational opportunity be a reality, what is the place of religion in the school, what should be taught in the schools, how much is good education worth, what is the role of home and school, how free should academic freedom be, what part should students have in determining the education they will receive? Unless schools turn out a better educational product and begin to teach students the history and place of education in our society, we can expect more propositions to fail their ABCs.<sup>151</sup>

As the decade ended, though, the “voter revolt” against school bond measures continued, and Los Angeles city schools were tasked with serving a substantial student population with ever-diminishing resources. In 1969, for the first time in its history, LAUSD’s student enrollment dropped. The news made headlines in the *Los Angeles Times*: “‘This is a new development for us,’ said a surprised Asst. Supt. Frederick Fox. ‘The trend (of growth) has been broken.’”<sup>152</sup>



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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Figures 163 and 164. School busing, 1964. On left: Loyola Village School, Playa del Rey, welcomes 82 pupils from Manchester Avenue School. Source: LAPL Herald-Examiner Collection, #00042149. On right: "Miss Ina Metcalfe, principal of Osage Avenue School, greets some of 69 pupils who were transferred to Osage from the 66th Street School. The transfer of 151 pupils from two predominantly African American schools to two all-white schools was accomplished without incident." Source: LAPL Herald-Examiner Collection, #00055171.

## **Civil Rights and School Integration**

As the 1960s ended with this novel news—of an enrollment decrease—school officials cited the dual causes of decreasing birth rates as well as the widespread move of many families to new suburban areas outside the district. An additional factor in this shift was increasing racial tension and growing pressure on the district to correct the racial imbalance that had become evident in many schools.

In the postwar period, addressing and correcting decades of de facto racial segregation represented a significant challenge for LAUSD.<sup>153</sup> By the 1960s, as the Civil Rights movement gained momentum, this long-brewing issue finally came to a head and formed an important part of the social context shaping the district during this time.

Throughout the early twentieth century, racial discrimination and segregation in housing had been reflected in the demographics of Southern Californian schools. A new wave of openly discriminatory housing practices in the 1930s helped maintain and worsen these divisions. In the mid- to late 1930s, surveyors for the Home Owners Loan Corporation (HOLC) studied the demographic breakdown of communities throughout the United States, including in Southern California. The HOLC provided long-term mortgage loans to, mostly, Anglo-American clients. In addition to discriminating against potential clients, the HOLC's "security maps" helped lenders discriminate against entire neighborhoods. In this climate, ethnic diversity was considered to be a security risk.

In order to document the presence of what they termed "subversive races," HOLC surveyors went block by block throughout Los Angeles, interviewing residents and creating neighborhood profiles describing, among other things, racial composition. Hundreds of data sheets, with detailed demographic information, were created for Los Angeles alone. Neighborhoods would be assigned a color denoting the level of risk, with an inordinate amount of weight being assigned on the basis of who lived there: green usually meant that a

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neighborhood was entirely Anglo-American; yellow meant that a few ethnic minority members lived in the neighborhood; and red was reserved for neighborhoods with predominantly minority populations, usually African-American.

This practice, which became known as “redlining,” fueled discrimination and racially restrictive lending practices and intensified segregation in Los Angeles.<sup>154</sup>

As restrictive housing and lending practices continued in the postwar period, racial segregation became particularly

pronounced in newly constructed suburbs, in particular in the San Fernando Valley. The student populations of schools reflected this: “The Valley, regardless of the region—North, East, or West—was by far the most racially segregated region of the Los Angeles School District,” according to a 1967 report released by the school district.<sup>155</sup> Among thousands of students at Birmingham, Canoga Park, Chatsworth, Cleveland, Granada Hills, Grant, Reseda, Taft, and Van Nuys high schools, there was a combined total of 19 African-American students.<sup>156</sup>

However, additional factors contributed to the marked racial imbalance in so many Los Angeles public schools. As architectural historian Teresa Grimes, et al., noted:

According to Josh Sides, school segregation in Southern California was the product of racial geography, willful neglect, and racial gerrymandering. In this respect, the civil rights battle over education was very much tied to housing. If black families were restricted to living in certain areas with substandard schools, there was de facto school segregation.

While the LAUSD officially mandated that students attend the school closest to them, white students in racially mixed neighborhoods were able to seek a waiver and attend a predominately white school. This practice, combined with segregated residential patterns, resulted in de facto segregation well into the 1950s. When the NAACP started investigating the schools system in 1953 and U.S. Supreme Court handed down the landmark *Brown v. Board of Education* case in 1954, schools became a central focus of the Los Angeles civil rights movement. Resistance from both the LAUSD and white parents in affected neighborhoods throughout the city led to a protracted battle over school desegregation well into the 1970s.<sup>157</sup>



Figure 165. 1963 hunger strike by school integrationists: “A year-long study on the subject of de facto segregation was scheduled to be presented to the Board of Education.” Source: LAPL, *Shades of Los Angeles*. #00041605.

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Figure 166. The “East LA Blow Out,” Lincoln High School, 16 September 1968. Students protested for “better schools for Mexican Americans. Sal Castro was a teacher there and spearheaded the movement.” Source: LAPL, Herald-Examiner Collection, 00041327.

In the early 1960s, the NAACP and the American Civil Liberties Union (ACLU), along with a coalition of other organizations, launched a campaign of sit-ins, marches, and other nonviolent action, calling upon the Los Angeles Board of Education to adopt policies aimed at correcting racial segregation and broadening the curriculum. This coalition asserted the need for (1) the Los Angeles Board of Education to redraw its school boundaries, (2) black students in overcrowded schools to elect to attend predominantly white schools, and (3) black teachers to be hired throughout the district.<sup>158</sup> By the mid-1960s, a variety of groups joined forces, arguing for classes and subjects more reflective of the diverse histories and cultures of LAUSD students.

The issue also touched on school boundaries. In 1963, African-American leaders in Los Angeles staged protests, asking that “elementary and secondary school boundaries be redrawn around these ‘Negro districts,’ that that minority students be transferred from crowded schools to less crowded ones in a 15-mile radius, and that “barriers” to promotion of certified Negro personnel be eliminated.”<sup>159</sup> With the Watts uprising in 1965, attitudes were intensified on all sides of the integration issue. Some citizens became more adamant that de facto segregation should remain in place, while other community members, activists, and students began arguing for and asserting the legal rights of all students to equal educational facilities and opportunities.

In 1968, Latin-American students in East Los Angeles staged a series of school strikes popularly known as the “East L.A. Blowout.”<sup>160</sup> During the first week of March 1968, approximately 15,000 students walked out of classes at Woodrow Wilson, Garfield, Abraham Lincoln, Theodore Roosevelt, Belmont, Venice, and Jefferson high schools with demands for an “equal, qualitative, and culturally relevant education.”<sup>161</sup>

### ***Early Litigation***

In 1954, in the landmark case *Brown v. Topeka Board of Education*, the U.S. Supreme Court declared that separate public schools for black and white children were “inherently unequal” and therefore violated the constitutional rights for equal protection for minority children.<sup>162</sup> Impacts of this decision were felt in Southern California. The Los Angeles Board of Education had cited “color-blindness” as its official policy, stating that racial segregation in housing patterns was beyond their control.<sup>163</sup> However, when the policies of the nearby Pasadena School Board (which mirrored those of Los Angeles) were challenged in a 1963 lawsuit brought by the National Association for the Advancement of Colored People (NAACP), the California Supreme Court ruled that school boards must attempt to eliminate racial segregation, regardless of its causes.<sup>164</sup>

In 1963 in Los Angeles, the ACLU filed *Crawford v. Los Angeles City Board of Education*, a class-action school desegregation lawsuit filed behalf of two African-American high school students, Mary Ellen Crawford and Inita Watkins.<sup>165</sup> The lawsuit highlighted two schools—both located in the southern portion of the district, only one mile apart—with pronounced racial imbalance: Jordan Senior High School in Watts, whose student population was 99 percent African-American, and South Gate Senior High School, which had 97 percent Anglo-American students.<sup>166</sup>

The case of *Crawford v. Los Angeles City Board of Education* became a watershed for Los Angeles schools. Filed in 1963, and effectively ending in the U.S. Supreme Court in 1982, the case “encapsulated and propelled the legal and political framework of an era.”<sup>167</sup> As a result of the lawsuit, the California Supreme Court ordered LAUSD to formulate a plan to correct de facto racial imbalance in the schools. The most controversial solution proposed and implemented was busing students; programs were first established on a voluntary basis, then in a mandatory program that was hotly debated from the 1960s through the early 1980s, when a constitutional amendment passed by California’s voters and affirmed by the U.S. Supreme Court ended the practice.

*Crawford v. Los Angeles City Board of Education* initially sought to halt the expenditure of public funds to renovate Jordan Senior High School until it was desegregated.<sup>168</sup> The suit was filed in 1963 but amended twice: in 1966, it was broadened to include Mexican-American students, and in 1968, the ACLU further amended the case to call for district-wide desegregation.<sup>169</sup> In 1970, as a result of lawsuit, a Los Angeles City Superior Court affirmed the presence of segregated schools in Los Angeles and ordered the district to take steps to correct racial imbalance. This prompted “a protracted fight over how to desegregate the increasingly diverse and increasingly racially segregated Los Angeles Unified School District.”<sup>170</sup>



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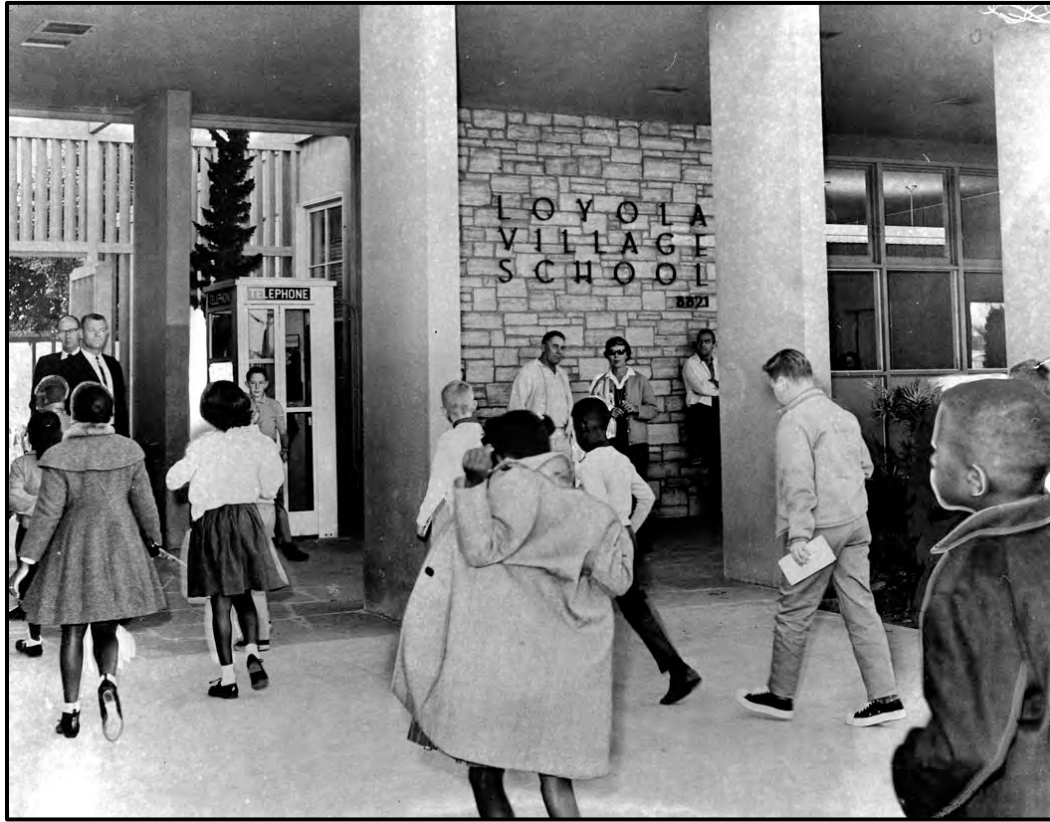


Figure 167. Voluntary busing as a solution to racial imbalance and overcrowding: This February 1964 photo shows children from Manchester Avenue School entering Loyola Village School. The caption read, "The transfer program is designed to cut half-day sessions at schools which are overcrowded by transporting pupils to schools with undersized classes." Source: LAPL, Herald-Examiner Collection, #LAPL00041639.

As mentioned, the most controversial solution involved busing students to correct racial imbalance as well as overcrowding. As early as the 1950s, and increasing in the 1960s, many communities and schools within LAUSD began exploring busing programs. In 1964, much attention was paid to a busing exchange program between relatively new schools in western Los Angeles (Loyola Village Elementary School and Osage Avenue School) and schools in older, more urbanized sections of Los Angeles (Manchester Avenue Elementary School and 66th Street School). In September 1967, a parents' group in Pacoima, in the San Fernando Valley, succeeded in establishing a busing program for 60 Pacoima students; the students would be taken by bus to the predominantly Anglo-American Encino Elementary School.<sup>171</sup>

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During this period, in the late 1970s, two schools launched a voluntary, experimental program. Hobart Boulevard Elementary School, a multiracial school within the City of Los Angeles, partnered with Dixie Canyon Elementary School in the San Fernando Valley. In a program funded for a limited time by the Los Angeles School Board, approximately 70 second- and third-grade students from each school made the half-hour trip by bus to attend their partner school for a semester. The next semester, a new group of children would participate in the program. When the program was approved, the *Los Angeles Times* described it as “two schools, and one big step to integration”: “The Anglo parents sat for more than two hours making a decision. Carefully, thoughtfully, they weighed the arguments. ... But when the meeting was over, more than 100 parents of children in Dixie Canyon Elementary School in the San Fernando Valley agreed to participate in a voluntary two-way integration plan with Hobart Boulevard Elementary School, a multiracial inner-city school.”<sup>172</sup> Writing in support of the program in the *Los Angeles Times*, Judith R. Birnberg, a Dixie Canyon Elementary School parent, stated that

Socially, Hobart couldn't be more ideal: children attending the school have come from 42 different countries, and such a mix is already affecting my son. ... Too many parents base their resistance to integration on the unknown. They assume minority schools are inferior, they assume the time traveling by bus will be a burden to their children; they assume children are haunted by the same fears clouding their own lives. But the time has come for parents to learn from their children.<sup>173</sup>

In 1977, in response to a California Supreme Court ruling calling for a “reasonable and feasible” integration plan, the Los Angeles Board of Education designed a program for mandatory busing. Under the plan, approximately 55,000 fourth- through eighth-grade students would be bused to school in 1978, with an estimated 112,000 students to follow in 1979.<sup>174</sup> The program was controversial and contested on a number of fronts. Just two years after the Los Angeles Board of Education proposed its plan, California's Proposition 1 sought to reverse it through a constitutional ban on mandatory busing. On the ballot in November 1979, Proposition 1 passed handily, with 70 percent of voters supporting the end of the practice.<sup>175</sup> On appeal in 1982, the US Supreme Court found Proposition 1 constitutional and upheld the ban on mandatory busing.

While this ruling solved one question, the issue of racial imbalance, cultural sensitivity in hiring practices and curricula, and encouraging diversity continued to shape the local- and state-level conversations about public schools through the 1960s, into the 1980s, and beyond. This issue continued to unfold in the courts on many fronts, as well as local and state governmental offices, school boards and classrooms, communities and families throughout Southern California. In this way, civil rights, ethnic identity, culture, and equal access shaped the sociopolitical context for school districts such as LAUSD in this period.

### Summary: The Postwar Modern, Functional School Plant

In the postwar period, the functional modern school plant quickly became the norm throughout the United States and in Los Angeles. As school districts struggled to keep up with demand, architects had ample opportunities to test new ideas. The emphasis on the child-friendly school meant a continuing focus on improving and standardizing environmental controls, such as lighting, ventilation, heating and cooling systems, and interior design. While three main plan types emerged during this era—the finger-plan, cluster-plan, and open-plan school—there were many combinations and variations on the basic themes. Stylistically, as well, postwar schools might exhibit textbook features of the International Style, more regionally inflected modernism, or variations on the styles popular in the postwar period.

First and foremost, the postwar school was designed to be more informal, accessible, and child-friendly. A more accessible school generally signaled lower massing, though junior and high schools might still climb two or three stories, especially given the pressing need for more schools. In general, the preferred, more domestic scale was reflected in one-story massing and low ceilings, which made classrooms more intimate. Generous panels of glazing provided light and outdoor access, with larger windows on north elevations and often clerestory windows on southern sides, to balance cross-lighting. With the advent of air-conditioning, schools in the early 1960s tended to diminish generous expanses of glazing. The need for economical construction and finely tuned environmental features and controls accompanied a continued national call for standardization of school design.



Figure 168. Palos Verdes High School, Richard Neutra and Robert Alexander (1961). Source: The J. Paul Getty Trust, Getty Research Institute, Julius Shulman Archives.

Campus planning and site-specific design also became increasingly important, as new residential areas emerged from former agricultural lands, and school builders and planners had the acreage to plan an entire campus created for new residential communities. In this era, ideas about planning at the scale of the neighborhood included the generous use of outdoor spaces and landscaping and a zoned design that turned the campus inward and separated pedestrians and automobile traffic, for safety and accessibility. Although many variations were proposed, the modern campus plan called for “small separate units connected by arcades or passageways and attractively grouped. This type of arrangement is quite flexible and eliminates much of the institutional atmosphere of the large compact structures.”<sup>176</sup>

### SECTION IV ARCHITECTURAL CHARACTER

As described in Section III, early-twentieth-century reform brought a more functional approach to school design throughout the United States. Priorities shifted, and designing according to function rather than style became the starting point for architects and builders. In this way, Los Angeles's public schools generally display a scale and function that are unique to their purpose as educational facilities. Even so, as the focal point for the community's identity and commitment to education, public schools also showcased outstanding architectural design by the region's leading practitioners. Throughout the twentieth century, the public schools of Los Angeles have reflected both the increased emphasis on functionality as well as the significant stylistic trends of the day.

The following summary of the typical architectural styles reflected in LAUSD schools serves to introduce the topic and sketch the main character-defining features and eras for each style. This section draws upon and expands the architectural character section of the 2002 LAUSD Historic Context Statement and presentation prepared by Leslie Heumann & Associates and Science Applications International Corporation of Pasadena, California.<sup>177</sup> This updated version draws upon additional field observations, as well as recognized guides and studies.<sup>178</sup>

In order to ensure cross-agency compatibility, the authors of this section also considered and adapted, where appropriate, the standards used by the City of Los Angeles Office of Historic Resources and Department of Planning for historic resource surveys.

This section is not intended to be an exhaustive list of styles but rather an introduction and general framework for understanding the principal styles, as well as stylistic evolution, of LAUSD school plants. Descriptions of each style include the general period during which the style was used and its typical character-defining features.

The broad stylistic categories presented here were compiled with an understanding that architectural design is more dynamic than a fixed label might suggest. Styles and trends come together through a combination of architectural precedent, historical interpretation, creative license of designers, and the agency of clients. Therefore, architectural styles are best understood as cultural hybrids incorporating elements from a variety of sources. In this way, these descriptions offer a broad palette for identify stylistic influences and character.



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Figure 169. Old Vernon Avenue School (1876).  
Source: Heumann & Associates and SAIC for LAUSD.



Figure 170. Old Canyon School (1894).  
Source: Heumann & Associates/SAIC for LAUSD.

## LATE-NINETEENTH-CENTURY STYLES

Some of the earliest schoolhouses built in Los Angeles were one- and two-story, vernacular-type wood buildings, generally modeled at the scale of domestic and small civic buildings and easily enlarged or modified to accommodate growth or multiple uses. During this era of school construction, the bell tower, echoing church design, was introduced as a signature element. Three known examples of Los Angeles's early wood-framed schoolhouses have survived; in Los Angeles, this construction type was in use from the earliest years of the district through approximately 1910. The library building at Canyon Elementary School, for example, was built in 1894.

### ***Typical Character-Defining Features:***

- One- to two-story massing
- Wood-framed construction
- Horizontal wood or wood shingle siding
- Open cupola or bell tower
- Simple vernacular exteriors, or Queen Anne or Colonial Revival detailing
- Wood-framed, double-hung sash windows, often in groupings



Figure 171. Farmdale School, El Sereno (1892).  
Source: LAPL Photo Archive.

### EARLY TWENTIETH CENTURY: BEAUX-ARTS CLASSICISM & NEO-CLASSICAL REVIVAL

Early twentieth-century buildings brought a new architectural vocabulary to LAUSD school design. The monumental classical motifs of Beaux Arts Classicism, evident in courthouses and city halls accommodated a new scale of two and three stories. This scale was demanded by expanding enrollment and a need for increased capacity and rooms differentiated by grade level and curriculum.

Beaux Arts Classicism and Neo-Classical Revival styles were especially favored by designers following the lead of McKim, Mead and White and other prominent national firms. The impressive porticos, with classical orders and colossal columns, advertised the importance placed on public education. Primarily of masonry construction, most of these schools fell victim to the 1933 Long Beach Earthquake. The San Fernando Middle School Auditorium, constructed as part of a 6-year high school in 1916, is one of the few remaining examples of this era.

#### ***Typical Character-Defining Features:***

- Monumental scale
- Formal, symmetrical design composition
- Smooth stone, masonry, or concrete exteriors (often scored to resemble masonry)
- Elaborated entrance, often featuring portico with columns
- Classical detailing, such as use of gables and entablature, columns, and pilasters
- Multilight grouped windows with wood surrounds



*Figure 172. A rare remnant of the Neo-Classical era in school design: San Fernando Middle School, Auditorium, John C. Austin, architect (1916). Source: Heumann & Associates and SAIC for LAUSD.*



*Figure 173. Detail, San Fernando Middle School (1916). Source: Heumann & Associates and SAIC for LAUSD.*

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## EARLY TWENTIETH CENTURY: INDIGENOUS REVIVAL STYLES AND THE ERA OF HISTORIC ECLECTICISM

As of 2013, a substantial number of LAUSD's remaining school buildings were constructed between the early 1920s and World War II. These schools reflect the eclectic menu of revival styles popular at the time for a range of building types. Period-revival styles seen in LAUSD schools include Italian Renaissance Revival, Collegiate Gothic Revival, and Tudor Revival. In addition, for Southern California's emerging architectural profession and academy, this era brought a new emphasis on the region's indigenous architectural traditions and a desire to infuse design with local character. Indigenous revival styles that rose in popularity during this period included, most notably for LAUSD public schools, the Spanish Colonial and Mission Revival. Designers expressed regional character and flavor by relating buildings to the outdoors, with one-story schools easily opened to exterior spaces, and by providing open loggias and arcades for circulation.

Where design was a priority, the stylistic program of the school is generally most clearly expressed in the campus's public buildings, such as the auditorium or administration building, and at primary entrances to buildings or classroom wings.



Figures 174 and 175. Renaissance Revival Style: Joseph Le Conte Middle School, Edgar Cline (1922). Source: LAUSD Le Conte Middle School Pre-Planning Survey, 2012 (left) Heumann & Associates and SAIC for LAUSD (right).



Figures 176 and 177. Northern Italian Renaissance: Hamilton Senior High School Administration Building, John C. Austin & Frederick C. Ashley, (1931). Source: LAUSD Hamilton Senior High School Pre-Planning Survey, 2010 (left) Heumann & Associates and SAIC for LAUSD (right).



### MISSION REVIVAL AND SPANISH COLONIAL REVIVAL

Beginning with efforts to restore California's missions in the late nineteenth century, Southern Californian architects began looking toward regional history for stylistic cues. The region's climate and Hispanic heritage figured prominently in these new directions. The Mission Revival vocabulary, most popular between 1890 and 1920, drew inspiration from Southwestern missions. Identifying features include curved parapets and red tiled, low-pitched roofs. Arches were used liberally, and wall surfaces commonly displayed smooth stucco. The Spanish Colonial Revival flourished between 1915 and 1940, reaching its apex during the 1920s and 1930s. This movement was catalyzed by architect Bertram Goodhue's 1915 designs for Panama-California Exposition in San Diego. The Spanish Colonial Revival style became one of the most popular idioms for a range of building types. Architects and builders embraced the style, which was employed for many LAUSD schools. The rise in popularity of the Spanish Colonial Revival style also coincided with the move toward more child-scaled schools, with lower massing and open, expansive campuses. With its emphasis on arcaded corridors and patios, the style fit this movement particularly well.

Spanish Colonial Revival buildings tend to be asymmetrical and sheathed with smooth stucco. Roofs generally consist of gabled, gabled and flat, and (less commonly) hipped roofs, clad in red clay tiles. Arched openings, whether for windows, doors, or gates, are a textbook feature. Secondary materials—including wood, wrought iron, and polychromatic tile—provide decorative accents. Windows are generally wood framed or metal, with molded wood surrounds or lintels.

#### *Typical Character-Defining Features:*

- Stucco-clad walls (usually smooth finish); occasionally might have brick or cast stone
- Asymmetrical design
- Use of towers, turrets, or cupolas
- Low-pitched gabled or hipped roof covered in red clay tiles or flat roof with parapet wall
- Shallow eaves or deeper eaves, lined with exposed carved wood brackets
- Arched openings for windows, doors, and use of arcades
- Secondary materials can include wrought iron, polychromatic tile, and cast stone
- Exterior patios and courtyards



Figure 178. Post-earthquake Mission Revival Style: Reseda Elementary School (1936). Source: Heumann & Associates and SAIC for LAUSD.



Figure 179. Late example of Spanish Colonial Revival: Verdugo Hills High School (1948). Source: Heumann & Associates and SAIC for LAUSD.



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## RENAISSANCE REVIVAL STYLE

In the late nineteenth and early twentieth centuries, the Renaissance Revival style began as a fairly literal translation of sixteenth-century Italian *palazzi* into two- and three-story buildings. The style evolved into one of the most popular of the 1920s, in particular for midrise office buildings. McKim, Mead, and White designed some of the United States' most elegant expressions of the revival during its earlier years. During the 1920s, local architects such as Walker and Eisen and John and Donald Parkinson designed many of Los Angeles's best examples.

Renaissance Revival buildings in Southern California are generally sheathed in brick or stucco. Facades are symmetrical or highly regular and divided into bays by the fenestration pattern or by piers, which are often treated as columns with bases and capitals. Variations in surface finishes, fenestration, and level of detail visually distinguish each section, creating a horizontal emphasis that is reinforced by prominent belt courses. A cornice, set above a frieze and/or architrave, traditionally tops a Renaissance Revival building. Windows on top stories are often distinguished from lower stories by different surrounds and configuration.



Figure 180. El Sereno Middle School, originally Woodrow Wilson High School (1937). Source: Heumann & Associates and SAIC for LAUSD.

### **Typical Character-Defining Features:**

- Rectangular massing
- Brick, stucco, and concrete, with trim of terra cotta or cast stone and bases of granite or masonry
- Horizontal emphasis; differentiated treatment of stories
- Symmetry and regularity
- Brick, stucco, or concrete exterior, often scored to resemble masonry
- Gabled and/or hipped roof, often sheathed in clay tiles
- Linear fenestration pattern
- Belt courses and cornices
- Classical detailing
- Cast stone or terra cotta architectural ornament



Figure 181. University High School (1924). A spring located on the school campus is registered as California Historical Landmark No. 522; the spring marks the location of three significant events: where the Portola Expedition camped in 1769, Father Junipero Serra gave Mass in 1770, and where the City of Santa Monica once obtained its water supply. Source: Heumann & Associates and SAIC for LAUSD.

### GOTHIC REVIVAL / COLLEGIATE GOTHIC

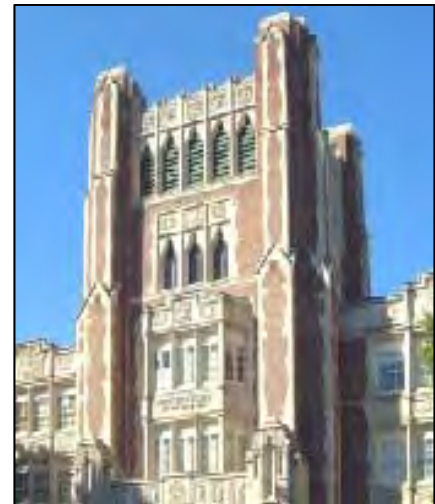
Popularized by writers and art critics such as John Ruskin (1819–1900), the English Gothic Revival movement looked back to and idealized the preindustrial Medieval era as a more pure and moral golden age, for society as well as for architecture. First popularized for religious buildings and for school buildings—the “Collegiate Gothic”—the style began appearing in the Los Angeles area in the late 1800s. Few buildings were constructed locally in this style, and even fewer remain.

Most extant Collegiate Gothic schools in Los Angeles were constructed during the height of the period-revival era. In the 1930s, in school design, the style fell out of favor as more up-to-date architectural idioms began emerging. The 1933 Long Beach earthquake, and then the 1934 Field Act, hastened the need for widespread school repairs and new construction, which accelerated the stylistic shift during this period.

Gothic Revival schools share the same emphasis on verticality that characterizes other applications of the style. The emphasis on the vertical is often expressed through the use of uninterrupted piers or attached ornament, which extend from the ground to the roof. The style also makes liberal use of mullions, towers, spires, and pinnacles. Windows are arranged in vertical channels of glass, sometimes topped with pointed arches. Brick and concrete were the materials of choice, often accented by cast stone.

#### ***Typical Character-Defining Features:***

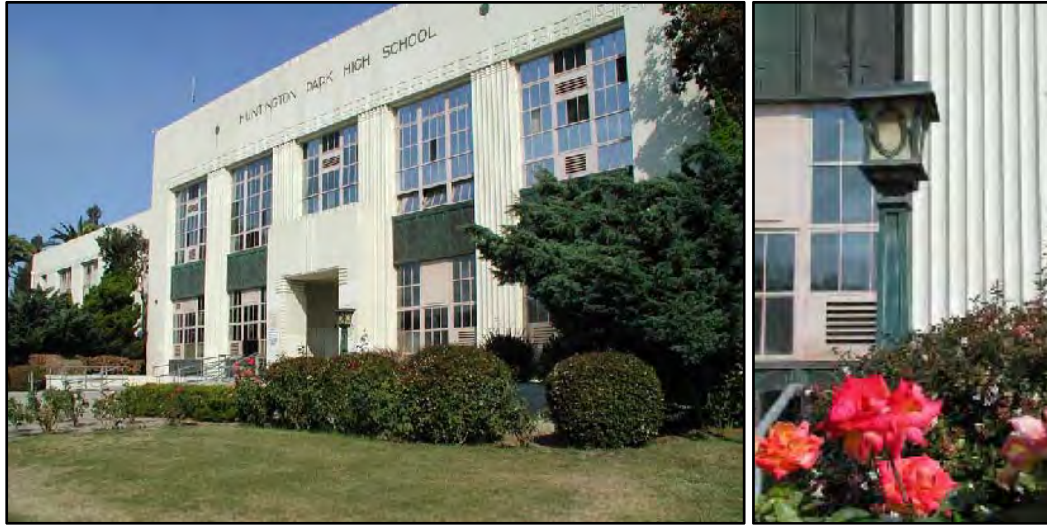
- Concrete or brick exterior
- Emphasis on the vertical axis
- Attenuated windows and openings
- Use of full-length columns or pilasters
- Steeply gabled roof
- Liberal use of cast stone or terra cotta ornament and sculptural detailing
- Stylized openings, with Tudor, pointed, or round arches
- Windows and doorways outlined with archivolts and topped with decorative crowns
- Windows with mullions



*Figure 182. John Marshall High School, George Lindsey, architect (1931). Source: Heumann & Associates and SAIC for LAUSD.*

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Figures 183 and 184. Huntington Park High School, Administration Building (1936). Source: Heumann & Associates and SAIC for LAUSD.

### ART DECO

As architects and designers began exploring alternatives to historic revival styles, one of the earliest modern alternatives was Art Deco. The term grew out of the 1925 exposition in Paris showcasing the “nouveau,” or new directions in design and decorative arts, at the *Le Musee des Arts Decoratifs*.

The idiom is highly decorative but rejects copying or adapting historical revival styles. Instead, ornamentation draws on geometric and foliate patterns and motifs, such as zigzags and chevrons, light, and color. Primarily in use between the 1920s and 1930s, the style was used most often in commercial, industrial, and institutional buildings.

#### ***Typical Character-Defining Features:***

- Emphasis on verticality through building massing, applied exterior features, and ornament
- Use of stylized, geometric motifs and decorative features, such as zigzags and chevrons
- Generally features smooth stucco- or concrete-clad wall surfaces
- Often features towers or other elements projecting beyond the roofline
- Often features steel-frame casement and fixed windows



Figure 185. PWA Moderne with Art Deco influence: Florence Nightingale Middle School, John C. Austin & Frederick M. Ashley, architects (1937-1939). Source: Heumann & Associates and SAIC for LAUSD.





Figure 186. Streamline Moderne: Thomas Jefferson High School, Stiles O. Clements (1933). Source: LAUSD.

### STREAMLINE MODERNE | MODERNE

The Streamline Moderne became a popular style during the Great Depression and World War II period. Its clean lines and minimalist ornament both celebrated the modern machine-age and signaled the period of austerity triggered by the Great Depression. Compared with its more ornamental predecessor, the Art Deco style, Streamline Moderne is more restrained in its ornamental program and emphasizes the horizontal rather than the vertical. This is achieved through incorporating bands of windows, decorative raised or grooved horizontal lines, flat canopies with banded fascia, and narrow coping at the roofline. Other characteristics include smooth wall surfaces, usually clad in stucco, glass block or porthole windows, and rounded corners. Reference to aerodynamic design is a signature of the style.

Compared with the Streamline Moderne, Moderne buildings also tend to be horizontal in emphasis but more clean-lined and rectilinear in their massing and detailing. Moderne designs are generally characterized by flat roofs, smooth stucco exteriors, and use of metal casement windows that often meet at the corners of the building.

#### ***Typical Character-Defining Features:***

- Horizontal emphasis, massing, and accents, such as moldings and continuous sill courses
- Smooth stucco or concrete exterior finish
- Curvilinear/rounded wall surfaces, corners, and features
- Recessed windows with no surrounds
- Flat or nearly flat roof



Figure 187. Moderne: Venice High School, Austin & Ashley, architects (1935-1937). Source: Heumann & Associates and SAIC for LAUSD.



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Figure 188. Hollenbeck Middle School, Alfred P. Rosenheim, architect (1936). Source: Heumann & Associates and SAIC for LAUSD.



Figure 189. Hollywood Union High School, Marsh, Smith & Powell (1934-1935). Source: Heumann & Associates and SAIC for LAUSD.

### PWA MODERNE

Created by the National Industrial Recovery Act, the Public Works Administration (PWA) was founded within a few months of the March 1933 Long Beach Earthquake. Following widespread damage to Los Angeles public schools in the wake of the earthquake, much school reconstruction work was funded by the PWA. Consequently, a substantial number of Los Angeles public schools either built or remodeled during this time exhibit some degree of PWA Moderne styling. Also referred to as “Stripped Classicism,” the PWA Moderne often incorporates elements of a number of styles, including Classical Revival, Spanish Colonial Revival, Art Deco, and Streamline Moderne.

Compared with the Streamline Moderne, the PWA Moderne was more formal and symmetrical in its overall design, with less emphasis on curvilinear shapes and horizontality. This style is found throughout the United States, particularly for institutional buildings funded through the PWA. Although the PWA program was terminated in 1943, buildings continued to display these stylistic features.

#### **Typical Character-Defining Features:**

- Emphasis on the vertical axis
- Symmetrical, formal design composition and massing
- Smooth wall surfaces, generally exhibiting stucco, concrete, and/or polished stone (rarely includes brick exterior elements)
- Usually displays a flat roof
- Piers, often fluted or reeded, separating recessed window channels
- Incorporation of shallow relief panels and interior murals



Figure 190. PWA Moderne meets Spanish Colonial Revival style: Canoga Park High School Auditorium (1939). Source: Heumann & Associates and SAIC for LAUSD.



Figures 191 and 192. Emerson Middle School, Richard Neutra, architect (1937-1940). Source: LAUSD Emerson Middle School Pre-Planning Survey.

### EARLY MODERNISM | INTERNATIONAL STYLE (PRE-1945)

This style coincides with the emergence of modern architectural design and culture in Los Angeles, at a time when modernism was still in an experimental stage and carried out by a relatively small group of architects and designers. Although many of these same ideas informed postwar modern styles, this era was unique and experimental. The City of Los Angeles Office of Historic Resources describes this stylistic theme as follows:

With precedents in Europe dating to the first decades of the twentieth century, Los Angeles was one of the first American centers of the International Style due in large part to the import of ideas by Viennese expatriates Rudolph Schindler and Richard Neutra. Although never catching on as a widely-accepted style for domestic architecture, the International Style was embraced and regionalized by a number of Los Angeles architects and designers who established a formidable local Modernist tradition.

Rudolph Schindler came to Los Angeles from Austria in 1920 to oversee construction on the Barnsdall House (Hollyhock House) for the office of Frank Lloyd Wright. Fellow Austrian Richard Neutra came to Los Angeles at Schindler's urging in 1925. Schindler, Lloyd Wright and Neutra and the architects of the so-called "Second Generation" architects continued to design buildings in Los Angeles in the postwar years; however, by this time the work of these architects and their protégés took on an expression of a more regional modernism (see Mid-Century Modernism).<sup>179</sup>

#### ***Typical Character-Defining Features:***

- Horizontal emphasis
- Use of simple, geometric volumes
- Smooth, unadorned wall surfaces, often sheathed in stucco or concrete
- Flat or nearly flat roof, often with cantilevered eaves
- Use of corner and casement windows, often with steel frames
- Windows generally set flush with the wall plane, with minimal trim or surrounds
- Continuous bands of windows emphasize the horizontal axis

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 193 and 194. On left, Fernangeles Elementary School (1954), Sun Valley. On right, Parmlee Avenue Elementary School (1962), southeastern Los Angeles. Source: Sapphos Environmental, Inc., 2014.

## MID-CENTURY MODERNISM / REGIONAL MODERNISM (POST-1945)

Mid-Century Modernism, or Regional Modernism, represents a middle ground between the formal, machine-age aesthetic of the International Style and a regional idiom reflecting local precedent and identity. In the postwar period through the 1960s, as practiced in Southern California, Mid-Century Modernism took its cues from the region's first-generation modernist architects such as Richard Neutra, Rudolph Schindler, Gregory Ain, Frank Lloyd Wright, and Harwell Hamilton Harris. In the postwar period, second-generation practitioners such as Raphael Soriano, Whitney Smith, and A. Quincy Jones, among many others, established Los Angeles as a center for innovative architectural design and culture.

Mid-Century Modernism is characterized by an honest expression of structure and function, with little applied ornament. Aesthetic effect is achieved through an asymmetrical but balanced, rhythmic design composition, often expressed in modular post-and-beam construction. Whether wood or steel, post-and-beam construction allowed for open floor plans, ease of expansion, and generous expanses of glazing to heighten indoor-outdoor integration. Infill panels of wood or glass are common, with glazing often extending to the gable. Buildings are generally one to two-stories, with an emphasis on simple, geometric forms. Capped with low-pitched gabled or flat roofs, a Mid-Century Modern building often displays wide eaves and cantilevered canopies, supported on spider-leg or post supports. Sheathing materials vary, with wood, stucco, brick and stone, or steel-framing and glass. Windows are generally flush-mounted, with metal frames.



Figure 195. Pacoima Middle School, Administrative Building (1955), Wilmington. Source: LAUSD Pacoima Middle School Pre-Planning Survey, 2010.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figures 196 and 197. Grover Cleveland High School, Administrative Building (left) and typical classroom wing (right), Matcham & Granger and Associates (1959), Reseda. Source: Sapphos Environmental, Inc., 2013.

This style was seen in postwar institutional and commercial buildings, as well as residences, from 1945 until circa 1975, when Title 24 restrictions on the use of glass curtailed the expansive glazing that characterizes the style.

## ***Typical Character-Defining Features:***

- Horizontal design composition and massing; generally one to two stories
- Simple, geometric volumes
- Flat or shed roof, often with wide, cantilevered overhangs
- Exterior materials include stucco, brick, or concrete
- Modular design and planning
- Aesthetic qualities derive from use of simply treated materials and excellent craftsmanship
- Direct expression of structural systems, often in wood or steel post-and-beam
- Lack of historicizing ornament
- Generous expanses of fenestration, including bands of grouped multi-light windows
- Extensive use of sheltered exterior corridors, with flat or slightly sloped roofs supported by posts, piers, or pipe columns



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969



Figure 198. Orville Wright Middle School, Cafeteria, Spaulding & Rex (1951). Source: LAUSD Wright Middle School Pre-Planning Survey, 2012.



Figure 199. Palisades Charter High School, Wilson & Associates (1961). Source: LAUSD Palisades Charter High School Pre-Planning Survey, 2012.

## **Mid-Century Modernism | Expressionistic/Organic Subtype:**

- Combines sculptural forms with basic geometric volumes
- Curved, sweeping wall surfaces
- Expressionistic roof forms, including butterfly, folded plate or barrel vault roof forms

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## ILLUSTRATIONS OF LAUSD ARCHITECTURAL STYLES

### COLLEGIATE GOTHIC



Figures 200 and 201. John Marshall High School, George Lindsey (1931). Source: Heumann & Associates and SAIC for LAUSD.

### TUDOR REVIVAL



Figure 202. Gulf Avenue Elementary School, Henry Harwood Hewitt & Norman Miller (1926). Source: Heumann & Associates and SAIC for LAUSD.



Figure 203. John Muir Middle School, John C. Austin (1922). Source: Heumann & Associates and SAIC for LAUSD.

### MEDITERRANEAN REVIVAL



Figures 204 and 205. Mediterranean Revival: Hamasaki Elementary School, originally Riggan School (1927). Source: Heumann & Associates and SAIC for LAUSD.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## RENAISSANCE REVIVAL STYLE



Figure 206. Ritter Elementary School (1932). Source: Heumann & Associates and SAIC for LAUSD.



Figure 207. University High School (circa 1922). Source: Heumann & Associates and SAIC, LAUSD.



Figure 208. Italian Renaissance Revival: South Gate High School, George Lindsey & Erwood Elden (1930). Source: Heumann & Associates and SAIC for LAUSD.



Figure 209. Renaissance-inspired Walter Reed Middle School, originally North Hollywood Junior High School, John Austin (1939). Source: Heumann & Assoc. and SAIC for LAUSD.



Figures 210 and 211. John Burroughs Middle School (1922). Source: Heumann & Associates and SAIC for LAUSD.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## SPANISH COLONIAL REVIVAL



Figure 212. Eagle Rock Elementary School (circa 1919). Source: Heumann & Associates and SAIC for LAUSD.



Figure 213. North Hollywood High School, Hunt & Chambers (1926). Source: Heumann & Associates and SAIC for LAUSD.



Figure 214. Aldama Elementary School, Charles Plummer (1924). Source: Heumann & Associates and SAIC for LAUSD.



Figure 215. Pacific Palisades Elementary School, Albert Nibecker (1930). Source: Heumann & Associates and SAIC for LAUSD.



Figure 216. Spanish Eclectic: Horace Mann Middle School (1926). Source: Heumann & Associates and SAIC for LAUSD.



Figure 217. Canoga Park Elementary School, Sumner Spaulding (1935). Source: Heumann & Associates and SAIC for LAUSD.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## ARCHITECTS

Since the early years of the district, the school buildings and campuses of LAUSD have been designed by some of the region's most prominent master architects region as well as the district's own architectural department. The following architects and firms were responsible for numerous designs of extant buildings throughout the district, since the early twentieth century:

- Thornton Abell
- Ain, Johnson & Day (Gregory Ain, Joseph Johnson, and Alfred Day)
- Robert Evans Alexander
- Allison & Allison (David Clark Allison and James Edward Allison)
- John C. Austin
- Austin and Ashley (John C. Austin and Frederic Ashley)
- Austin, Field & Fry (John C. Austin, Robert Field, Jr., Charles Eugene Fry)
- Edwin Bergstrom
- Daniel, Mann, Johnson & Mendenhall, DMJM (Phillip Daniel, Arthur Mann, Kenneth Johnson, Irvan Mendenhall)
- Stiles O. Clements
- Roland Coate
- Edelman and Zimmerman
- Sidney Eisenshtat
- Henry L. Gogerty
- Heitschmidt & Thompson (Earl Heitschmidt and Whiting Thompson)
- Frank Hudson
- Hudson & Munsell
- Stewart S. Granger
- Myron Hunt
- Hunt & Chambers
- Hunt & Burns
- Gordon B. Kaufmann
- George Lindsey
- Marsh, Smith, & Powell (Norman Marsh, David Smith, and Herbert James Powell)
- A. C. Martin
- Matcham & Granger (Charles O. Matcham Sr. and Stewart S. Granger)
- Alfred S. Nibecker
- Richard Neutra
- C.E. Noerenberg and Johnson
- Parkinson and Parkinson
- Charles Plummer
- Alfred Rosenheim
- Sumner Spaulding
- Spaulding & Rex (Sumner Spaulding and John Rex)
- William Stockwell
- Whiting Thompson
- Walker and Eisen
- Adrian Wilson & Associates

SECTION V THEMES OF SIGNIFICANCE

CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION

THEME: LAUSD | FOUNDING YEARS

Property Type: Institutional/Educational  
Property Subtypes: Wood-Framed School House  
Period of Significance: 1872 to 1894  
Area of Significance: Education  
Geographic Location: Citywide (rare)  
Area of Significance: A/1

**Eligibility Standards:**

- Is a rare example of an educational facility from the founding years of the Los Angeles City School District

**Character-Defining Features:**

- Retains most of the essential physical features from the period of significance
- Wood siding
- Bell tower; some Victorian-era ornamental detailing
- One-story massing
- Wood-framed, double-hung windows

**Integrity Considerations:**

- Should retain integrity of Design, Feeling, and Association from the period of significance
- Some materials may have been removed or altered
- Modern lighting and fencing of site acceptable alterations



Figure 218. Old Vernon Avenue School, built in 1876.  
Source: LAUSD.



Figure 219. Old Canyon School, built in 1894.  
Source: LAUSD.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## THEME: LAUSD | PRE-1933 LONG BEACH EARTHQUAKE SCHOOL PLANTS, 1920-1933

### Pictorial Overview



Figures 220 and 221. The expansive plan and Renaissance Revival-style of University High School (1924). Designed open spaces have been retained for nearly a century. Source: LAUSD University High School Pre-Planning Survey, 2011.



Figures 222 and 223. Vernon City Elementary School (1929), with courtyards and Spanish Colonial Revival arcades placing school corridors outside. Source: LAUSD Vernon City Elementary School Pre-Planning Survey, 2011.



Figure 224. One-story scale and E-shaped plan of Fishburn Avenue Elementary School (1926), in 1927 aerial photo. Source: LAPL Photo Collection.

**CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION**

**THEME: LAUSD | PRE–1933 LONG BEACH EARTHQUAKE SCHOOL PLANTS,  
1910–1933**

Property Type:	Institutional/Educational
Property Subtypes:	Elementary, Junior High, and High School Buildings and Campuses
Period of Significance:	1910 to 1933
Area of Significance:	Education
Geographic Location:	Citywide
Area of Significance:	A/1

**Eligibility Standards:**

- Embodies LAUSD school planning and design ideals and principles of the era
- One of few remaining schools from the pre–1933 Long Beach earthquake era that was not substantially altered or remodeled
- Retains most of the associative and character-defining features from the period of significance

**Character-Defining Features | Buildings/Structures:**

- Articulated buildings plans, facilitating the creation of outdoor spaces (often T-shaped, E-shaped, U-shaped, and H-shaped plans)
- Generally low massing, usually one to two stories (with two to three stories more common for middle and senior high schools)
- Includes designed outdoor spaces, such as courtyards and patios, adjacent to classroom wings
- Exteriors usually lined with rows of grouped windows, including wood-framed multilight windows; expanses of windows often mark the location of classrooms
- Designed in popular period-revival styles of the era (including Spanish Colonial Revival, Renaissance Revival, Mediterranean Revival, and Collegiate Gothic)
- Often designed by prominent architects of the era

**Character-Defining Features | Campus/District:**

- Emphasis on a more spread-out site plan, with designed outdoor spaces
- More varied collection of buildings, differentiated by function and use (rather than a single building with all functions inside)
- Might include an elaborate administration building, usually the focal point of the campus, as well as classroom wings, auditoriums, gymnasiums, and outdoor recreation areas
- Middle or senior high schools might include a gymnasium designed in the style of the campus overall



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## Integrity Considerations:

- Most pre-1933 schools were substantially remodeled following the Long Beach earthquake
- Designed outdoor spaces, such as courtyards and patios, should be intact in use, if not with landscape design and hardscaping; development pressures over the years often resulted in these open spaces being in-filled with new construction; overall sense of relationship of building to designed outdoor spaces should be intact
- Should retain integrity of Materials, Design, Workmanship, Feeling, and Association from its period of significance
- Intact campus groupings from a single period of time are not common
- Some materials and features may have been removed or altered
- Modern lighting and fencing of site acceptable

## Comments:

Schools from this period generally include additional buildings and structures added after the period of significance (in particular after World War II), which may be non-contributing.

Eligible properties under this theme may be a single building (generally the Administration Building, in combination with a classroom wings) or a grouping (campus) of buildings constructed during the period of significance.

Buildings and campuses exhibiting distinctive design features might also qualify under Criteria C/3, as the embodiment of the distinctive characteristics of a type, period, region, or method of construction, an excellent example of the work of a master architect, or for high artistic values.



*Figure 225. Marshall Senior High School (1931). The school has expanded over the years but also retains many of its designed open spaces and courtyards. Source: LAUSD Marshall Senior High School Pre-Planning Survey, 2010.*

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION

**THEME: LAUSD | POST-1933 LONG BEACH EARTHQUAKE SCHOOL PLANTS, 1933-1945**

Property Type:	Institutional/Educational
Property Subtypes:	Elementary, Junior High, and High School Buildings and Campuses
Period of Significance:	1933 to 1945
Area of Significance:	Education
Geographic Location:	Citywide
Area of Significance:	A/1

### Eligibility Standards:

- Exemplifies post-Long Beach earthquake school planning and design concepts of the period, including requirements under the 1934 Field Act
- One-story massing for elementary schools; up to two-stories for junior/high schools
- Retains most of the associative and character-defining features from the period of significance

### Character-Defining Features | Buildings/Structures:

- One-story massing for elementary schools; up to two stories for middle and senior high schools
- Reinforced concrete, steel- or wood-frame construction
- Classroom wings designed for easy access and views to outdoors—with variations including L-, H-, T-shaped building plans
- Generous expanses of windows, including steel- and wood-framed multilight windows, awning and hopper casements, clerestories, and large-pane fixed windows; window groupings often mark the location of classrooms
- Stylistically more streamlined and less ornamental than 1920s period-revival styles
- Emphasis on “traditional Southern Californian” styles, such as Spanish Colonial and Mission Revival
- Styles can also include PWA Streamline Moderne, Art Deco, Late Moderne, and proto-modern styles
- May have been partially or fully funded through Works Progress Administration (WPA), 1935 to 1943
- WPA projects may include significant interior artwork such as murals, paintings and sculpture
- May have been designed by a prominent architect of the period

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## **Character-Defining Features | Campus/District:**

- Unified site plan consisting of buildings and structures designed and sited according to their use
- Use of designed outdoor and landscaped spaces, for outdoor study, recreation and dining
- Often displays connecting sheltered corridors throughout campus
- Emphasis on a more expansive site plan
- Varied collection of buildings, differentiated by function and use (rather than a single building with all functions inside)
- Might include an elaborate administration building, located near the campus entrance; administration buildings usually serve as the focal point of the campus
- Campus often composed of groupings of classroom wings, auditoriums, gymnasiums, cafeterias, and outdoor recreation and dining areas
- Middle or senior high schools might include a gymnasium designed in the style of the campus overall

## **Integrity Considerations:**

- Should retain most of the essential physical features from the period of significance
- Some materials may have been removed or altered
- Modern lighting and fencing of site acceptable
- Schools from this period generally include buildings constructed after the period of significance, in particular post-World War II buildings, which may be non-contributing
- Eligible properties under this theme may be a single building, if it exemplifies the design ideals of the era, or a grouping (campus) of buildings constructed during the period of significance
- Intact campus groupings from the pre-1945 era are not common
- Many pre-1933 schools were substantially remodeled following the Long Beach earthquake—may retain a 1920s plan but with 1930s stylistic detailing.
- Pre-1933 schools rehabilitated post-1933 might exhibit added seismic supports of steel columns, beams, or diagonal bracing; original masonry might be covered by concrete/stucco sheathing
- Should retain integrity of Materials, Design, Workmanship, Feeling, and Association from its period of significance

**Comments:** Buildings exhibiting distinctive design features might also qualify under Criteria C/3, as the embodiment of the distinctive characteristics of a type/period or method of construction, as an example of the work of a master architect, or for high artistic values.

**CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION**

**THEME: LAUSD | EARLY EXPERIMENTS IN THE MODERN, FUNCTIONALIST SCHOOL PLANT, 1933–1945**

Property Type:	Institutional/Educational
Property Subtypes:	Elementary Schools, Junior High Schools, and High Schools
Period of Significance:	1933 to 1945
Area of Significance:	Education
Geographic Location:	Citywide; rare
Area of Significance:	A/1

**Eligibility Standards:**

- Clearly expresses the experimental ideas emerging during this period for the modern, functionalist school plant
- One-story massing for elementary schools; up to two-stories for junior/high schools
- Classrooms, in detailing and plans, clearly express their function, with axial, finger-like wings, plentiful fenestration, and connections to the outdoors
- Retains most of the associative and character-defining features from the period of significance

**Character-Defining Features | Buildings/Structures:**

- One-story massing for elementary schools; up to two stories for middle and senior high schools
- Usually reinforced concrete, steel- or wood-frame construction, clad in cement/stucco
- Classrooms are often single- or double-loaded finger-like wings, arranged along a central axis or semicircle
- Classrooms open directly onto patios/play areas through glass doors or movable walls
- Varying elevations might display differentiated window sizes and configurations, in order to tailor interior light to sun patterns and create cross-lit classrooms
- Windows are plentiful and include steel- and wood-framed multilight windows, in double-hung sashes, awning and hopper casements, clerestories, and fixed panes
- Displays an informal, nonmonumental scale and spare ornamental program
- Stylistically modern; might display influence of Late Moderne or PWA Streamline Moderne
- May have been partially or fully funded through WPA, 1935 to 1943; WPA projects may include significant interior artwork such as murals, paintings and sculpture
- May have been designed by a prominent architect of the period



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## Character-Defining Features | Campus/District:

- A unified, nonmonumental, nonhierarchical site plan
- Displays inventive site plan incorporating buildings, landscaped courtyards, and circulation corridors into a unified campus design
- Swaths of landscaped patios and terraces adjacent to classroom wings
- Designed outdoor spaces, including patios, courtyards
- Use of outdoor corridors, with simple canopy supports and posts or *pilotis*, form links between classrooms and other buildings

## Integrity Considerations:

- School expansion and new construction over the years, in particular in the postwar period, might have resulted in the addition of in-fill buildings and structures in areas that were originally designed open spaces. Such new additions should not interfere with or serve as a visual impairment to the designed connections between buildings, in particular classroom wings, and adjacent outdoor patios and spaces.
- Some materials may have been removed or altered
- Modern lighting and fencing of site acceptable
- Should retain integrity of Materials, Design, Workmanship, Feeling, and Association from its period of significance

**Comments:** Buildings exhibiting distinctive design features might also qualify under Criteria C/3, as the embodiment of the distinctive characteristics of a type/period or method of construction, as an example of the work of a master architect, or for high artistic values.

**CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION**

**THEME: LAUSD | EDUCATING THE BABY BOOM: THE POSTWAR MODERN, FUNCTIONALIST SCHOOL PLANT, 1945–1969**

Property Type:	Institutional/Educational
Property Subtypes:	Elementary Schools, Junior High Schools, and High Schools
Period of Significance:	1945 to 1969
Area of Significance:	Education
Geographic Location:	Citywide; with concentrations in the San Fernando Valley and west Los Angeles
Area of Significance:	A/1

**Eligibility Standards:**

- Clearly embodies the characteristics of a postwar modern functionalist school campus
- Displays a unified, functional site design, with buildings extending across the site and oriented in relation to outdoor spaces (courtyards, patios, outdoor play areas)
- One-story massing for elementary schools; up to two-stories for junior/high schools
- Classrooms, in detailing and plans, clearly express their function, with axial, finger-like wings, plentiful fenestration, and connections to the outdoors
- Retains most of the associative and character-defining features from the period of significance

**Character-Defining Features | Buildings/Structures:**

- Building plans and site design clearly express their function; classroom wings often exhibit one-story “finger-like” wings, arranged on an axis
- Easily identifiable indoor-outdoor spaces, connections to classrooms through the incorporation of patios, courtyards, and outdoor canopied corridors
- One-story massing, particularly for elementary schools; up to two to three stories for junior and high schools
- Building types and plans expressive of postwar ideals in school design; these can include (1) finger-plan schools (usually in 1940s through 1950s); (2) cluster-plan schools (beginning in 1950s); and (3) variations and combinations of these typologies clearly expressive of the ideals for informality, indoor-outdoor connections, and zoned planning for the site
- Varying elevations might display differentiated window sizes and configurations, in order to tailor interior light to sun patterns and create cross-lit classrooms

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## Character-Defining Features | Campus/District:

- Unified campus design includes most or all of the following attributes: lack of formality and monumentality; low massing (usually one stories for classrooms and up to two stories for auditoriums/multipurpose rooms); strong geometric ordering of buildings and outdoor spaces; decentralized, pavilion-like layout; rational, function-driven site design; buildings extend across the site; buildings are oriented to outdoor spaces (courtyards, patios, outdoor areas), purposeful indoor-outdoor integration
- Automobile traffic/drop-off areas separated from campus; linked to interior via extended canopied corridors
- Buildings often turn inward, toward green spaces and courtyards, lawns
- Outdoor corridors, sheltered beneath simple canopies, forming links between the buildings of the campus
- Classrooms often consist of a series of axial, modular units
- An informal, domestic scale for the buildings and campus might be especially evident in elementary schools
- Swaths of patios, terraces, and plantings adjacent to and alternating with buildings
- Generous expanses of windows, including steel- and wood-framed multilight windows, in awning and hopper casements, clerestories, and fixed panes
- Flat roof or broken-plane roof often used for lighting and acoustical issues
- Modular design, with a rhythmic, asymmetrical but balanced composition
- Usually displays a modern design idiom, usually either regional modernist (with use of native materials such as stone, brick, and wood siding and/or framing), International Style modernist, or, by the early 1960s, Late Modern (more expressive and sculptural)
- Some examples might include some degree of historicist detailing or styles popular in the postwar period (such as American Colonial Revival); these are less common than modernist examples
- May have been designed by a prominent architect of the period
- Often associated with post–World War II suburbanization and growth near major employment centers beyond the city periphery (such as the San Fernando Valley and southwest Los Angeles)
- Often built in residential neighborhoods on large expanses of land, with swaths of land devoted to landscape design and playing fields (in particular for high school campuses)

# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

## **Integrity Considerations:**

- Retains most of the essential physical features from the period of significance
- School expansion and new construction over the years, in particular in the postwar period, might have resulted in the addition of in-fill buildings and structures in areas that were originally designed open spaces. Such new additions should not interfere with or serve as a visual impairment to the designed connections between buildings, in particular classroom wings, and adjacent outdoor patios and spaces.
- Many postwar schools were designed to be easily expandable as enrollment increased; the original site design and building types and plans should be readily discernible. If additional wings were added or the campus extended, the additions should be compatible with and visually subordinate to the original.
- Some materials may have been removed or altered
- Modern lighting and fencing of site acceptable
- Should retain integrity of Setting, Materials, Design, Workmanship, Feeling, and Association from its period of significance
- Addition of portable or permanent buildings after the period of significance acceptable as long as original campus design is intact

**Comments:** This theme would most often apply to a campus evaluated as a historic district. Individual buildings and/or campuses exhibiting distinctive design features might also qualify under Criteria C/3, as the embodiment of the distinctive characteristics of a type/period or method of construction, as an example of the work of a master architect, or for high artistic values.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

HISTORIC CONTEXT STATEMENT, 1870 to 1969

**CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION**  
**THEME: LAUSD AND THE CIVIL RIGHTS MOVEMENT, 1954–1980**

Property Type: Institutional/Educational  
Property Subtypes: Elementary Schools, Junior High Schools, and High Schools  
Period of Significance: 1954 to 1980  
Area of Significance: Education/Ethnic Heritage  
Geographic Location: Citywide  
Area of Significance: A/1 and/or B/2

## **Eligibility Standards:**

- Was constructed during the theme of significance
- Was the site of significant integration initiatives, challenges, or activities related to the Civil Rights Movement and school integration
- Directly reflects the movement for equal access to schools and/or to employment opportunities in LAUSD schools
- Has a well-established, long-term association with a figure who was significant in the Civil Rights Movement and school integration (eligibility under B/2)

## **Character-Defining Features:**

- Retains most of the associative and character-defining features from the period of significance

## **Integrity Considerations:**

- Retains integrity of Location, Design, Setting, Feeling, Association
- Some materials may have been removed or altered
- If there are multiple buildings on campus constructed during the period of significance, these should be evaluated as a potential historic district

### SECTION VI CONCLUSION | RECOMMENDATIONS

LAUSD is the second largest public school system in the United States and encompasses nearly 800 campuses distributed across more than 700 miles. Since its founding in 1872, the district has commissioned, designed, and acquired a remarkable collection of buildings, campuses, and facilities. These properties reflect more than a century of social, architectural, and technological advances, as well as ongoing educational and curricular reform. Extant properties range from a few late-nineteenth-century, wood-framed schoolhouses to mid-twentieth-century superblock campuses exemplary of modernist architectural design.

This Historic Context Statement represents a first step in creating a framework for context-driven evaluations of educational facilities in Los Angeles (and beyond). As LAUSD begins planning for campus-wide redevelopment and modernization under Measure Q, to be launched in 2014, this study provides a guide for conducting evaluations of LAUSD's many historically significant buildings and campuses.

Through research conducted for this study, four distinct periods emerged: (1) Founding Years, 1870s through 1909; (2) Progressive Education Movement: Standardization and Expansion, 1910 to 1933; (3) Era of Reform: Great Depression, Earthquake, and Early Experiments in the Modern, Functionalist School Plant, 1933 to 1944; and (4) Educating the Baby Boom: Postwar Expansion and the Modern, Functionalist School Plant, 1945 to 1969. Specific themes of significance associated with each era were prepared for this study, along with eligibility standards, character-defining features, and integrity thresholds for each.

Given the project need and parameters, this study focused on the potential eligibility of school buildings and campuses under Criteria A/1, as outstanding examples of LAUSD design ideals and principles, according to the era under consideration. Because the postwar era largely fell outside the scope of 2002 survey work, and postwar schools will be the focus of much of the modernization work for LAUSD in the coming years, the postwar era was explored in detail in the present study.

In addition, by identifying the character-defining features that lend campuses historic significance, this study also establishes a framework for the development of district-wide design guidelines. The guidelines are being prepared by Sapphos Environmental, Inc. to be included in environmental compliance documentation currently being prepared by LAUSD.

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## **Recommendations | Areas for Further Research**

Additional research on areas and topics beyond the current scope would further broaden the framework for evaluating significant events, people, and the architectural legacy of LAUSD. Recommendations related to the Historic Context Statement and historic resources survey are as follows:

### **1. Expand the LAUSD Historic Context Statement and Historic Resources Survey to include the period to 1980**

Pursuant to Measure Q, district-wide modernization and redevelopment will unfold gradually, over many years. Broadening the LAUSD Historic Context Statement and survey to consider all schools constructed in the past 35 years (rather than 45 years) would allow the district to take proactive steps to identify historically significant campuses (and therefore historic resources under CEQA) prior to redevelopment planning and work. This would also bring the LAUSD Comprehensive Historic Resources Survey up to date with the City of Los Angeles Office of Historic Resources citywide survey, SurveyLA.

### **2. Conduct additional archival research to expand property eligibility under additional criteria**

In the current scope, campus-specific work included research on events, patterns of development, and significant people associated with the schools included in the accompanying survey. However, project limitations precluded extensive research on LAUSD's history that might result in eligibility under Criteria A/1 (such as LAUSD and the Civil Rights Movement) and Criteria B/2 (for an association with significant figures in the history of public schools in Los Angeles). These areas represent excellent areas for further study. (The context of the Civil Rights Movement and Los Angeles schools was addressed, however, in the National Register of Historic Places Multiple Property Documentation form for African-Americans in Los Angeles.<sup>180</sup>)

### **3. Expand study of school plant property types and subtypes**

As a general framework, this treated senior high, middle, and elementary schools, as well as other LAUSD educational facilities, with a broad brush, as a single property type. Noteworthy distinctions, generally in scale and massing, were noted throughout the context. Should subsequent survey work reveal significant distinctions among educational property types, these differences could be incorporated into an updated Historic Context Statement.

#### **4. Update and expand the LAUSD Historic Resources Survey**

Sapphos Environmental, Inc. also recommends that LAUSD take proactive steps to update its comprehensive historic resources survey, in order to consider all as-yet unevaluated LAUSD assets. With planning for district-wide modernization work under way, it will be critical that the LAUSD survey be comprehensively updated.

The survey could be initially broadened to include all post-1945 school buildings and campuses that have not yet been subject to context-driven evaluation.

According to the *Los Angeles Unified School District History of Schools, 1855 to 1972*, this includes roughly 175 campuses constructed between 1955 and 1969, as well as approximately 125 campuses constructed between 1945 and 1954.<sup>181</sup> (The current scope with Sapphos Environmental, Inc. covers 55 campuses.)

A comprehensive survey update would help streamline and guide district-wide redevelopment plans and help LAUSD in its continuing stewardship of its many historically significant school buildings and campuses.



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## ENDNOTES

1. Lee, Antoinette, and Linda F. McClelland, U.S. Department of the Interior, National Park Service, "How to Complete the National Register Multiple Property Documentation Form," *National Register Bulletin* No. 16B (1999).
2. Local criteria were not included in this study. Under the provisions of California State Government Code, Section 53094, the properties of California school districts, including LAUSD, are statutorily exempt from most provisions of local ordinances, including landmark designation. California State Government Code, Section 53094 permits "the governing board of a school district, by vote of two-thirds of its members . . . [to] render a city or county zoning ordinance inapplicable to a proposed use of property by such school district . . . ." The legislative history of Section 53094 indicates that "the Legislature deliberately accorded different treatment to school districts than to other local agencies because it was well aware that school construction was subject to almost complete control by the state. . . . The Legislature accordingly provided in section 53094 that school districts, as opposed to other local agencies, should retain the right to exempt themselves from local zoning ordinances (*Santa Clara, supra*, 22 Cal.App.3d at p. 158 fn. 3.)," Court of Appeal, State of California, Second Appellate District, Division 7, *Los Angeles Unified School District, Petitioner and Appellant, v. City of Maywood, et al.*, Respondents and Defendants, Nos. B238629, B238630, Los Angeles Superior Court, filed 13 February 2013.
3. California Office of Historic Preservation, "California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register)," *Technical Assistance Series* No. 6. (Sacramento, CA, 14 March 2006). Available at: [http://ohp.parks.ca.gov/pages/1056/files/06CalReg&NatReg\\_090606.pdf](http://ohp.parks.ca.gov/pages/1056/files/06CalReg&NatReg_090606.pdf)
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5. For additional background on the pre-1870s context of education in Los Angeles and the administrative structure of the district, see Science Applications International Corporation, *Historic Context Statement: Los Angeles Unified School District*, prepared for Los Angeles Unified School District (Pasadena, CA: March 2002), 12.
6. Gibson, Charles D., *California School Buildings, 1960 to 1965* (Sacramento: California State Department of Education, 1966), 1.
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9. Eales, John R., "A Brief, General History of the Los Angeles City School System," Doctoral Dissertation (Los Angeles: University of California, June 1956), 78.
10. *Ibid.*, 78.
11. *Ibid.*, 78.
12. Bhatia, "Modern Concept," 30.
13. Briggs, Warren Richard, *Modern American School Buildings* (New York: J. Wiley & Sons, 1906), 8.
14. Hille, *Modern Schools*, 13–14.
15. See, for example, Baker, Lindsay, "A History of School Design and Its Indoor Environmental Standards, 1900 to Today," PhD Dissertation (Berkeley: Department of Architecture, Center for the Built Environment, University of California, Berkeley, January 2012).

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16. Engelhardt, N.L., Jr., "Trends in School Architecture and Design," *Review of Educational Research* 12, no. 2 (April 1942): 171–77, at 174.
17. Baker, "A History of School Design," 4.
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23. Los Angeles Board of Education, *Annual Report, 1884-85*, cited in Eales, "A Brief, General History," 62–63.
24. Eales, "A Brief, General History," 63.
25. Ibid.
26. Population figures from Fogelson, Robert M., *The Fragmented Metropolis: Los Angeles, 1850-1903* (Berkeley: University of California Press, 1967), 78.
27. "Los Angeles Public Schools," *Los Angeles Times*, 1 January 1898.
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31. Holmes, William Henry, *School Organization and the Individual Child: A Book for School Executives and Teachers* (Worcester, MA: The Davis Press, 1912), 1.
32. Howell-Ardila, Deborah, "Writing Our Own Program: The USC Experiment in Modern Architectural Pedagogy," Master of Historic Preservation Thesis (Los Angeles, CA: USC School of Architecture, December 2010)
33. Donovan, John J., *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921), ix.
34. Ogata, "Building for Learning," 564, emphasis added.
35. Donovan, *School Architecture*.
36. Hille, *Modern Schools*, 14.
37. Caudill, William Wayne, *Toward Better School Design* (New York: FW Dodge Corporation, 1954), 16. Caudill himself was an early leader in the community of reform-minded school architects and designers. In 1946, California Department of Education official Charles Gibson informed Caudill that his book, *Space for Teaching*, was often used in Californian schools. Wrote Gibson to Caudill, "Your reputation as an authority on school design is already established in California. We use your Bulletin 'Space for Teaching' almost as a Bible in this state." Cited in Ogata, "Building for Learning," footnote 76.
38. Donovan, *School Architecture*, 96.
39. Hamlin, Alfred D. F., *Modern School Houses, Being a Series of Authoritative Articles on Planning, Sanitation, Heating and Ventilation*, vol. 1 (New York: The Swetland Publishing Company, 1910), 9. Cited in Baker, "A History of School Design," 6.
40. Hille, *Modern Schools*, p. 17.
41. Ibid.
42. Donovan, *School Architecture*, 48.
43. "In the Public Schools," *Los Angeles Times*, 3 December 1911. "In the Public Schools" was a weekly column with news and notes of interest from Southern Californian schools, published in the *Los Angeles Times* in the early 1910s.

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44. Ibid. In the Los Angeles City School District, Bettinger singled out the outdoor study programs at Micheltoreno Street School, Griffin Avenue, Loreto Street, and 21st Street Intermediate School. Said Bettinger, "Nearly always at these schools the passer-by will note a happy group of children studying and discussing their lessons out in the fresh air and sunshine."
45. Donovan, *School Architecture*, 9.
46. Ibid.
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48. Ibid., 6.
49. Ibid., 7.
50. Hille, *Modern Schools*, 14.
51. "City's Schools Highly Praised: Pamphlet Draws Comparisons Showing San Francisco System Interior," *Los Angeles Times*, 17 May 1914.
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54. This figure of 400 square miles is equivalent to 112 more square miles than the City itself at the time. This reflects the fact that school districts, as state, rather than city, agencies, pursuant to the Education Code of 1872, included both incorporated cities and adjacent unincorporated land, as well as portions of other incorporated Cities. See Science Applications International Corporation, *Preliminary Historic Resources Survey of the Los Angeles Unified School District*, prepared for the Los Angeles Unified School District, Facilities Services Division (Pasadena, CA: June 2002), 6.
55. Leslie Heumann & Associates and Anne Doehne, Science Applications International Corporation, March 2002, "Historic Schools of the Los Angeles Unified School District," a presentation prepared for LAUSD Facilities Services Division (March 2002), 6.
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57. Los Angeles City Board of Education, *The Reconstruction Program of the Los Angeles City Schools, 1933 – 1935 (inclusive)* (1933), 5.
58. Eales, "A Brief, General History," 164.
59. Ibid., 165.
60. Ibid., 158.
61. Ibid., 155.
62. Ibid.
63. Holy, T.C., "Needed Research in the Field of School Buildings and Equipment," *Review of Educational Research* 5, no. 4 (1935): 406–11. Cited in Baker, "A History of School Design," 8–9.
64. Mock, Elizabeth, and Rudolf Mock, "Schools Are for Children," *The American School and University* 15 (1943): 37–42.
65. Baker, "A History of School Design," 8.



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66. Throughout the United States, the Great Depression ushered in modern reform in many realms of architectural practice, pedagogy, and design. Two major examples in Southern California were in education and housing reform. In the early 1930s, Los Angeles's only collegiate school of architecture at USC shed its Beaux-Arts influenced curriculum and launched a modern curriculum. USC's design philosophy emphasized the same qualities advocated by school plant reformers: functional, modern design, thoughtful, integrated site planning, and indoor-outdoor integration as the key for the "good life." See Howell-Ardila, "Writing Our Own Program." In terms of housing reform, the Garden Apartment movement also emphasized these qualities as the key to providing better housing and living conditions for all. These movements shared practitioners and proponents, as well as the conviction that "modern" architecture was as much a social movement as it was an aesthetic one. For an outstanding history of the Garden Apartment movement in Los Angeles, see Architectural Resources Group, Inc., *Garden Apartments of Los Angeles Historic Context Statement*, prepared for the Los Angeles Conservancy (Los Angeles, CA, October 2012). Throughout the United States in the 1930s, these ideas occasioned a major shift in the national conversation about modern architecture.
67. Sachs, Avigail, "Research for Architecture: Building a Discipline and Modernizing the Profession," PhD Dissertation (Berkeley: University of California, 2009), 161.
68. Baker, "A History of School Design," 8.
69. Eales, "A Brief, General History," 228.
70. Ogata, "Building for Learning," 564.
71. Mock, Elizabeth, *Built in USA, 1932 – 1944: A Survey of Contemporary American Architecture*, The Museum of Modern Art (New York: Simon & Shuster, 1944), p. 41.
72. In 1938, Lescaze completed work on CBS Columbia Square in Los Angeles, another International Style building now enjoying Historic-Cultural Landmark status.
73. Lescaze, William, "The Functional Approach to School Planning," *Architectural Record* (June 1936): 481–97, at 481.
74. *Ibid.*, 482.
75. McCoy, Esther, *Richard Neutra* (New York: G. Braziller, 1960), 20.
76. Mock, *Built in USA, 1932 – 1944*.
77. McCoy, *Richard Neutra*, 20–21. McCoy observed that one precedent for Neutra's design would have been Bruno Taut's 1927 Municipal School in Berlin, which also featured a wall that opened onto a terrace sheltered beneath wide overhanging eaves, with clerestory lighting on other elevations.
78. Hille, *Modern Schools*, 81–82.
79. "Progress in School Design, As Evidenced in the Work of Marsh, Smith & Powell, Architects," *The Architect & Engineer* (November 1938): 14–22.
80. Engelhardt, p. 175.
81. Sapphos Environmental, Inc., *City of Long Beach Historic Context Statement*, prepared for the City of Long Beach Department of Development Services (Long Beach, CA, 2009).
82. Los Angeles City Board of Education, *The Reconstruction Program of the Los Angeles City Schools, 1933 – 1935 (inclusive)* (Los Angeles, CA: 1933), 5.
83. Engelhardt, "Trends in School Architecture and Design," 176.
84. *Ibid.*
85. "Safety, Simplicity and Old-California Beauty Combined in Mission-Type Schools of Reconstruction Program," *Los Angeles Times*, 9 January 1934.
86. *Ibid.*
87. *Southwest Builder and Contractor*, 8 October 1937, 12.
88. Eales, "A Brief, General History," 272.
89. *Ibid.*, 208.

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90. *Los Angeles Herald-Examiner*, 14 September 1943.
91. Eales, "A Brief, General History," 277.
92. Ibid.
93. Ibid., 236.
94. Quoted in Engelhardt, "Trends in School Architecture and Design," 175.
95. Ogata, "Building for Learning," 1.
96. Ibid.
97. Engelhardt, "Trends in School Architecture and Design," 175.
98. Ibid.
99. Ogata, "Building for Learning," 570.
100. Ibid., 581.
101. Diamond, Robert S., "'Ugly Duckling' School Wins Design Honors," *Los Angeles Times*, 12 August 1965.
102. "Educators Will Take Air Tour," *Los Angeles Times*, 21 June 1964.
103. Ogata, "Building for Learning," 581.
104. Murphy, Jean, "Panel Views New Trends in Education," *Los Angeles Times*, 22 February 1968.
105. Caudill, *Toward Better School Design*, 16.
106. Ibid., 17.
107. Greg Hise describes the origins of the movement for "a new conception of modern houses," and the work of Farwell Bemis, one of the early authors of the movement to place manufacturing technology in the service of housing. Hise, Greg, *Magnetic Los Angeles: Planning the Twentieth-Century Metropolis* (Baltimore, MD: Johns Hopkins University Press, 1997), 56–85.
108. "Case Studies" and "Pioneer School Has Proved the Value of Its Scientific Design," *Architectural Forum* 91 (October 1949): 103–14, at 104.
109. Tanner, C. K., and J. A. Lackney, *Educational Facilities Planning* (Boston: Pearson, Allyn & Bacon, 2005), 12; cited in Baker, "A History of School Design," 11.
110. "Case Studies" and "Pioneer School."
111. Ibid.
112. McQuade, Walter, *Schoolhouse: A Primer about the Building of the American Public School Plant* (New York: Simon & Schuster, 1958), 206.
113. Mock, *Built in USA, 1932 – 1944*, 41.
114. McCoy, *Richard Neutra*, 22.
115. If the finger-plan school remained the dominant trend for so long in spite of these shortcomings, it is in large part because the plan represented the perfect counterpoint to what reformers were still reacting against: the institutional "big block schools with internal corridors and windowless classrooms" (Gibson, *California School Buildings*, 1) These words came from the California Department of Education in 1965, long after the battle against the late-nineteenth-century big-block school had already been won. It is noteworthy that, even as late as 1965, the specter of the unfriendly, institutional school still provided the antithesis against which new ideas were measured.
116. Lopez, Frank G., "Schools: Architectural Record's Building Types Study Number 184: Some Trends in School Design," *Architectural Record* (March 1952): 132–141, 150–154.
117. Ogata, "Building for Learning," 572.
118. Gibson, *California School Buildings*, 1.
119. Ibid.
120. Ogata, "Building for Learning," 569.
121. Los Angeles Conservancy, "Curating the City: Modern Architecture in Los Angeles," Westchester High School. Available at: <https://www.laconservancy.org/locations/orville-wright-middle-school>.
122. Ogata, "Building for Learning," 581.

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123. Ibid., 581–82.
124. “‘Flexible’ School Called Teamwork Aid,” *Los Angeles Times*, 24 November 1961.
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128. Rydeen, James E., “Standardizing Schools,” *American School and University* 75, no. 1 (September 2002): 50.
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130. Ibid., 583.
131. Gibson, *California School Buildings*, 129.
132. Ibid., 106.
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143. Callan, Mary Ann, “Officials Urge School Merger: Unification Plan Told to PTA School Merger,” *Los Angeles Times*, 5 November 1959.
144. The *Los Angeles Times* published a series of articles on this issue in late 1959. This quote is drawn from: Turpin, Dick, “Unified Schools Savings Viewed, Experts See Advantages in Child Training as Well as Substantial Economies in Plan,” *Los Angeles Times*, 10 November 1959.
145. Turpin, “School Unity Map Plug Tax Drain.”
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148. Turpin, Dick, “Failure of Bond Issues, Tax Increase Linked to More Half-Day Sessions,” *Los Angeles Times*, 10 September 1962.
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150. Ibid.
151. Ibid.
152. McCurdy, Jack, “L.A. City School Enrollments Drop for First Time in History,” *Los Angeles Times*, 3 October 1969.
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154. Nicolaides, Becky M., *My Blue Heaven: Life and Politics in the Working-Class Suburbs of Los Angeles, 1920–1965* (Chicago, IL: University of Chicago Press, 2002), 179.

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165. Sosa, “Fragmented Diversity,” 1.
166. Nicolaides, *My Blue Heaven*, 288–9.
167. Sosa, “Fragmented Diversity,” xiv.
168. Nicolaides, *My Blue Heaven*, 291.
169. Sosa, “Fragmented Diversity,” 19.
170. Ibid., 2.
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173. Birnberg, Judith R., “Flash! An Integration Program That Works,” *Los Angeles Times*, 24 January 1978.
174. Lindsey, Robert, “Los Angeles Schools Plan Busing Amid White Flight,” *New York Times*, 11 October 1977.
175. Ettinger, David S., “The Quest to Desegregate Los Angeles Schools,” *Los Angeles Lawyer* (March 2003), 56; *Crawford v. Board of Educ. of the City of Los Angeles*, 113 Cal. App. 3d 633, 642 & n.2 (1980), 62–3.
176. Engelhardt, “Trends in School Architecture and Design,” 176.
177. The scope of the 2002 survey included a detailed look at all pre-1945 LAUSD campuses, with a focus on representative architectural styles and their character-defining features. This study reframes those results to ensure continuity. Photos in this section attributed to Heumann & Associates are drawn from: Leslie Heumann & Associates and Anne Doehne, Science Applications International Corporation, “Historic Schools of the Los Angeles Unified School District.”
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179. These descriptions are drawn and adapted from the City of Los Angeles Office of Historic Resources guidelines for evaluating modern resources in Los Angeles. Excerpts in this passage were drawn from: Architectural Resources Group, "Pre-War Modernism," prepared for the City of Los Angeles Office of Historic Resources (Los Angeles, CA, n.d.). The "Early Modern" category fits within the SurveyLA context as follows: Context: Architecture and Engineering, 1850 – 1980; Sub-Context: LA Modernism, 1919 – 1975; Theme: Pre-War Modernism, 1919 – 1945, International Style, 1920 – 1945.
180. Grimes, "Historic Resources Associated with African Americans in Los Angeles."
181. These figures are drawn from: Los Angeles Unified School District, Educational Housing Branch, School Planning Division, Los Angeles Unified School District History of Schools, 1855 to 1972 (January 1973).

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