Appendix F2 Historic Resources Technical Report

Appendices

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Grant Elementary School | Santa Monica, CA

Historical Resources Impact Assessment Report

Prepared for:

Santa Monica-Malibu Unified School District
1651 16th Street
Santa Monica, CA 90404

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1. Introduction

1.1. Report Overview

At the request of the Santa Monica-Malibu Unified School District (SMMUSD, or the District), Architectural Resources Group, Inc. (ARG) has prepared this Historical Resources Impact Assessment Report for the Grant Elementary School Campus Master Plan (the Project). The Project Site is the campus of Grant Elementary School, which is located at 2368 Pearl Street in Santa Monica.[1]

The Project Site is an elementary (TK-5) school campus comprising nine permanent buildings and several portable structures, with a combined total of approximately 60,585 square feet of building area. The campus also contains landscaping, open spaces that are principally used for recreation, playground equipment and shade structures, and two surface parking lots. The permanent buildings were constructed between 1936 and 1965; those built in the 1930s and '40s were financed in part by the federal Works Progress Administration (WPA; later re-named the Work Projects Administration). The portable structures were installed between 1992 and 1999 to accommodate additional campus growth.

In 2019, the District adopted Districtwide Educational Specifications to provide direction on developing future learning environments in a manner consistent with the demands of twenty-first century instructional design.[2] Following the adoption of the Educational Specifications, the District assessed the Grant Elementary School campus and identified priority and future improvements which, when implemented, are intended to bring the campus into conformance with the Educational Specifications.

The Project is a Master Plan for the Grant Elementary School campus, which proposes various redevelopment and modernization projects to bring the campus into conformance with the Educational Specifications. The Project proposes the partial demolition of one permanent building (Building B); the removal of all portable structures; the construction of two new permanent buildings; and the reconfiguration of playfields, playgrounds, and parking lots. The Project would be implemented in three phases between 2023 and 2038. The District is proceeding with planning and design of the first phase of the Project, which is funded by a voter-approved general obligation bond called Measure SMS; other phases would be completed at later dates and at the District's discretion as funding becomes available.

The purpose of this Historical Resources Impact Assessment Report is to fulfill the requirements of the California Environmental Quality Act (CEQA) as they relate to historical resources. An evaluation of potential impacts to historical resources under CEQA includes both a determination of whether, and the extent to which, historical resources as defined by CEQA are present on and in the vicinity of the site and, if so, the identification of potential impacts to historical resources caused by the Project. This report evaluates the impacts of the aforementioned Project on historical resources at Grant Elementary School.

The analysis herein is predicated on the findings of a Historic Resources Inventory (HRI) for Grant Elementary School, which was completed by ARG in 2022 and identified potential historical resources on the Project Site. The HRI was prepared to comply with Board Policy (BP) 7113 and Administrative

[1] The Assessor Identification Number (AIN) associated with the property is 4273.009.900.
[2] Santa Monica-Malibu Unified School District, "Districtwide Educational Specifications," prepared by CannonDesign, Mar. 2019.

Regulation (AR) 7113, which were adopted by the District in 2021. BP 7113 and AR 7113 require the District to identify and evaluate potential impacts to historical resources on its campuses prior to approving a master plan or school facilities project.

The HRI identified an eligible historic district on the Project Site (called the Grant Elementary School Historic District).[3] The historic district consists of seven contributing buildings and three contributing site and landscape features, all of which were constructed between 1936 and 1945. The historic district was determined to be eligible for listing in the California Register of Historical Resources and for local (City of Santa Monica) Landmark designation through the HRI. The historic district therefore satisfies the definition of a "historical resource" for purposes of CEQA, and for compliance with BP 7113/AR 7113.[4]

The Grant Elementary School Historic District is the only historical resource located on the Project Site. None of the other built resources on the Project Site were found to be eligible for listing through the HRI.

There are two historical resources in the vicinity of the Project Site:[5]

- The Baxter Residence at 2450 25th Street is a single-family house that was built in 1907 and designed in the American Foursquare style. The house was locally designated as a Santa Monica Structure of Merit in 1999.[6] The house is located to the immediate east of the Project Site.
- The Sunset Park Residential Historic District is a potential historic district that was identified through the City of Santa Monica's Historic Resources Inventory Update (2018).[7] The potential historic district consists of 390 residential properties and is generally bounded by Pico Boulevard (north), Pearl Street (south), 21st Street (west), and 27th Street (east). The south boundary of the potential historic district is located adjacent to the Project Site.

In summary, ARG arrives at the following conclusions:

- The Project would not result in direct impacts to historical resources. Although the Project proposes interventions to the Grant Elementary School Historic District – specifically, with the sensitive alteration of two district contributors and the partial demolition of one district contributor – it would not result in a substantial adverse change to the significance of the historic district in its entirety, which is the historical resource being evaluated under CEQA. The historic district would lose one contributor, but on the whole it would retain the vast majority of its contributors and character-defining features. It would continue to be eligible for listing in the California Register and as a local (City of Santa Monica) Landmark at Project completion.
- The Project would not result in indirect impacts to the two historical resources located in the vicinity of the Project Site. This includes the designated Baxter Residence at 2450 25th Street, and

[3] For more information about the potential historic district on the Project Site and its contributing and non-contributing elements, refer to Section 5: *Summary of Historical Resources.*
[4] For more information about the definition of "historical resources" per CEQA, refer to *Section 2: Regulatory Environment*.
[5] For purposes of this analysis, "adjacent" refers to designated and potential historical resources that are located directly next to, or in direct view of, the Project Site.
[6] City of Santa Monica, "Historic Preservation," online, accessed Jan. 2023.
[7] City of Santa Monica, "Citywide Historic Resources Inventory Update Survey Report," prepared by Architectural Resources Group and Historic Resources Group, Aug. 9, 2018, 80-82.

the potential Sunset Park Residential Historic District. which is located to the north of the Project Site. The Project is confined to the Grant Elementary School campus, and would not result in visual or contextual changes that could compromise the significance or integrity of adjacent resources.

The following sections include a detailed discussion of how these determinations were made.

1.2. Field and Research Methods

Preparation of this report included the following tasks related to research, documentation, and analysis:

- Review of the CEQA Guidelines and other applicable state and federal technical bulletins, regulatory guidelines, and reference materials related to the evaluation of historical resources.
- Review of previous studies and documentation related to historical resources at the Project Site, including the HRI for Grant Elementary School (ARG, 2022).
- Review of plans, renderings, and associated documentation related to the proposed Project (Johnson Favaro, 2022).
- Participation in meetings and public outreach activities with community members, local history groups, and other stakeholders, coordinated by the District.
- Summarization of historical resources present on the Grant Elementary School campus and its immediate environs.
- Analysis of potential impacts to historical resources in accordance with significance thresholds in Section 15064.5 of the CEQA Guidelines (Cal. Code of Regs., Title 14, §15000, et seq).

Research conducted for purposes of this report was informed by the same source materials that are referenced in the HRI for Grant Elementary School. These include the Los Angeles Public Library; the Santa Monica Public Library, including its local history collection; archival plans and construction records provided by the District; building permit records obtained from the City of Santa Monica Community Development Department; technical assistance bulletins published by the National Park Service (NPS) and California Office of Historic Preservation (OHP); online research repositories; and ARG's in-house library of architectural books and reference materials. Additional research materials, including historic photographs and other materials about the history of the District and the Project Site, were provided courtesy of the Santa Monica Conservancy. For a complete list of sources, refer to Section 7: *Selected Bibliography*.

1.3. Preparer Qualifications

This report was prepared by ARG staff Katie E. Horak, Principal; Andrew Goodrich, AICP, Senior Associate, and Justine M. Leong, AIA, all of whom meet the *Secretary of the Interior's Professional Qualification Standards* (36 CFR Part 61) in their respective disciplines.[8]

[8] Staff resumes are included as an appended to this report.

2. Regulatory Environment

2.1. National Register of Historic Places

The National Register of Historic Places (National Register) is the nation's master inventory of known historic resources. Established under the auspices of the National Historic Preservation Act of 1966, the National Register is administered by the National Park Service (NPS) and includes buildings, structures, sites, objects, and districts that possess historic, architectural, engineering, archaeological, or cultural significance at the national, state, or local level. Eligibility for listing in the National Register is addressed in National Register Bulletin (NRB) 15: *How to Apply the National Register Criteria for Evaluation*. NRB 15 states that in order to be eligible for the National Register, a resource must both (1) be historically significant, and (2) retain sufficient integrity to adequately convey its significance.

Significance is assessed by evaluating a resource against established eligibility criteria. A resource is considered significant if it satisfies any one of the following four National Register criteria:[9]

- Criterion A (events): associated with events that have made a significant contribution to the broad patterns of our history.
- Criterion B (persons): associated with the lives of significant persons in our past.
- Criterion C (architecture): embodies the distinctive characteristics of a type, period, or method of construction, or that represents the work of a master, or that possesses high artistic values, or that represents a significant and distinguishable entity whose components may lack individual distinction.
- Criterion D (information potential): has yielded or may be likely to yield, information important in prehistory or history.

Once significance has been established, it must then be demonstrated that a resource retains enough of its physical and associative qualities – or *integrity* – to convey its significance. Integrity is best described as a resource's "authenticity" as expressed through its physical features and extant characteristics. Generally, if a resource is recognizable as such in its present state, it is said to retain integrity; if it has been extensively altered, then it does not. Whether a resource retains sufficient integrity for listing is determined by evaluating the seven aspects of integrity defined by the NPS:

- Location (the place where the historic property was constructed or the place where the historic event occurred);
- Setting (the physical environment of a historic property);
- Design (the combination of elements that create the form, plan, space, structure, and style of a property);

[9] Some resources may meet multiple criteria, though only one needs to be satisfied for National Register eligibility.

- Materials (the physical elements that were combined or deposited during a particular period of time and in a particular manner or configuration to form a historic property);
- Workmanship (the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory);
- Feeling (a property's expression of the aesthetic or historic sense of a particular period of time);
- Association (the direct link between an important historic event/person and a historic property).

Integrity is evaluated by weighing all seven of these aspects together and is ultimately a "yes" or "no" determination: a resource either retains integrity, or it does not.[10] Some aspects of integrity may be weighed more heavily than others depending on the type of resource being evaluated and the reason(s) for the resource's significance. Since integrity depends on a resource's placement within a historic context, integrity can be assessed only after it has been concluded that the resource is in fact significant.

2.2. California Register of Historical Resources

The California Register of Historical Resources (California Register) is an authoritative guide used to identify, inventory, and protect historical resources in California. Established by an act of the State Legislature in 1998, the California Register program encourages public recognition and protection of significant architectural, historical, archeological, and cultural resources; identifies these resources for state and local planning purposes; determines eligibility for state historic preservation grant funding; and affords certain protections under CEQA.

The structure of the California Register program is similar to that of the National Register, though the former more heavily emphasizes resources that have contributed specifically to the development of California. To be eligible for the California Register, a resource must first be deemed significant under one of the following four criteria, which are modeled after the National Register criteria listed above:

- Criterion 1 (events): associated with events or patterns of 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;
- Criterion 2 (persons): associated with the lives of persons important to local, California, or national history;
- Criterion 3 (architecture): embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of a master, or possesses high artistic values;
- Criterion 4 (information potential): has yielded, or has the potential to yield, information important to the prehistory or history of the local area, state, or the nation.

Like the National Register, the California Register also requires that resources retain sufficient integrity to be eligible for listing. A resource's integrity is assessed using the same seven aspects of integrity used for

[10] Derived from NRB 15, Section VIII: "How to Evaluate the Integrity of a Property."

the National Register. However, since integrity thresholds associated with the California Register are generally less rigid than those associated with the National Register, it is possible that a resource may lack the integrity required for the National Register but still be eligible for listing in the California Register.[11]

Certain properties are automatically listed in the California Register, as follows:[12]

- All California properties that are listed in the National Register;
- All California properties that have formally been determined eligible for listing in the National Register (by the State Office of Historic Preservation (OHP));
- All California Historical Landmarks numbered 770 and above; and
- California Points of Historical Interest which have been reviewed by the State Office of Historic Preservation and recommended for listing by the State Historical Resources Commission.

Resources may be nominated directly to the California Register. State Historic Landmarks #770 and forward are also automatically listed in the California Register. There is no prescribed age limit for listing in the California Register, although OHP technical assistance guidelines state that resources less than 50 years old may be considered for listing as long as sufficient time has have passed "to obtain a scholarly perspective on the events or individuals associated with the resource."[13]

2.3. City of Santa Monica Landmarks and Historic Districts Ordinance

Historic preservation in Santa Monica is governed by Chapter 9.56 (Landmarks and Historic Districts Ordinance) of the Santa Monica Municipal Code. The Ordinance was adopted by the Santa Monica City Council on March 24, 1976, and was amended in 1987 and again in 1991.[14] Its current version was adopted in 2015. Among the primary objectives achieved by the Ordinance was the creation of a local designation program for buildings, structures, sites, objects, districts, and landscapes in the City that are of historical significance.

With respect to individually significant properties, the Ordinance distinguishes between two tiers of designation: Landmarks and Structures of Merit. Landmarks, outlined in §9.56.100, are considered to exhibit "the highest level of individual historical or architectural significance"; Santa Monica's designated landmarks include well-known and highly significant properties like the Rapp Saloon, Santa Monica City Hall, and the John Byers Adobe. Structures of Merit, outlined in §9.56.080, possess a degree of individual

[11] California Office of Historic Preservation, *Technical Assistance Series #6: California Register and National Register: A Comparison* (Sacramento, CA: California Department of Parks and Recreation, 2001), 2.
[12] California Public Resources Code, Division 5, Chapter 1, Article 2, § 5024.1.
[13] California Office of Historic Preservation, *Technical Assistance Series #6: California Register and National Register: A Comparison* (Sacramento, CA: California Department of Parks and Recreation, 2001), 3.
[14] City of Santa Monica General Plan, "Historic Preservation Element," prepared by PCR Services Corporation and Historic Resources Group (September 2002), 1-2.

significance that is more limited in scope.[15] Protections against demolition and alterations are commensurate with the tier of individual designation assigned to a particular resource.

Landmarks are sited on Landmark Parcels. §9.56.030 defines a Landmark Parcel as "any portion of real property, the location and boundaries as defined and describes by the Landmarks Commission, upon which a Landmark is situated, which is determined by the Landmarks Commission as requiring control and regulation to preserve, maintain, protect or safeguard the Landmark."[16]

In addition to individual Landmarks and Structures of Merit, the Ordinance establishes statutory criteria and procedures for the designation of Historic Districts, defined in §9.56.030 as a "geographic area or noncontiguous grouping of thematically related properties" that collectively contribute to the historic character of an area within the City. Unlike individual properties, whose designation does not require owner consent and is approved by the City's Landmarks Commission, Historic Districts must win the support of a majority of property owners within the district and be approved by the City Council.[17]

Per §9.56.100(A) of the Ordinance, a property merits consideration as a Landmark if it satisfies one or more of the following six statutory criteria:

(1) It exemplifies, symbolizes, or manifests elements of the cultural, social, economic, political, or architectural history of the City

(2) It has aesthetic or artistic interest or value, or other noteworthy interest or value

(3) It is identified with historic personages or with important events in local, state, or national history

(4) It embodies distinguishing architectural characteristics valuable to a study of a period, style, method of construction, or the use of indigenous materials or craftsmanship, or is a unique or rare example of an architectural design, detail, or historical type valuable to such a study

(5) It is a significant or a representative example of the work or product of a notable builder, designer, or architect

(6) It has a unique location, a singular physical characteristic, or is an established and familiar visual feature of a neighborhood, community, or the City

2.4. CEQA and Historical Resources

Enacted in 1970, CEQA is the principal statute mandating environmental assessment of discretionary land use and development projects in California. The primary goal of CEQA is to (1) evaluate a project's potential to have an adverse impact on the environment, and (2) minimize these impacts to the greatest

[15] City of Santa Monica Planning and Community Development Department, "Historic Preservation in Santa Monica," accessed 8 August 2014, http://www.smgov.net/departments/PCD/Programs/Historic-Preservation/.
[16] Santa Monica Municipal Code, Chapter 9.36.030 (Definitions), accessed Jan. 2019.
[17] Ibid.

extent feasible through the analysis of project alternatives and, if needed, implementation of mitigation measures.

Historical resources are considered to be a part of the environment and are thereby subject to review under CEQA. Section 21084.1 of the Public Resources Code (PRC) states that for purposes of CEQA, "a project that may cause a substantial adverse change in the significance of a historical resource is a project that may have a significant effect on the environment."[18] This involves a two-part inquiry. First, it must be determined whether the project involves a historical resource. If it does, then the second part involves determining whether the project may result in a "substantial adverse change in the significance" of the historical resource.

To address these issues, guidelines relating to historical resources were formally codified in October 1998 as Section 15064.5 of the California Code of Regulations (CCR), Title 14, Chapter 3. The guidelines state that for purposes of CEQA compliance, a "historical resource" shall be defined as any one of the following:[19]

1. A resource listed in, or determined to be eligible by the State Historical Resources Commission for listing in, the California Register of Historical Resources.
2. A resource included in a local register of historical resources, or identified as significant in a qualified historical resource survey, shall be presumed to be historically or culturally significant. Public agencies must treat any such resource as significant unless the preponderance of evidence demonstrate that it is not historically or culturally significant.
3. Any object, building, structure, site, area, place, record, or manuscript which a lead agency determines to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California may be considered to be a historical resource, provided the lead agency's determination is supported by substantial evidence in light of the whole record. Generally, a resource shall be considered by the lead agency to be "historically significant" if the resource meets the criteria for listing in the California Register of Historical Resources.

Once it has been determined that a historical resource is present, it must then be determined whether the project may result in a "substantial adverse change" to that resource. Section 5020.1. of the PRC defines a substantial adverse change as the "demolition, destruction, relocation, or alteration such that the significance of an historical resource would be impaired." Furthermore, according to Title 14 of the California Code of Regulations (CCR), the significance of a historical resource is materially impaired when a project:

A. Demolishes or materially alters in an adverse manner those physical characteristics of an historical resource that convey its historical significance and that justify its inclusion in, or eligibility for, inclusion in the California Register of Historical Resources; or

[18] California Public Resources Code, Section 21084.1.
[19] California Code of Regulations, Title 14, Chapter 3, section 15064.5.

B. Demolishes or materially alters in an adverse manner those physical characteristics that account for its inclusion in a local register of historical resources pursuant to section 5020.1(k) of the Public Resources Code or its identification in an historical resources survey meeting the requirements of section 5024.1(g) of the Public Resources Code, unless the public agency reviewing the effects of the project establishes by a preponderance of evidence that the resource is not historically or culturally significant; or

C. Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its eligibility for inclusion in the California Register of Historical Resources as determined by a lead agency for purposes of CEQA.

In most instances, a project that follows the *Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings*[20] shall be considered as mitigated to a level of less than a significant impact on the historical resource.[21]

[20] Anne E. Grimmer, The Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring & Reconstructing Historic Buildings (Revisions to Kay D. Weeks and Anne E. Grimmer, 1995), Washington, D.C.: U.S. Department of the Interior, National Park Service, Technical Preservation Services, 2017, 76, accessed September 2022, https://www.nps.gov/tps/standards/treatment-guidelines-2017.pdf.
[21] California Code of Regulations, Title 14, Chapter 3, Section 15064.5.

3. Existing Conditions

The Project Site is Grant Elementary School, an elementary (TK-5) school campus that is located in the Sunset Park neighborhood of Santa Monica. The campus occupies a 6.01-acre rectangular site. Its boundaries are Pearl Street (north), an alley called Pearl Place South (west), and an alley called 24th Place (east). The south property line is located mid-block between Pearl Street and Ocean Park Boulevard and is approached by the northern terminus of 24th Street.

The Project Site contains nine permanent buildings and multiple portable structures, with a combined total of 60,585 square feet of building area. The Project Site also contains site features including landscaping, open spaces, playground equipment, shade structures, and two surface parking lots. Generally, the permanent buildings are concentrated in the northern portion of the campus; portable structures abut its east and west perimeters; and open spaces occupy the south portion of the campus.

The permanent buildings were constructed between 1936 and 1965. Seven of the buildings were constructed in the 1930s and '40s and are designed in the PWA Moderne style of architecture; two were constructed after World War II and are designed in the Mid-Century Modern style. The portable structures at the rear (south) of the campus are utilitarian and lack the characteristics of a particular style.

Below is a summary table of the permanent buildings on the Project Site, followed by a description of each building. Photos of existing conditions on the Project Site are included as Appendix B of this report.

<u>Summary Table of Permanent Buildings</u>

NAME	CURRENT USE	YEAR BUILT	STYLE	ARCHITECT
Building A	Classrooms	1954	Mid-Century Modern	Pierre Claeyssens
Building B	Classrooms	1940; 1954	PWA Moderne	Joe Estep (original volume) ; Pierre Claeyssens (addition)
Building C	Classrooms	1936	PWA Moderne	Parkinson and Parkinson
Building D	Admin/Classrooms	1936	PWA Moderne	Parkinson and Parkinson
Building E	Auditorium	1945	PWA Moderne	Joe Estep
Building F	Library	1968	Mid-Century Modern	Robert H. Thomas
Building G	Computer Lab/ Classrooms	1940	PWA Moderne	Joe Estep
Building H	Cafeteria/Classrooms	1945	PWA Moderne	Joe Estep
Building K	Admin/Classrooms	1945	PWA Moderne	Joe Estep

Building A (Classrooms)

- Year Built: 1954
- Architect: Pierre Claeyssens

Building A spans the north perimeter of the Project Site and is used as classrooms. The building was constructed in 1954, is one story tall, and has a long, narrow rectangular plan. It is designed in the Mid-Century Modern style. The building is capped by a flat roof with rolled asphalt sheathing and rooftop solar panels. Exterior walls are clad in stucco. There are multiple entrances, all on the south façade, and all consist of single, flush-mounted metal doors. These doors open onto a continuous breezeway with slender metal post supports. The north façade features a continuous band of fixed and hopper metal windows, which are set in an articulated frame. Murals are painted on the north and east exterior walls.

Exterior alterations include the replacement of original doors and windows, and the installation of solar panels atop the roof. Interior features and spaces have been modified.

Building B (Classrooms)

- Year Built: 1940, addition built 1954
- Architect: Joe Estep (original volume); Pierre Claeyssens (addition)

Building B abuts the west perimeter of the Project Site and is connected to Buildings A, C, D, and K by a network of semi-enclosed corridors. It is used as classrooms. The building was constructed in 1940 and expanded to the north in 1954. It is designed in the PWA Moderne style and is one story tall. The building is generally rectangular in plan; however, there is a small perpendicular volume at the south end of the building that gives it an L-shaped footprint. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; exterior walls are clad in stucco. There are multiple entrances on the east façade, all comprising single metal doors. There are also entrances on the west façade. Fenestration is largely confined to the west façade, and consists of bands of fixed and hopper metal windows with fabric awnings. At the north end of the east façade (which is the 1954 addition), there are clerestory-style metal windows. The north end of the west façade (also part of the 1954 addition) has a canopy with slender metal post supports. Corners on the original (1940) volume of the building are rounded.

Exterior alterations include an addition to the north façade, the replacement of some original doors and windows, the installation of awnings above the west-facing windows, and the installation of solar panels atop the roof. Interior features and spaces have been modified.

Building C (Classrooms)

- Year Built: 1936
- Architect: Parkinson and Parkinson

Building C (along with Building H) anchors the south end of the Project Site's complex of permanent buildings, and is connected to Buildings B, G, and H by a network of semi-enclosed corridors. One of these corridors bifurcates the building. This building was constructed in 1936 and is used as classrooms. It is

designed in the PWA Moderne style and is one story tall. Most of the building consists of a rectangular footprint; however, there are two small volumes that project from the north end of the building, providing it with a U-shaped footprint when viewed in plan. The building is capped by a flat roof with rolled asphalt sheathing and a parapet. Exterior walls are clad in stucco. There are multiple entrances on the north and south façades, which consist of single metal doors (non-original) and single, paneled wood doors with glazing (original). Fenestration is confined to the north and south façades and consists of bands of fixed and hopper metal windows. Most of the windows are sheltered by shallow canopies with reeded details, and most are surmounted by glass block transoms. The south-facing windows are surmounted by fabric awnings. A portion of the north façade opens onto a sheltered breezeway with slender metal post supports. Some corners of the building are rounded.

Exterior alterations include the replacement of some original doors and all original windows, and the installation of awnings above the south-facing windows. Interior features and spaces have been modified.

Building D (Administration/Classrooms)

- Year Built: 1936
- Architect: Parkinson and Parkinson

Building D is connected to Buildings B, C, E, G, and K by a network of semi-enclosed corridors. This building has a strong public presence from Pearl Street to the north. The building was constructed in 1936 and contains administrative offices and classrooms. It is designed in the PWA Moderne style, has both one and two-story volumes, and is L-shaped in plan. The building is capped by a flat roof with rolled asphalt sheathing and a parapet. Exterior walls are clad in stucco. The two-story volume exhibit a strong vertical orientation and is divided into multiple bays. The bays are delineated by full-height stucco pilasters and stepped recesses. Fixed and hopper metal windows are installed within each bay; geometric metal grilles are installed between the first- and second-story bands of windows. Canopy letters spelling "GRANT SCHOOL" are affixed to the parapet on the north façade. The one-story volume projects to the west of the two-story volume; it contains multiple entrances along its north and south façades, which consist of single metal doors. The south façade features horizontal bands of fixed and hopper metal windows that are surmounted by fabric awnings. Decorative grilles are "punched" into the stucco walls at various points along the north façade. Some corners of the building are rounded.

Exterior alterations include the replacement of original doors and windows, and the installation of awnings above the south-facing windows. Interior features and spaces have been modified.

Building E (Auditorium)

- Year Built: 1945
- Architect: Joe Estep

Building E is located at the northeast corner of the Project Site, and is connected to Buildings D, F, and G by a network of semi-enclosed corridors. This building was constructed in 1945 and is used as an auditorium. It is designed in the PWA Moderne style, is one story tall, has an irregular plan, and is highly

visible from Pearl Street to the north. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; solar panels are installed atop the roof. Exterior walls are clad in stucco. The primary entrance is located on the west façade; it consists of paired metal doors that are set within a recessed bay with an articulated surround. Additional entrances generally consist of single, unarticulated metal doors. Fenestration is located on the north and south façades and comprises fixed and hopper metal windows with divided lights, which are set in tall, recessed bays. Window bays are delineated by fluted pilasters; the corners of the building also have fluted pilasters. A mosaic tile mural adorns the west-facing exterior wall; a marquee sign is affixed to the south wall. Some corners of the building are rounded.

Exterior alterations include the replacement of original doors and windows, and the installation of solar panels atop the roof. Interior features and spaces have been modified.

Building F (Library)

- Year Built: 1968
- Architect: Robert H. Thomas

Building F is located to the rear (south) of Building E. It is connected to Building E by a semi-enclosed corridor, and is directly appended to the east façade of Building G. The building was constructed in 1965 as an addition to Building G, and is used as a library. It is one story tall and rectangular in plan, and is designed in the Mid-Century Modern style. The building is capped by a flat roof and parapet; solar panels are installed atop the roof. Exterior walls are clad in stucco. The primary entrance is located on the south façade and is accessed via a small courtyard. It consists of paired, flush-mounted metal doors. There is an additional entrance on the south façade that consists of a single, flush-mounted metal door. Fenestration includes bands of clerestory-style windows on the east and west façades. The west façade opens onto a small, paved courtyard that is also framed by Buildings E (to the north) and G (to the south and west).

Exterior alterations include the replacement of original doors and windows, the and the installation of solar panels atop the roof. Interior features and spaces have been modified.

Building G (Computer Lab/Classrooms)

- Year Built: 1940
- Architect: Joe Estep

Building G is also located to the rear (south) of Building E. It is connected to Building E by a semi-enclosed corridor, and is appended to the west façade of Building F. This building was constructed in 1940 and is used as a computer lab and classrooms. It is one story tall and L-shaped in plan, and is designed in the PWA Moderne style. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; exterior walls are clad in stucco. Entrances consist of flush-mounted metal doors. Fenestration is located on the north, south, and east façades and consists of groups of fixed and hopper metal windows that are set in vertical channels. Most of the windows are surmounted by shallow canopies with a stucco finish and reeded details. The west façade opens onto a sheltered breezeway with slender metal post supports. The north, south, and east façades open into small courtyards. Some corners of the building are rounded.

Exterior alterations include the replacement of original doors and windows. Interior features and spaces have been modified.

Building H (Cafeteria/Classrooms)

- Year Built: 1945
- Architect: Joe Estep

Building H (along with Building C) anchors the south end of the Project Site's complex of permanent buildings. It is connected to Buildings F, G, and C by a network of semi-enclosed corridors. This building was constructed in 1945 and contains a cafeteria and classrooms. It is designed in the PWA Moderne style, is one story tall, and has an irregular footprint. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; solar panels have been installed atop the roof. Exterior walls are clad in stucco. The building is oriented around a semi-enclosed, double-loaded corridor. There are multiple points of ingress throughout this corridor and at various points along the exterior façades of the building, which generally consist of single, flush-mounted metal doors. Fenestration generally consists of groups of fixed and hopper metal windows that are set in vertical channels. Most of the windows, as well as some of the doors, are surmounted by shallow canopies with reeded details. Some of the windows are surmounted by glass block transoms, and many of the east-facing windows feature fabric canopies. The east façade opens onto a small patio that is improved with a playground, artificial turf, and concrete planters. Some corners of the building feature rounded edges.

Exterior alterations include the replacement of original doors and windows. Interior features and spaces have been modified.

Portable and Relocatable Structures

The Project Site also contains multiple portable structures that were installed between 1992 and 1999. These structures are located to the rear (south) of the permanent buildings described above. The portable structures are utilitarian in appearance and lack any distinguishing architectural characteristics.

Other Site and Landscape Features

The Project Site is oriented to the north and has frontage on Pearl Street. From the north, it is approached by a paved forecourt comprising dual concrete walkways and concrete steps, which lead to the campus's primary point of ingress. The forecourt also features low concrete buffer walls and planters, and metal security gates that restrict public access. To the east of the forecourt is a surface parking lot with 14 parking stalls, which is accessed from the north via Pearl Street. There are buffer plantings around the perimeter of the parking lot. To the west of the forecourt is a shallow lawn (around Building A) that is planted with grass, mature trees, and perimeter shrubs. The northwest corner of the Project Site is occupied by a playground, which is enclosed by a chain link fence and is obscured by creeping vines.

The southern portion of the Project Site consists of open space. Much of this open space consists of an approximately 74,000-square-foot paved asphalt surface that is used for athletic courts and contains several shade structures. There is also playground equipment installed atop a bed of artificial turf, and a small garden that is enclosed by a low wood picket fence. The southwest corner of the Project Site contains a broad lawn. Bleachers are installed alongside the south edge of the lawn. Beyond that, at the far south end of the Project Site, is a 5,662-square-foot surface parking lot that is accessed from the south, via 24th Street, and contains 48 parking stalls. The parking lot is enclosed by chain link fencing.

The Project Site is extensively landscaped. Of particular note is a central courtyard that is framed by Buildings B, C, D, and G. The central courtyard is planted with grass and contains various mature trees and shrubs; two of the trees are believed to pre-date the original construction of the campus in 1936. There are also mature shade trees at the south end of the Project Site and along its west perimeter.

The west and east perimeters of the Project Site are enclosed by chain link fencing. The fencing along the east perimeter is installed atop a low buffer wall composed of brick and rusticated stone.

Existing Site plan of the Project Site. Permanent buildings are noted in blue; portable and relocatable structures are noted in yellow (Johnson Favaro, annotations by ARG)

4. Summary of Historical Resources

4.1. Designated Historical Resources

There are no historical resources on the Project Site that are currently listed in the National Register, California Register, or on a local historic resource register.

4.2. Historical Resources on the Project Site

As noted, a Historic Resources Inventory (HRI) of the Grant Elementary School campus was completed by ARG in 2022.[22] The purpose of the HRI was to identify potential historical resources on the campus in accordance with Board Policy 7113 and Administrative Regulation 7113, as well as for purposes of CEQA.

One historical resource was identified on the Project Site: the Grant Elementary School Historic District. The historic district was found to be eligible for listing in the California Register under Criteria 1 and 3, and also for local (Santa Monica) designation under corresponding Landmark Criteria 1, 4, and 5. The historic district meets the definition of a "historical resource" as defined by BP 7113 and AR 7113, as well as for purposes of CEQA as defined in Section 15064.5 of the CEQA Guidelines.

The historic district is composed of the following ten contributing elements:

- Building B (built 1940 – excluding the north addition)
- Building C (built 1936)
- Building D (built 1936)
- Building E (built 1945)
- Building G (built 1940)
- Building H (built 1945)
- Building K (built 1945)
- Covered breezeways and corridors connecting the above buildings
- Paved forecourt and flagpole at front (north) of campus
- Landscaped courtyard bounded by Buildings B, C, D, and G

The following were identified as character-defining features of the historic district:

<u>Site and Setting</u>

- Orientation to the north, toward Pearl Street
- Formal, monumental massing
- Decentralized plan comprising multiple semi-attached buildings
- Semi-enclosed circulation corridors connecting individual buildings

[22] The HRI Report for Grant Elementary School is attached to this report as Appendix A.

- Paved forecourt and flagpole at primary (north) entrance to campus
- Central landscaped courtyard framed by Buildings B, C, D, and G

Exterior Features (expressed on all contributing buildings)

- Low building profiles, ranging from 1-2 stories tall
- Simple, rectilinear building forms
- Flat roofs and parapets
- Smooth stucco exterior walls
- Flush-mounted doors
- Tall, narrow window channels
- Shallow canopies with reeded details above some windows
- Rounded building corners
- Geometric window grilles (north façade of Building D)
- Canopy letters that spell "GRANT SCHOOL" (north façade of Building D)
- Reeded pilasters (Building E)

Map of the Grant Elementary School Historic District, showing the district boundary and contributing buildings and features

4.3. Historical Resources in the Vicinity of the Project Site

Historical resources located in the vicinity of the Project Site have also been identified for the purpose of evaluating potential impacts to historical resources. For purposes of this report, adjacency is defined as resources that abut the Project Site and resources that are located within direct view of the Project Site.

Adjacent historical resources were identified by reviewing existing historical resources documentation, specifically the City of Santa Monica's Historic Resources Inventory (HRI) Update (2018) and the State of California's Built Environment Resources Directory (BERD) database for Los Angeles County.[23]

There are two historical resources located in the vicinity of the Project Site; this includes one designated historical resource and one eligible historical resource. A description of each adjacent historical resource is provided below, followed by a map depicting their location in relation to the Project Site.

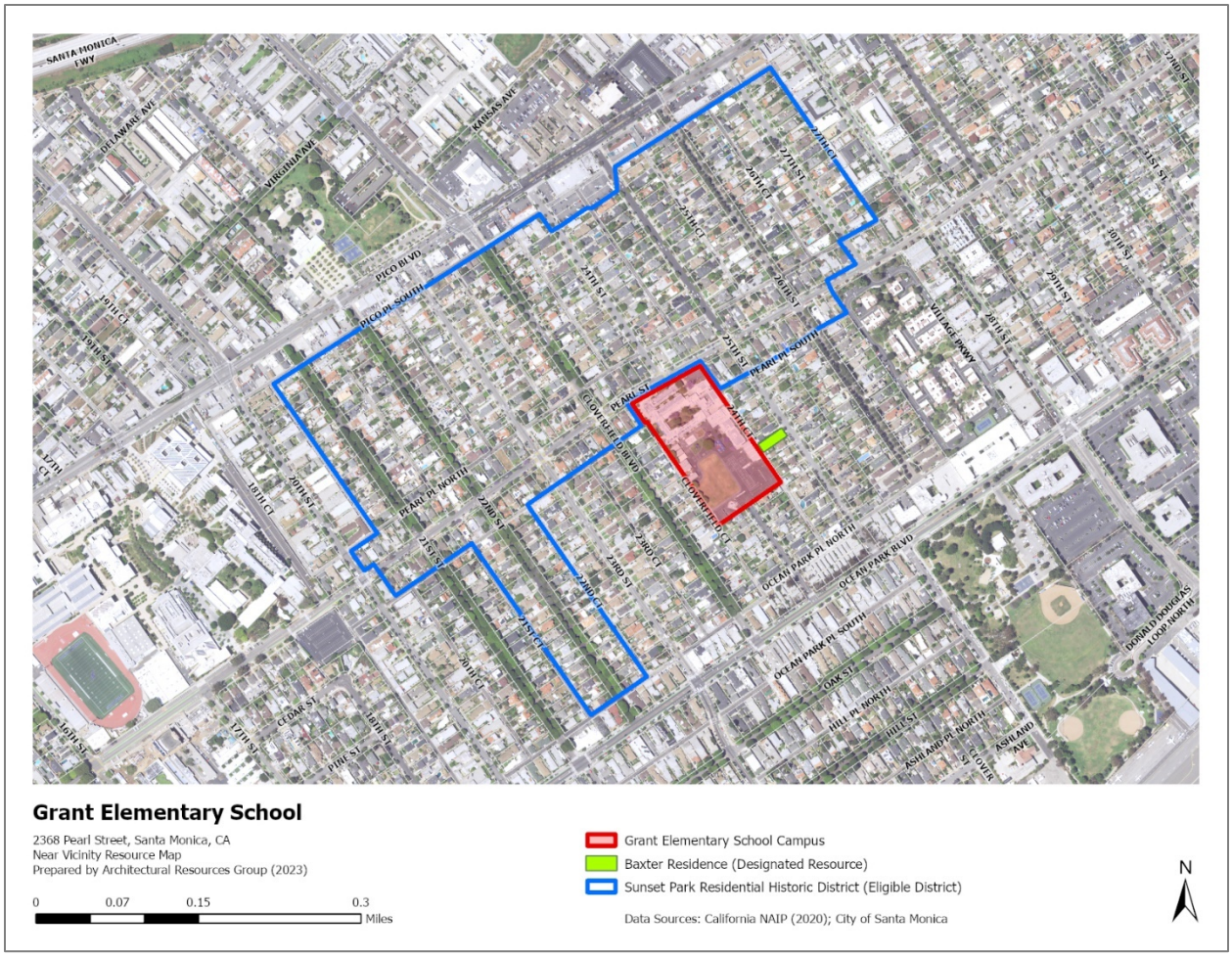
Baxter Residence

The Baxter Residence at 2450 25th Street is a single-family house that was constructed in 1907 and designed in the American Foursquare style. The house was locally designated as a Santa Monica Structure of Merit in 1999.[24] The house is located to the immediate east of the Project Site. The rear lot line is separated from the Project Site by an alley (24th Court).

Sunset Park Residential Historic District

The Sunset Park Residential Historic District is a potential historic district that was identified in the City of Santa Monica's HRI Update (2018). The potential historic district consists of 390 properties and is generally bounded by Pico Boulevard (north), Pearl Street (south), 21st Street (west), and 27th Street (east). The south boundary of the potential historic district abuts and is within view of the Project Site.

[23] The Built Environment Resources Directory (BERD) database provides information about non-archaeological resources in the California Office of Historic Preservation's inventory. For more information, refer to https://ohp.parks.ca.gov/?page_id=30338.
[24] City of Santa Monica, "Historic Preservation," online, accessed Jan. 2023.



Map showing the location of adjacent historical resources (ARG)

5. Impacts Analysis

5.1. Summary of Historical Resource Findings

In summary, there is one historical resource located on the Project Site: the Grant Elementary School Historic District, which is eligible for listing in the California Register and for local (Santa Monica) Landmark designation. The historic district comprises ten contributors, including seven buildings (Buildings B, C, D, E, G, H, and K) and three site features (covered breezeways/corridors, entry forecourt with flagpole, central landscaped courtyard). There are no other historical resources on the Project Site.

There are two historical resources located in the vicinity of the Project Site. This includes one designated historical resource (Baxter Residence), which is designated as a Santa Monica Structure of Merit; and one potential historical resource (Sunset Park Residential Historic District), which was determined to be eligible for local designation in the City of Santa Monica's 2018 Historic Resources Inventory Update.

5.2. Significance Threshold

The CEQA Guidelines state that a project has the potential to impact a historical resource when the project causes a "substantial adverse change" to the significance of the resource. Substantial adverse change is the "physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired." [25]

The significance of a historical resource is materially impaired when a project:

a) Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its inclusion in, or eligibility for, the California Register of Historical Resources; or

b) Demolishes or materially alters in an adverse manner those physical characteristics that account for its inclusion in a local register of historical resources pursuant to Section 5020.1(k) of the Public Resources Code or its identification in an historical resources survey meeting the requirements of section 5024.1(g) of the Public Resources Code, unless the public agency reviewing the effects of the project by a preponderance of evidence that the resource is not historically or culturally significant; or

c) Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its eligibility for inclusion in the California Register of Historical Resources as determined by a lead agency for the purposes of CEQA.[26]

[25] CEQA Guidelines, Section 15064.5.
[26] Ibid.

5.3. Project Description

The Project is a Master Plan for Grant Elementary School, which identifies multiple renovation and redevelopment projects to take place at the campus over the next several years. The principal objective of the Project is to bring the campus into conformance with the District's Educational Specifications that were adopted in 2019. Specifically, it would involve the demolition of some existing buildings and structures, renovation of buildings to remain, construction of two new buildings, and reconfiguration of existing playfields, playgrounds, and parking lots. The redesigned campus would support new developments in technology and new modalities of teaching, which focus less on the traditional teacher-at-the-front-of-the-classroom approach and more on rotational learning within the classroom. Consistent with the Educational Specifications, the redesigned campus would have larger classrooms, new and larger multi-purpose rooms, new shared spaces which do not currently exist, and improved outdoor spaces.

The Project would be implemented across three phases, which are anticipated to occur between 2023 and 2028. The District is proceeding with planning and design of the first phase, which is funded by a 2018 general obligation bond known as Measure SMS; other phases would be completed at later dates and at the District's discretion as funding becomes available. Each phase is described in detail below.

Phase 1

In Phase 1, the existing Library (Building F) would be consolidated with the existing Computer Lab (Building G) to create a renovated Library and Makerspace. This would require the removal of existing interior partitions between the buildings, which currently share a common wall. A 250-square-foot addition would also be appended to the north and east façades of Building G, infilling what is now a paved area, and existing exterior door openings would be replaced with wider, steel framed openings to facilitate access between interior spaces and adjacent outdoor areas. Interior spaces would be reconfigured to accommodate a renovated Library and Makerspace. The Library space would be articulated into small-group and individual spaces, and would include multipurpose and collaborative areas set up for presentations. It would accommodate 50-60 students and would provide sitting and standing positions for staff, with high visibility and clear lines of sight. The Makerspace would be a flexible space for creative and collaborative project work, and would become a high-use hub of student activity.

Phase 1 would also involve the relocation of existing early childhood education classrooms from Building H (near the rear of the campus) to Building A (at the front of the campus). This would require some interior alterations to Building A. The four existing elementary classrooms in Building A would be reconfigured and consolidated into three early education classrooms. The reconfigured classrooms would have restrooms and support spaces. Each would have new vertically retracting doors that open onto outdoor spaces and a new play yard, which would occupy what is now a lawn to the north of the building.

Phase 1 would also involve the renovation of the central landscaped courtyard between Buildings B, C, D, and G. (The courtyard is a contributor to the Grant Elementary School Historic District). Existing trees within the courtyard would be preserved in place, including two mature trees that are believed to pre-date the original construction of the campus. New ADA-accessible paved paths would be added

throughout the courtyard, and existing barriers to access would be removed. New trees and native drought tolerant plant beds would also be installed to enhance the landscape and activate the space.

Phase 2

Phase 2 would involve the removal of six portable structures along the west edge of the campus (P70-75), as well as the removal of existing playground restrooms and shade structures. A new permanent classroom building would be constructed to the south of Building C, outside – but adjacent to – the boundary of the Grant Elementary School Historic District. The new building would be one story tall and would contain 10,626 square feet of space to accommodate six new elementary classrooms. The new building would have a rooftop learning garden and would rise to a maximum height of 34'.

Phase 2 would also reconfigure existing recreational and open spaces. Specifically, existing playground areas would be centralized and concentrated nearer the campus core, resulting in a safer and more visible play area. The existing field would be relocated to a central location at the south end of the campus and would be reconfigured to a standard rectangular shape. The existing L-shaped parking lot at the south end of the campus would be removed, and two new parking lots would be added: one would be located at the southwest corner of the campus, and the second would be located at the southeast corner. Each parking lot would have roughly 40 parking stalls and would provide staff and community parking. Both of the parking lots would be accessed via an arrival court that connects them to 24th Street.

Phase 3

Phase 3 would involve the removal of the four remaining portable structures on the east edge of the campus (P76-79), and the partial demolition of Building B. (Building B is a contributor to the Grant Elementary School Historic District); the non-original north volume of the building and a breezeway facing the central courtyard would be retained). A new classroom building would be constructed to replace Building B. The new building would occupy the same site as Building B but would extend further to the south. The new building would be two stories tall and would rise to a maximum height of 34'. The ground floor would include one teaming studio, two Pre-K classrooms, one transitional kindergarten classroom, and four kindergarten classrooms. The second floor would include eight upper-elementary classrooms.

5.4. Project Impacts Analysis

This section includes an analysis of Project impacts on historical resources. First is an analysis of direct impacts to historical resources located on the Project Site (Grant Elementary School Historic District), followed by an analysis of indirect impacts to the two historical resources located in the vicinity of the Project Site (Baxter Residence, Sunset Park Residential Historic District).

Direct Impacts

Grant Elementary School Historic District

As discussed, the HRI for Grant Elementary School (ARG, 2022) identified one eligible historical resource on the Project Site: the Grant Elementary School Historic District, which comprises seven contributing buildings and three contributing site and landscape features. (None of the district contributors were found to be individually eligible for listing). The HRI further found that the other buildings and improvements on the Project Site are ineligible for listing and are not historical resources for purposes of CEQA. Therefore the Grant Elementary School Historic District, as a whole, is the sole historical resource located on the Project Site.

Also as discussed, a project has the potential to impact a historical resource if the project causes a "substantial adverse change" to the significance of a historical resource. Substantial adverse change is the demolition or material alteration in an adverse manner of those physical characteristics of a historical resource that convey its significance and justify its inclusion in, or eligibility for, the California Register.

The Project proposes multiple improvements to the campus, which would be implemented over an extended period and across three phases. Much of the proposed work would be located in areas of the campus that do not contain historical resources. This includes alterations to Building A to accommodate new early childhood education classrooms during Phase 1; the reconfiguration of open spaces and parking lots during Phase 2; and the removal of all existing portable structures during Phases 2 and 3. As they involve buildings and features that are not located in the boundaries of the historic district, they would not result in impacts to the historic district.

Certain aspects of the Project would occur within the boundaries of the historic district. Specifically, two district contributors would be altered, and one district contributor would be removed, as follows.

Analysis of Project Impacts Related to Alterations

Building G (a district contributor) would be altered during Phase 1. Specifically, the Project proposes to consolidate Building G with the adjacent Building F (which is not within the historic district) to accommodate an expanded and modernized Library and Makerspace. This would require extensive alterations to Building G; however, most of these alterations would affect interior spaces, which do not contain any character-defining features. Exterior alterations to Building G would be comparatively less intensive, and the consolidation of Buildings F and G would not be visible from exterior vantage points. Building G would be enlarged with a 250-square-foot addition; however, the addition would be small in size and would be appended to a secondary façade that faces away from the core of the historic district and has scant public visibility. Its construction would not alter the massing or appearance of the building. Existing door openings along the west façade of Building G would also be replaced with new, larger retracting doors. The new openings would be visually compatible with the historic district's simple architectural vocabulary. Specifically, to complement historic conditions the new retracting doors would have rectilinear forms, would be framed in steel, and would be articulated with simple geometric details that take inspiration from the geometric window grilles found on the adjacent Building D. Their installation would modify the appearance of Building G, but not to the extent that the building would not

be able to convey its historical and visual association with the historic district. Its form, massing, and materiality would remain largely intact, and the building would continue to read as a product of Depression-era construction. Building G would continue to be a district contributor at Project completion.

The central courtyard (a district contributor) would also be altered during Phase 1. New ADA-accessible paved paths would be added to facilitate access across the space; existing barriers to entry including low concrete perimeter benches would be removed; and new trees and drought-tolerant plant beds would be added to enhance the landscape and activate the space. However, the courtyard would retain its essential form and configuration, and all existing trees that articulate the space would remain in place – including two mature specimens that are believed to pre-date the school's original construction. The central courtyard, like Building G, would also continue to be a district contributor at Project completion.

Analysis of Project Impacts Related to Demolition

Most of Building B (a district contributor) would be demolished during Phase 3. A two-story classroom building would be constructed in the place of Building B and would be located within the boundaries of the historic district. An existing breezeway on the east façade of Building B, which faces the central courtyard, would be retained and incorporated into the new classroom building to retain a sense of visual continuity between the replacement building and other district contributors dating to the 1930s and '40s.

Per the CEQA Guidelines, the demolition of a historical resource is typically considered to be an unavoidable impact that cannot be mitigated to a level of less-than-significant. However, in the context of a historic district this principle applies to the district as a whole, and not to any singular building or feature within it. In many instances it is possible for limited demolition to take place within a district without adversely affecting the integrity of the entire district, provided that sufficient historic fabric remains to adequately convey the reasons underpinning the historical significance of the district.

Consistent with this guidance, the Project would not result in a substantial adverse change to the significance of the Grant Elementary School Historic District Though Building B is a district contributor, it occupies a location at the southwest section of the district. It is not publicly visible because of its peripheral siting and its adjacency to single-family residences, which obfuscate views of the building from public vantage points. Building B is also less articulated than some other district contributors like the public-facing Buildings D and E, and it has already been altered with the construction of an addition to its north façade in 1954. Thus, Building B does not play a singularly significant role in expressing the significance of the district to the extent that its demolition would compromise the integrity of the district in its entirety.

The retention of the existing breezeway on the east façade of Building B, and its subsequent incorporation into the design of the new two-story classroom building, would also reduce the visual impact of demolition and new construction on the historic district. Retention of the breezeway would ease the visual transition between the core of the historic district and adjacent new construction.

Moreover, the historic district would retain the vast majority of its contributing features at Project completion. As noted, Building G and the central courtyard would continue to be district contributors, and none of the other district contributors would be demolished or materially altered by the Project.

Even with the demolition of Building B, the historic district would retain nine of its ten contributing features (90%), including six of its seven contributing buildings (86%) – which constitutes an overwhelming majority of its contributing elements. Enough of the district's historic fabric and contributing features would remain intact to convey its historical significance.

As a whole, the Grant Elementary School Historic District would retain its character-defining features at Project completion, including the following:

Site and Setting

- Orientation to the north, toward Pearl Street
- Formal, monumental massing
- Decentralized plan comprising multiple semi-attached buildings
- Semi-enclosed circulation corridors connecting individual buildings
- Paved forecourt and flagpole at primary (north) entrance to campus
- Central landscaped courtyard

Building Exteriors (contributing buildings)

- Low building profiles, ranging from 1-2 stories tall
- Simple, rectilinear building forms
- Flat roofs and parapets
- Smooth stucco exterior walls
- Flush-mounted doors
- Tall, narrow window channels
- Shallow canopies with reeded details above some windows
- Rounded building corners
- Geometric window grilles (north façade of Building D)
- Canopy letters that spell "GRANT SCHOOL" (north façade of Building D)
- Reeded pilasters (Building E)

Analysis of Project Impacts Related to New Construction

Finally, during Phase 2 a new one-story classroom building with a rooftop garden would be built on what is now open space to the south of Building C. This new building would not be located within the historic district, but would be adjacent to its boundary and, owing to its maximum height of 34', would be partially visible from within the district. However, the new building would be physically detached from the nearest district contributor (Building C), and it would be set far back enough from Building C and other district contributors as to where it would not overwhelm the prevailing scale or character of the district. Its presence also would not compromise key views of the district, which is oriented inward and is principally experienced from within the central courtyard and from the north, via Pearl Street. By contrast, the new classroom building would be located on an ancillary site to the rear of the district overlooking utilitarian rear façade of Building C; this site does not provide important views of the district.

In summary, across all phases of the Project there would be compatible alterations to two district contributors, demolition and replacement of one district contributor, and construction of one new building adjacent to the district. Taken together, these changes would have but a nominal impact on the district as a whole and would not result in the demolition of material impairment of the entire district. The district would continue to retain most of its historic fabric at Project completion. Thus, ARG concludes that the Project would not result in direct impacts to the Grant Elementary School Historic District.

Indirect Impacts

Baxter Residence (2450 25th Street)

The Baxter Residence, a locally designated (City of Santa Monica) Structure of Merit, is located in the vicinity of the Project Site at 2450 25th Street. The house is oriented to the east toward 25th Street, though its rear lot line faces the school and is separated from it by an alley (24th Court). The house overlooks the southeast portion of the campus, which currently contains portable structures. These portable structures would be removed during Phase 2, allowing for greater visibility of the campus from the house. Other, more visually impactful aspects of the Project – like the demolition of Building B and the construction of two new classroom buildings – would take place in areas of the campus that are not adjacent to the house. The essential contextual relationship between the house and the school would remain unchanged.

For these reasons, ARG concludes that the Project would not result in indirect impacts to the locally designated Baxter Residence.

Sunset Park Residential Historic District

The potential Sunset Park Residential Historic District was identified in the City of Santa Monica HRI (2018). Its southern boundary is generally coterminous with Pearl Street, and a portion of this boundary is in the vicinity of the Project Site. The potential district consists of single-family houses that were built between 1925 and 1959. District contributors are generally modest in scale and are designed in common residential architectural styles like Minimal Traditional, Spanish Colonial Revival, Tudor Revival and Ranch.

The potential district was found to be eligible for local designation under Landmark Criterion 1, for conveying broad patterns of residential development that influenced Santa Monica in the mid-twentieth century. It reflects increased residential development activity during and after World War II to accommodate defense workers, many of whom worked at the nearby Douglas Aircraft Corporation.

The Project would not affect the potential Sunset Park Residential Historic District. New construction associated with the Project would be consistent with the existing scale and massing of the campus, whose existing buildings are between one and two stories tall. The new classroom buildings would adhere to this precedent by rising to a maximum height of 34'. In addition, the Project would result in very few visual changes to the north portion of the campus, which is the area of the campus that is most visible from the

potential Sunset Park Historic District. Most of the work proposed as part of the Project would be confined to areas of the campus that are set far back from Pearl Street, behind other buildings, and would not generally be visible from the residential blocks of the potential Sunset Park Historic District. The potential historic district's spatial relationship with the adjacent school campus would remain unchanged.

For these reasons, ARG concludes that the Project would not result in indirect impacts to the potential Sunset Park Residential Historic District.

5.5. Summary of Continued Eligibility

Grant Elementary School Historic District

Currently, the Grant Elementary School Historic District is eligible for listing in the California Register and for local (City of Santa Monica) Landmark designation. Specifically, the resource is eligible under CR Criterion 1/local Landmark Criterion 1 for conveying important patterns of history related to Santa Monica's civic and institutional development in the Depression era, and CR Criterion 3/local Landmark Criteria 4 and 5 as a good example of PWA Moderne architecture and as a significant work of master architects Parkinson and Parkinson and Joe Estep.

As discussed, two district contributors (Building G and the central courtyard) would be altered, and one district contributor (Building B) would be demolished across all phases of the Project. However, the alterations to Building G and the central courtyard would not compromise their integrity, and both would continue to be district contributors at Project completion The demolition of Building B and the construction of a new classroom building in its place would result in the net loss of one district contributor. At Project completion, the district would continue to be overwhelmingly intact, with nine of ten contributing elements (90%) – including six of seven contributing buildings (86%) – remaining.

The Grant Elementary School Historic District would continue to be eligible for listing in the California Register and for local (Santa Monica) Landmark designation at Project completion.

Baxter Residence

Currently, the Baxter Residence at 2450 25th Street is locally designated as a Santa Monica Structure of Merit. As discussed, the Project would not have any indirect impacts on the significance of the house, which is oriented toward – and principally visible from – its primary façade on 25th Street. The extent of the Project is limited to the boundaries of Grant Elementary School and would not result in the demolition or material alteration of any adjacent properties, including the Baxter Residence. The Baxter Residence will continue to be a designated Santa Monica Structure of Merit at Project completion.

Sunset Park Residential Historic District

Currently, the potential Sunset Park Residential Historic District is eligible for local (Santa Monica) Landmark designation. Specifically, the potential district is eligible under local Landmark Criterion 1, for conveying important patterns of history related to Santa Monica's residential development in the mid-twentieth century.

The potential district is located in the vicinity of the Project Site. As discussed, the Project would not result in changes to the visual character of the potential district. The extent of the Project is limited to the boundaries of Grant Elementary School and would not result in the demolition or material alteration of adjacent properties, including those within the potential district. The bulk and scale of proposed new construction associated with the Project would be consistent with existing conditions and would not alter or compromise spatial relationships between the campus and the potential district. The campus will continue to read as an institutional anchor within what is otherwise a low-scale residential neighborhood.

For these reasons the potential Sunset Park Residential Historic District will continue to be eligible for local Landmark designation at Project completion.

6. Conclusion

The HRI for the Grant Elementary School campus that was prepared in 2022 identified one historical resource: the Grant Elementary School Historic District, which was found to be eligible for listing in the California Register and as a local (City of Santa Monica) Landmark. The district meets the definition of a "historical resource" for purposes of CEQA, and is the sole historical resource located on the Project Site.

There are two historical resources located in the vicinity of the Project Site: the Baxter Residence at 2450 25th Street, and the potential Sunset Park Residential Historic District. These adjacent historical resources are located to the east and north of the Project Site, respectively.

The Project would not result in direct impacts to historical resources. Although the Project proposes interventions to the Grant Elementary School Historic District – specifically, with the compatible alteration of two district contributors and the demolition and replacement of one district contributor – it would not result in a substantial adverse change to the significance of the historic district in its entirety. The historic district would lose one contributor, but on the whole it would retain the vast majority of its contributing elements and character-defining features. It would continue to be eligible for listing in the California Register and as a local (City of Santa Monica) Landmark at Project completion.

The Project would not result in indirect impacts to the two historical resources located in the vicinity of the Project Site: the Baxter Residence and the potential Sunset Park Residential Historic District. The Project is confined to the boundaries of the Grant Elementary School campus, and proposed changes to the campus would not compromise the significance or integrity of either of these historical resources.

In conclusion, ARG concludes that the Project will not result in impacts to historical resources on, or in the vicinity of, Grant Elementary School.

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Appendix A. Historic Resources Inventory (HRI), Grant Elementary School

Grant Elementary School | Santa Monica, CA
Historic Resources Inventory Report

Prepared for:

Santa Monica-Malibu Unified School District

Prepared by:

Architectural Resources Group

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360 E. 2nd Street, Suite 225
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January 28, 2022

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A. Department of Parks and Recreation (DPR) 523 Series Forms
B. Preparer Qualifications

1. Introduction

1.1. Project Overview

At the request of the Santa Monica-Malibu Unified School District (SMMUSD), Architectural Resources Group, Inc. (ARG) has prepared this Historic Resources Inventory for the campus of Grant Elementary School, 2368 Pearl Street, Santa Monica. This project commenced in May 2021 and is scheduled for completion in 2022.

The subject property is developed with an elementary school (Grades K-5) campus comprising multiple permanent buildings, multiple portable and modular buildings, and associated site and landscape features. The permanent buildings on the campus were constructed between 1936 and 1965. Campus development commenced under the auspices of the federal Works Progress Administration (WPA) and continued through the early postwar era, a period of extraordinary growth in Santa Monica.[1]

Grant Elementary School has previously been identified as a potential historic resource. In 1993, the campus was identified as potentially eligible for local designation through the City of Santa Monica's Historic Resources Inventory (HRI) process, and was subsequently recorded in the City's HRI (though it was not formally designated). It was again found to be potentially eligible for local designation when the City's HRI was updated in 2007 and 2018. In 2008, a draft Historic Resources Evaluation Report (HRER) was prepared in conjunction with Measure BB, a bond measure that allocated funds for the repair and renovation of District facilities. The HRER was prepared independent of the City's HRI and evaluated all schools within the District. Grant Elementary School was identified as potentially eligible for designation in the HRER. However, the HRER was not finalized, and its draft findings were not adopted.

In February 2021, the District adopted Board Policy 7113 and the accompanying Administrative Regulation 7113, which were developed to identify and clarify treatment of historical resources present on properties within the District's jurisdiction. The Board Policy and Administrative Regulation require completion of a Historic Resources Inventory (HRI) of a school campus prior to approval of either a master plan or design of a school facilities project at that campus. This campus HRI was prepared in conformance with Board Policy 7113 and Administrative Regulation 7113 as they relate to Grant Elementary School. The purpose of this document is to determine whether there are historical resources present at Grant Elementary School, and if so, to identify character-defining features and spaces to aid in matters related to site planning and facilities management at the campus moving forward.

This Historic Resources Inventory Report for Grant Elementary School includes a description of project scope and methodology, contextual information related to the developmental history of both the district and school, evaluations of eligibility, and identification of character-defining features and spaces.

[1] The Works Progress Administration (WPA) was re-named the Work Projects Administration in 1939.

1.2. Field and Research Methods

Preparation of this report included the following tasks related to research, documentation, and analysis:

- Site visit in June 2021 to assess existing conditions and document improvements with digital photographs;
- Review of pertinent federal and state technical bulletins, local ordinances, and other reference materials related to the evaluation of historical resources;
- Review of previous evaluations of the Grant Elementary School campus, including the City of Santa Monica's HRI and the draft Historic Resources Evaluation Report (HRER) prepared in 2008;
- Review of other applicable background materials including archival drawings and construction documents, historical building permits (to the extent that they were available), and the State of California's Built Environment Resource Directory (BERD) database;
- Supplemental research related to the campus's development history, physical design, social and cultural history, and potential historical significance;
- Identification of applicable historic contexts and themes;
- Evaluation of campus resources against eligibility criteria for the National Register of Historic Places, the California Register of Historical Resources, and local (Santa Monica Landmark) designation;
- Evaluation of integrity; and
- Identification of character-defining features and spaces.

Research materials were obtained from the following sources: the Santa Monica Public Library, including its local history collection; the Los Angeles Public Library; archival drawings and construction documents provided by the District; building permit records obtained from the City of Santa Monica Community Development Department; technical assistance bulletins published by the National Park Service (NPS) and the California Office of Historic Preservation (OHP); online repositories; and ARG's in-house collection of architectural books and reference materials. Additional materials, including historic photos and documents related to the history of the District, were provided courtesy of the Santa Monica Conservancy. A list of key source materials is included in *Section 7: Selected Bibliography* of this report.

To conform with public health directives and safety protocols associated with the COVID-19 pandemic, most research was conducted remotely using online repositories.

1.3. Outreach

In addition to the above-listed field and research tasks, ARG and the District coordinated public outreach efforts with community members, local history groups, and other key stakeholders. A community

meeting specific to the Grant Elementary School campus was held in June 2021, at which ARG and the District explained the purpose and objectives of the project and solicited public input. To comply with social distancing protocols associated with the COVID-19 pandemic, the community meeting was conducted virtually. In July 2021, ARG and the District participated in a meeting with the Santa Monica Conservancy to solicit additional input. The findings of this HRI are scheduled to be presented to the community and stakeholders at an additional public meeting, expected to be held in early 2022.

1.4. Preparer Qualifications

The following ARG staff contributed to this report: Katie E. Horak, Principal; Andrew Goodrich, AICP, Senior Associate; Elysha Paluszek; and Rosa Fry, all Architectural Historians and Historic Preservation Planners. All ARG staff who contributed to this project meet the *Secretary of the Interior's Professional Qualification Standards*, 36 CFR Part 61, in the discipline of Architectural History.[2]

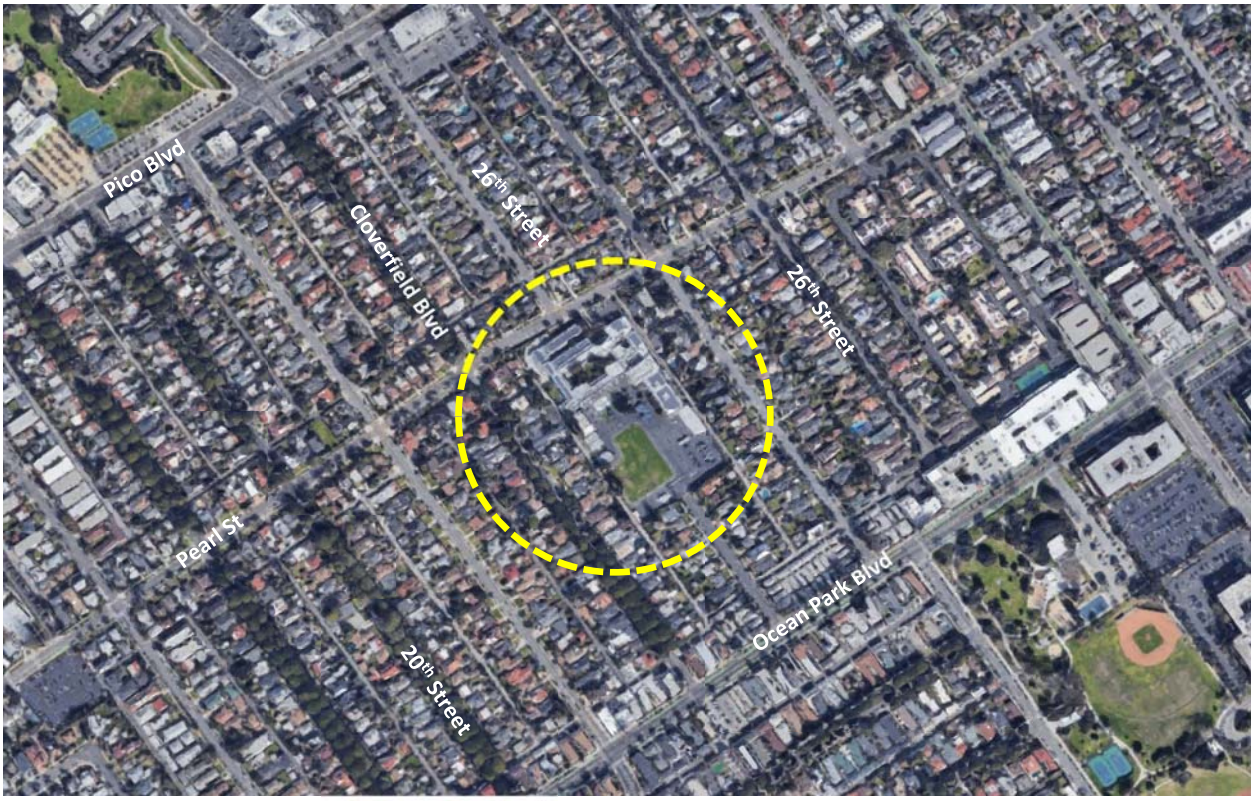
[2] Staff resumes are included as an appendix to this report.

2. Physical Description

2.1. General Setting

Grant Elementary School is located at 2368 Pearl Street in the Sunset Park neighborhood of Santa Monica, in the southern section of the city. The surrounding neighborhood is residential in character. Its blocks are primarily developed with detached, one- and two-story single-family houses, some of which date to as early as the 1920s but most of which date to the Depression and early postwar periods.

This area of Santa Monica is generally flat with no discernible variation in topography. As they are throughout most of the city, streets in the area adhere to an orthogonal grid that conforms to the contour of the shoreline and is askew of the cardinal directions. The subject campus is located on the south side of Pearl Street, an east-west thoroughfare that transects the Sunset Park neighborhood.



General location map. The location of Grant Elementary School is marked in yellow (Google Maps, annotations by ARG)

The subject campus occupies a large rectangular site that constitutes the majority of a city block. Its boundaries are defined by Pearl Street (north), an alley called Pearl Place South (west), and another alley called 24th Court (east). Its south boundary is located mid-block between Pearl Street and Ocean Park Boulevard. 24th Street terminates at the south boundary of the campus, forming a cul-de-sac.

Site Map. The boundaries of Grant Elementary School are marked in yellow (Google Maps, annotations by ARG)

2.2. Campus Orientation and Layout

The subject campus is oriented to the north, toward Pearl Street. From the north, the campus is approached by a forecourt comprising dual concrete walkways and concrete steps that lead to its primary entrance. This space also contains low concrete buffer walls and planters, and metal gates that restrict access to the site. To the east of the forecourt is a surface parking lot that is accessed via Pearl Street. There are buffer plantings around the perimeter of the parking lot. To the west of the forecourt is a shallow lawn that is planted with grass, mature trees of various species, and perimeter shrubs. The northwest corner of the site is occupied by a playground, which is enclosed by a chain link fence obscured by vines. A concrete walkway with steel handrails leads to the playground from Pearl Street.

The campus comprises nine permanent buildings. These buildings are concentrated in the northern portion of the campus nearest Pearl Street, and along its west and east perimeters. They are organized around a network of courtyards and other interstitial spaces and house classrooms, an auditorium, a cafeteria, a library, administrative offices, and other school functions. Consistent with the eras in which they were built, these buildings are generally designed in the PWA Moderne and Mid-Century Modern styles of architecture. A detailed physical description of each building is included below in *Section 2.3:*

Architectural Descriptions. There are also several portable and modular buildings located along the east and west perimeters of the campus, to the rear (south) of the permanent buildings.

The southern portion of the campus is generally devoid of buildings and contains open space for recreation. Much of this space consists of a large, paved asphalt surface that is used for basketball and athletic courts and contains several shade structures. There is also playground equipment installed atop artificial turf, and a small garden that is enclosed by a low wood picket fence. The southwest corner of the site contains a broad lawn. Bleachers are installed adjacent to the south edge of the lawn. Beyond that, at the far south end of the site, is a small surface parking lot that is accessed from the south, via 24th Street. The parking lot is enclosed by chain link fencing, which restricts access to both the parking lot and the school campus.

In addition to the aforementioned landscape features at the front (north) of the campus, there is extensive landscaping within the courtyards and interstitial spaces between buildings, which generally consist of lawns, mature trees, and various types of shrubs. There are also mature shade trees peppering the asphalt surface at the south end of the campus and along the campus's west perimeter.

The west and east perimeters of the campus are enclosed by chain link fencing. The fencing along the east perimeter is installed atop a low perimeter wall composed of brick and rusticated stone.

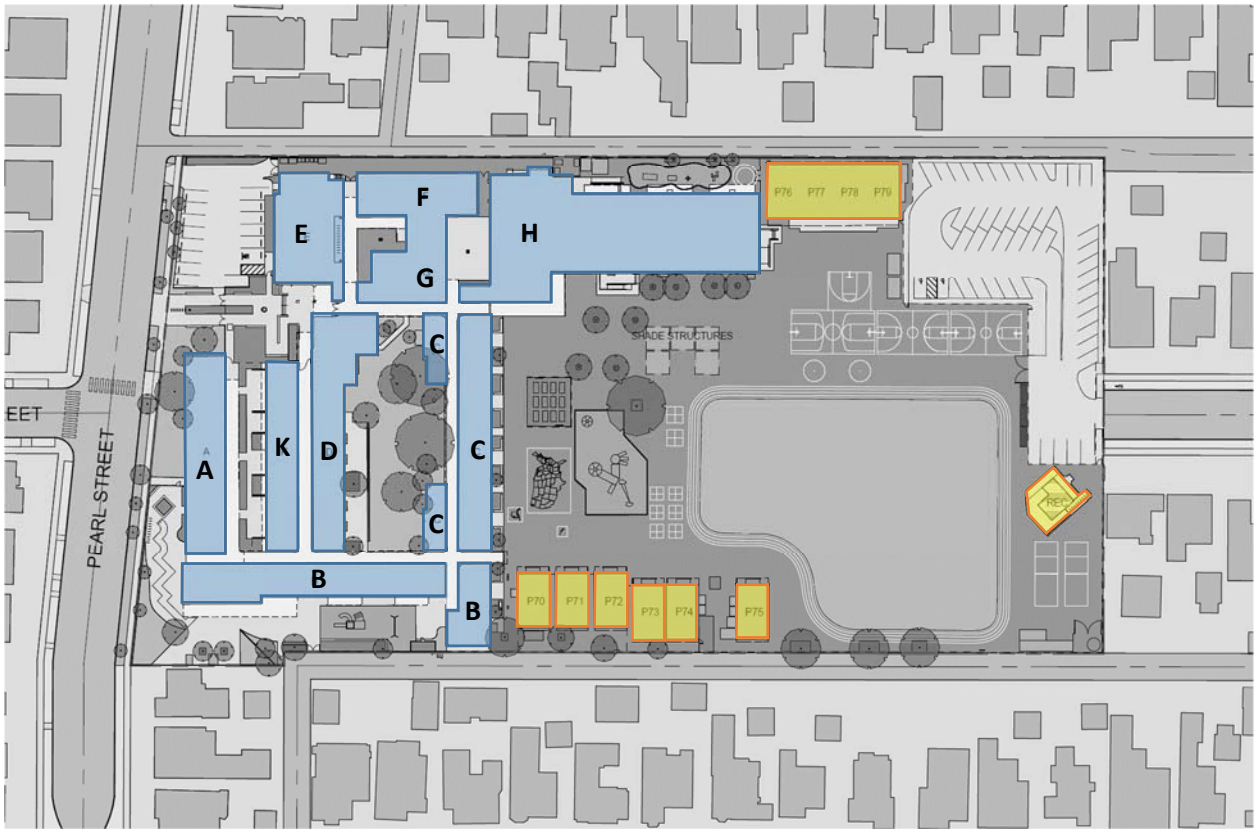
Site plan, depicting the location of buildings and features on the subject campus (Johnson Favaro)

2.3. Architectural Descriptions

As noted, there are nine permanent buildings (named A-H) and multiple modular and portable buildings on the campus. The permanent buildings are stylistically similar – though not identical – and exhibit characteristics of the PWA Moderne and Mid-Century Modern styles. Most of the buildings are connected to one another by a network of sheltered, semi-interior corridors. The modular and portable buildings are generally lacking in architectural distinction and do not possess any features of note.

The following sections include an architectural description of each building. For purposes of organization, buildings are described in the order of their alphabetical assignation (A-K), followed by a brief description of the modular and portable buildings.

The location of each building described herein is keyed on the site plan below.



Site plan. Permanent buildings are marked in blue; portable, modular, and ancillary buildings are marked in yellow (Johnson Favaro, annotations by ARG)

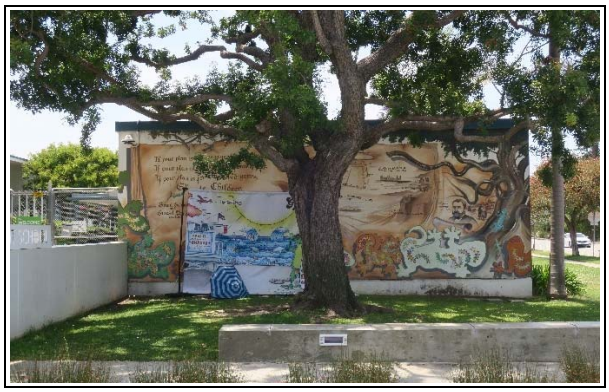
Building A (Classrooms)

Spanning the north perimeter of the campus, Building A is used as classrooms. It was constructed in 1954, is one story tall, and has a long, narrow rectangular plan. It is designed in the Mid-Century Modern style. The building is capped by a flat roof with rolled asphalt sheathing; solar panels are installed atop the roof. Exterior walls are clad in stucco. There are multiple points of ingress, all on the south façade, and all comprising single, flush-mounted metal doors. These doors open onto a continuous sheltered breezeway with slender metal post supports. The north façade is extensively fenestrated with a continuous band of fixed and hopper metal windows, which are set in an articulated frame. Murals are painted on the north and east exterior walls.

Noted exterior alterations to this building include the replacement of original doors and windows, and the installation of solar panels atop the roof.

Building A, south façade, view southwest (ARG, 2021)

Building A, north façade, view northeast (ARG, 2021)



Building A, mural on east façade, view southwest (ARG, 2021)

Building B (Classrooms)

Building B flanks the west perimeter of the campus and is connected to Buildings A, C, D, and K by a network of semi-enclosed corridors. It is used as classrooms. The building was constructed in 1940 and expanded in 1954. It is one story tall and designed in the PWA Moderne style. Most of the building ascribes to a long, narrow rectangular plan; however, there is a small volume at the south end of the

building that provides it with an L-shaped footprint. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; exterior walls are clad in stucco. There are multiple points of ingress along the east façade, all comprising single, flush-mounted metal doors. There are also several doors on the west façade. Fenestration is largely confined to the west façade, and consists of bands of fixed and hopper metal windows surmounted by fabric awnings. At the north end of the east façade (which is a later addition), there are also bands of clerestory-style metal windows. The north end of the west façade (also associated with the addition) features a projecting canopy with slender metal post supports. Some corners of the building feature rounded edges.

Noted exterior alterations to this building include an addition to the north façade (dating to 1954), the replacement of original doors and windows, the installation of awnings above the west-facing windows, and the installation of solar panels atop the roof.

Building B, west façade, view north (ARG, 2021)

Building B, east facade, view northwest (ARG, 2021)

Building C (Classrooms)

Building C (along with Building H) anchors the south end of the campus's complex of permanent buildings, and is connected to Buildings B, G, and H by a network of semi-enclosed corridors. One such corridor bifurcates the building. This building was constructed in 1936 and is used as classrooms. It is designed in the PWA Moderne style and is one story tall. Most of the building consists of a rectangular footprint; however, there are two small volumes that project from the north end of the building and provide with a U-shaped footprint when viewed in plan. The building is capped by a flat roof with rolled asphalt sheathing and a parapet. Exterior walls are clad in stucco. There are multiple points of ingress on the north and south façades, which consist of single metal doors (non-original) and single, paneled wood doors with glazing (original). Fenestration is confined to the north and south façades and consists of bands of fixed and hopper metal windows. Most of the windows are surmounted by shallow canopies with reeded details, and most are surmounted by glass block transoms. The south-facing windows are surmounted by fabric awnings. A portion of the north façade opens onto a sheltered breezeway with slender metal post supports. Some corners of the building feature rounded edges.

Noted exterior alterations to this building include the replacement of some original doors and all original windows, and the installation of awnings above the south-facing windows.

Building C, north façade, view southwest (ARG, 2021)

Building C, south façade, view northwest (ARG, 2021)

Building D (Administration/Classrooms)

Building D is located near the center of the campus's complex of permanent buildings, and is connected to Buildings B, C, E, G, and K by a network of semi-enclosed corridors. It has a strong public presence from the north, along Pearl Street. This building was constructed in 1936 and contains administrative offices and classrooms. It is designed in the PWA Moderne style, has both one and two-story volumes, and is L-shaped in plan. The building is capped by a flat roof with rolled asphalt sheathing and a parapet. Exterior walls are clad in stucco. The two-story volume (at the east section of the building) has a strong vertical orientation, has formal massing, and is divided into multiple bays. The bays are defined by full-height stucco pilasters and stepped recesses. Fixed and hopper metal windows are installed within each bay; geometric metal grilles are installed between the first- and second-story bands of windows. Canopy letters spelling "GRANT SCHOOL" are installed along the second-story parapet and face north. The one-story volume projects to the west of the two-story volume. This volume contains multiple points of ingress along its north and south façades, which consist of single metal doors. The south façade also features bands of fixed and hopper metal windows that are surmounted by fabric awnings. Decorative grilles are "punched" into the stucco walls at various points along the north façade. Some corners of the building feature rounded edges.

Noted exterior alterations to this building include the replacement of original doors and windows, and the installation of awnings above the south-facing windows.

Building D, north façade, view southwest (ARG, 2021)

Building D, north façade (pictured left), view southwest (ARG, 2021)

Building E (Auditorium)

Building E is located at the northeast corner of the campus, and is connected to Buildings D, F, and G by a network of semi-enclosed corridors. This building was constructed in 1945 and is used as an auditorium. It is designed in the PWA Moderne style, is one story tall, is irregular in plan, and has public visibility from Pearl Street. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; solar panels are installed atop the roof. Exterior walls are clad in stucco. The primary entrance is located on the west façade; it consists of paired metal doors that are set within a recessed bay with an articulated surround. Additional entrances consist of single metal doors. Fenestration is located on the north and south façades and comprises fixed and hopper metal windows with divided lights, which are set within tall, recessed bays. The window bays are delineated by fluted pilasters; the corners of the building also have fluted pilasters. A mosaic tile mural adorns the west-facing exterior wall; a marquee sign is affixed to the south-facing wall. Some corners of the building feature rounded edges.

Noted exterior alterations to this building include the replacement of original doors and windows, and the installation of solar panels atop the roof.

Building E, north façade, view southeast (ARG, 2021)

Building E, detail of mosaic tile mural on west façade, view northeast (ARG, 2021)

Building F (Library)

Building F is located to the rear (south) of Building E. It is connected to Building E by a semi-exterior corridor, and is directly appended to the east façade of Building G. The building was constructed in 1965 as an addition to Building G, and is used as a library. It is one story tall and rectangular in plan, and is designed in the Mid-Century Modern style. The building is capped by a flat roof and parapet; solar panels are installed atop the roof. Exterior walls are clad in stucco. The primary entrance is located on a south-facing wall and is accessed via an interstitial courtyard. It consists of paired, flush-mounted metal doors. There is an additional entrance on the south façade that consists of a single, flush-mounted metal door. Fenestration consists of continuous bands of clerestory-style windows on the east and west façades. Its west façade opens onto a small interstitial courtyard that is also framed by Buildings E (to the north) and G (to the south and west).

Noted exterior alterations to this building include the replacement of original doors and windows, the and the installation of solar panels atop the roof.

Building F, west façade, view southeast (ARG, 2021)

Building G (Computer Lab/Classrooms)

Building G is also located to the rear (south) of Building E. It is connected to Building E by a semi-exterior corridor, and is directly appended to the west façade of Building F. This building was constructed in 1940 and is used as a computer lab and classrooms. It is one story tall and roughly L-shaped in plan, and is designed in the PWA Moderne style. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; exterior walls are clad in stucco. Ingress is provided by flush-mounted metal doors. Fenestration is located on the north, south, and east façades and consists of groups of fixed and hopper metal windows that are set in vertical channels. Most of the windows are surmounted by shallow canopies with reeded details. The west façade opens onto a sheltered breezeway with slender metal post supports. The north, south, and east façades open into small interstitial courtyards. Some corners of the building feature rounded edges.

Noted exterior alterations to this building include the replacement of original doors and windows.

Detail of windows on Building G, view southwest (ARG, 2021)

Building H (Cafeteria/Classrooms)

Building H (along with Building C) anchors the south end of the campus's complex of permanent buildings and flanks its east perimeter. It is connected to Buildings F, G, and C by a network of semi-enclosed corridors. This building was constructed in 1945 and houses a cafeteria and classrooms. It is designed in the PWA Moderne style, is one story tall, and has an irregular footprint. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; solar panels have been installed atop the roof. Exterior walls are clad in stucco. The building is oriented around a semi-enclosed, double-loaded corridor. There are multiple points of ingress throughout this corridor and at various points along the exterior façades of the building, which generally consist of single, flush-mounted metal doors. Fenestration generally consists of groups of fixed and hopper metal windows that are set in vertical channels. Most of the windows, as well as some of the doors, are surmounted by shallow canopies with reeded details. Some of the windows are surmounted by glass block transoms, and many of the east-facing windows feature fabric canopies. The east façade opens onto a small patio that is improved with a playground, artificial turf, and concrete planters. Some corners of the building feature rounded edges.

Noted exterior alterations to this building include the replacement of original doors and windows, the infill of some original windows in the corridor, the installation of awnings above some windows, and the installation of solar panels atop the roof.

Building H, west façade, view southeast (ARG, 2021)

Building H, east façade, view northwest (ARG, 2021)

Building H, detail of door and windows (ARG, 2021)

Building K (Classrooms)

Building K is located near the front (north) of the campus, between Buildings A and D. It is connected to Building D by a semi-enclosed corridor. This building was constructed in 1945 and is used as classrooms. It is designed in the PWA Moderne style, is one story tall, and has a long, narrow rectangular plan. The building is capped by a flat roof with rolled asphalt sheathing and a parapet; solar panels are installed atop the roof. Exterior walls are clad in stucco. There are multiple points of ingress along the north and south façades, all of which consist of single, flush-mounted metal doors. The north-facing doors open onto patios that are partially enclosed by metal fencing. Fenestration is confined to the south façade and consists of horizontal bands of metal hopper windows surmounted by glass block transoms. A stylized metal gecko sculpture is affixed to the east-facing wall.

Noted exterior alterations to this building include the replacement of original doors and windows, and the installation of solar panels atop the roof.

Building K, north façade, view southeast (ARG, 2021)

Building K, west façade, view southwest (ARG, 2021)

Modular, Relocatable, and Ancillary Buildings

As noted, the campus contains several modular and relocatable buildings that have been installed at various points to accommodate growth. These buildings are located to the rear (south) of the permanent buildings described above, along the east and west perimeters of the campus. Specifically, there are six relocatable buildings flanking the west edge of campus (named P70-P75), and four modular buildings flanking its eastern edge (named P76-P79), all of which are used as classrooms. Given their ephemeral nature, these buildings are utilitarian in appearance and lack any architectural characteristics of note.

Near the far southwest corner of the campus is a small ancillary building that is used as a restroom. It is also vernacular in form and appearance and lacks architectural characteristics of note.

Modular buildings P76-P79, view southeast (ARG, 2021)

3. Development Chronology and Alterations

3.1. Development Chronology

The following development chronology summarizes key events in the campus's development history between its original construction and the present day. The information was amalgamated from various sources including previous historic resource surveys and evaluations, construction documents and building records provided by the District, and archival building permit records obtained from the City of Santa Monica's Community Development Department. This information was augmented by additional source materials including historic photos and aerial images, parcel data from the Los Angeles County Office of the Assessor, Sanborn Fire Insurance Maps, and historic newspaper articles.

1905	Original construction of Grant School. The school originally consisted of a one-room schoolhouse at 22nd Street and Virginia Avenue. Reflective of settlement patterns at the time, many pupils were of Mexican American descent and came from non-English speaking households.
1906	A new, four-room school building was constructed at the original Grant School site. The building was designed around the "central hall plan" that was commonly applied to schools at the time, wherein a central hall was flanked by classrooms and other essential school functions. The central hall acted as a *de facto* community center for members of the surrounding neighborhood.
1924	The original Grant School campus was expanded amid an increase in student enrollment.
1936	Again faced with overcrowding, the District elected to move the Grant School about one-half-mile southeast of the original campus (its present-day site). Construction was financed in part by the federal Works Progress Administration (WPA), and in part by bond money that was approved by Santa Monica voters. The architectural firm of Parkinson and Parkinson developed plans for the new Grant Elementary School campus. It originally consisted of two buildings (Buildings C and D), oriented around a courtyard.
1937	The original Grant Elementary School campus at 22nd Street and Virginia Avenue was repurposed into a vocational school called the Santa Monica Technical School, or Samo Tech. (It has since been razed, and the site is now occupied by Virginia Avenue Park).
1940	Architect Joe Estep designed new classroom facilities for the campus (Buildings B and G). Construction was financed in large part by the WPA.
1945	Architect Joe Estep returned to the campus to design additional buildings including an auditorium (Building E), a combination cafeteria/library/classroom building at the rear of campus (Building H), and a classroom wing near the front of campus (Building K).

1954	Architect Pierre Claeyssens designed an additional classroom building at the front of campus (Building A), and an addition to the north façade of Building B.
1968	A new library building (Building F) was constructed at the east end of campus, and was appended to the east façade of Building G. The new building was designed by architect Robert H. Thomas.
1976-2002	Multiple relocatable and modular buildings were added to the campus to accommodate additional campus growth.

3.2. Summary Table of Buildings

The following table includes an inventory of buildings on the subject campus including building name, construction date, architectural style, and architect.

NAME	CURRENT USE	YEAR BUILT	STYLE	ARCHITECT
Building A	Classrooms	1954	Mid-Century Modern	Pierre Claeyssens
Building B	Classrooms	1940; 1954	PWA Moderne	Joe Estep (original volume) ; Pierre Claeyssens (addition)
Building C	Classrooms	1936	PWA Moderne	Parkinson and Parkinson
Building D	Admin/Classrooms	1936	PWA Moderne	Parkinson and Parkinson
Building E	Auditorium	1945	PWA Moderne	Joe Estep
Building F	Library	1968	Mid-Century Modern	Robert H. Thomas
Building G	Computer Lab/Classrooms	1940	PWA Moderne	Joe Estep
Building H	Cafeteria/Classrooms	1945	PWA Moderne	Joe Estep
Building K	Admin/Classrooms	1945	PWA Moderne	Joe Estep

4. Historic Contexts

4.1. History of Santa Monica[3]

Early History

Human occupation of the Los Angeles Basin dates to approximately 12,000 to 13,000 years ago.[4] Indigenous groups including the Chumash and Tongva occupied the Santa Monica and Malibu region of the basin.[5] These Shoshonean-speaking groups occupied a vast territory and established numerous villages throughout the area along local rivers and near the coast, including in and around Santa Monica Canyon. The Tongva and Chumash were the "wealthiest, most populous, and most powerful ethnic nationality in aboriginal Southern California, their influence spreading as far north as the San Joaquin Valley Yokuts, as far east as the Colorado River, and south into Baja California."[6]

Spanish Colonial and Mexican Periods

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

Despite this early exploration, the area was not further colonized until the arrival of the first land expedition in 1769, led by Gaspar de Portolá. Portolá traveled across Alta California from San Diego to Monterey, establishing a system of missions one day's journey apart throughout the territory. He is said to have arrived in present-day Santa Monica on August 3rd. A few years later, on February 22, 1776, explorer Juan Bautista de Anza made camp "on a fine stream under the oak trees in the vicinity of today's Malibu Creek State Park."[7]

At the time of California's annexation as Mexican territory in 1822, the Santa Monica area was still unoccupied, an "unclaimed mesa covered with wild grass."[8] In 1827, Xavier Alvarado and Antonio Machado were given a provisional grant to "a place called Santa Monica," referring to the land stretching from Santa Monica Canyon north to Topanga Canyon. (The Alvarado-Machado lands later

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[3] This section has been excerpted and adapted from the "City of Santa Monica Historic Resources Inventory Update Historic Context Statement," prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, March 2018, and the "Santa Monica High School Campus Plan Historic Resources Technical Report," Prepared for the Santa Monica-Malibu Unified School District by Historic Resources Group, July 2018.

[4] John M. Erlandson, Torben C. Rick, Terry L. Jones, and Judith F. Porcasi, "One If by Land, Two If by Sea: Who Were the First Californians?" in *California Prehistory: Colonization, Culture, and Complexity* ed. Terry J. Jones and Kathryn A. Klar (Plymoth, UK: AltaMira Press 2007), 81; Lynn H. Gamble, "Thirteen Thousand Years on the Coast," in *First Coastal Californians* ed. Lynn H. Gamble (Santa Fe, NM: School for Advanced Research Press, 2015), 1-2.

[5] The Tongva are also referred to as "Kizh" and "Gabrielino."

[6] Bean and Smith, 538.

[7] *Malibu Complete, edited by Chuck Chriss, 2005-2008: http://www.malibucomplete.com/mc_history.php.*

[8] Basten, Fred E. Paradise by the Sea: Santa Monica Bay. General Publishing Group, Inc., 1997. (8)

passed into the hands of Ysidro Reyes and Francisco Marquez.) In 1828, Don Francisco Sepulveda received possession of "a place called San Vicente," which stretched from Santa Monica Canyon south to present-day Pico Boulevard, and from the coast inland to what is now Westwood and including all of the land that would become the original townsite of Santa Monica.[9] The area was slowly populated and developed with an adobe by Ysidro Reyes in 1839. The rancho had herds of cattle, horses, and sheep.

The 1840s brought several land disputes in Santa Monica between Sepulveda and the Reyes and Marquez families. The argument was not settled until 1851, the year after California achieved statehood. At that time, the Board of Land Commissioners deeded Sepulveda the 30,000 acres known as "Rancho San Vicente y Santa Monica." The Reyes and Marquez families received approximately 6,600 acres known as the "Boca de Santa Monica."[10]

American Period

The original rancho lands remained intact and were used primarily for grazing purposes into the 1870s. Santa Monica's local history really began in September of 1872, when some 38,409 acres of Sepulveda's rancho was sold for $54,000 to Colonel Robert S. Baker.[11] Baker, a cattleman from Rhode Island, acquired the flat expanse of the mesa to operate a sheep ranch. However, just two years later, Nevada Senator John P. Jones purchased a three-fourths interest in Baker's property for $162,500. Together, the two men subdivided a portion of their joint holdings and platted the town of Santa Monica recorded in the office of the County Recorder at Los Angeles on July 10th, 1875. The townsite fronted the ocean and was bounded by Montana Avenue on the northwest, by Railroad Avenue (now Colorado Avenue) on the southeast, and by 26th Street on the northeast.[12] The streets were numbered, and the avenues were named for the Western states.

Baker and Jones envisioned Santa Monica as a prosperous industrial port, with a dedicated rail line linking the mines of Colorado and Nevada to a long wharf in Santa Monica Bay. Construction of the wharf and the rail line commenced in early 1875. Jones and Baker organized the Los Angeles & Independence Railroad (LA&I), a steam-powered rail line that extended sixteen miles along a private right-of-way between the Santa Monica waterfront to 5th and San Pedro streets in downtown Los Angeles. The railroad was completed in a little over ten months, opening on October 17th.[13]

The official founding of Santa Monica dates to July 15th, 1875, when the first town lots were sold via auction.[14] The town's immediate growth was rapid; in less than nine months it had 160 homes and over one thousand inhabitants.[15] However, hopes to establish Santa Monica as the region's primary

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[9] Ibid. (8-10)

[10] Basten, Fred E. Paradise by the Sea: Santa Monica Bay. General Publishing Group, Inc., 1997. (10)

[11] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (11)

[12] McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (11-12)

[13] Water and Power Associates website, http://waterandpower.org/. Accessed January 2017.

[14] *Souvenir Program, Laying of Cornerstone and Dedication of Grounds, Santa Monica High School*. April 11, 1912.

[15] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (14)

commercial shipping center were short-lived. In the early 1880s, Southern Pacific undermined the LA&I railroad by cutting their passenger and freight rates so drastically that both the local railroad and wharf were forced to operate at a loss from the moment they began operations. Eventually, both enterprises were acquired by Southern Pacific, who later abandoned the port project in favor of a site in San Pedro.[16] Thus, the wharf was demolished, and Santa Monica was forced to reinvent itself as a seaside resort town. As it turned out, this was an easy transition, as new residents and tourists alike were already flocking to the coastal community, lured by its scenic views and temperate climate.[17]

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

The arrival of the first electric streetcar on April 1, 1896, and the later establishment of the "Balloon Route" from downtown Los Angeles, spurred further investment in Santa Monica real estate. A number of new subdivisions were opened during the first five years of the 20th century, and between 1900 and 1903 the resident population jumped from 3,057 to 7,208. By 1911, five electrical railway lines served Santa Monica with travel times of 30 to 50 minutes from downtown Los Angeles.[18] The completion of major roadways to the area only increased its popularity as the automobile became a factor in Southern California growth.

Santa Monica experienced continued growth and development following World War I. In the 1920s, Santa Monica's population jumped from 15,000 to 37,000, the largest increase in the city's history.[19] Commercial activity increased apace, and buildings were constructed to accommodate Santa Monica's new or expanding businesses and increased tourist activity. Commercial trends that began in the early 20th century continued in the 1920s, with the establishment of numerous prominent commercial buildings downtown, including the city's first skyscrapers, along with the continued development of resort- and tourist-related resources. The downtown commercial core continued to expand along with the growing population. However, the Great Depression and World War II slowed commercial development in Santa Monica. Building activity declined, and new commercial construction was rare. Santa Monica's tourist attractions struggled throughout the Great Depression.

In the years leading up to the United States entry into the war in December 1941, a series of dramatic shifts began. Thousands of people migrated to Southern California from other parts of the country. The rapid influx of Douglas Aircraft and other defense workers exacerbated Southern California's already

[16] McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (14)

[17] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (20)

[18] "Santa Monica Bay New Scene of Great Activity," *Los Angeles Times*, July 16, 1911, IV11.

[19] Dave Berman, "Founders' Dreams Dashed – City Finds its Own Identity," *Santa Monica Outlook, Centennial Edition, 1875-1975*, 5A.

intense need for housing. In 1940, the population of Santa Monica was 53,500.[20] During the war, Douglas aircraft had 44,000 people (mostly women) on its payroll at the Santa Monica Cloverfield facility, nearly doubling Santa Monica's population.[21] Unlike other cities, Santa Monica had little open land on which to construct defense worker housing, even if the money and materials had been available. Instead, density increased in an already built-out city. The federal government converted newly-built public housing complexes to "defense housing," and constructed additional "war worker" housing complexes. These investments provided temporary relief, but housing was a problem that persisted for many years after the war's end.[22]

Like so many Southern California communities, Santa Monica's population density increased during the postwar period as returning G.I.s sought to live in Southern California. Educational institutions, libraries and civic buildings all expanded to meet the growing demand. However, housing continued to be a problem. So dire was the postwar housing situation in Santa Monica, in 1945 the Santa Monica Housing Authority repaired army barracks across from City Hall between Main Street and Ocean Avenue for use as residential quarters. Only discharged service men and women and their families were considered for housing in the restored barracks.

Southern California's postwar population boom and rise in consumer culture spurred retail and commercial development throughout the region. Santa Monica was no exception. During the post-war years, Santa Monica continued to expand as a residential community, as a resort and hub of "space age technological development,"[23] and in the provision of healthcare and financial services for Los Angeles' westside. Large-scale commercial development in the postwar era was largely concentrated along Wilshire and Santa Monica Boulevards.

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

Transportation also changed in the post-war years. Named the Olympic Freeway while still in the planning stages, the portion of Interstate 10 in Santa Monica between Bundy and the McClure Tunnel opened to traffic January 29, 1965. As a part of the National System of Interstate and Defense Highways (now known as the Eisenhower Interstate System), route planning was done at a Federal level, with less concern for existing neighborhoods and buildings. By 1958, Interstate 10's present configuration had

[20] California Department of Finance, "Historical Census Populations of Places, Towns and Cities in California, 1850-2000," / (accessed January 2016).
[21] Basten, *Santa Monica Bay*, 181.
[22] Les Storrs, *Santa Monica Portrait of a City: Yesterday and Today* (Santa Monica, CA: Santa Monica Bank, 1974), 38.
[23] "Two Research Firms Lease Office Space," *Los Angeles Times*, Jan 13, 1963, I6.

been determined, generally following the old Los Angeles & Independence Railroad right-of-way from the eastern city limit to about 20th Street and running between Olympic and Michigan Avenues to the McClure Tunnel, cutting through established, less affluent residential neighborhoods. Construction began in downtown Los Angeles and progressed westward.[24]

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

4.2. History of the Santa Monica-Malibu Unified School District[25]

Early Schools, 1875-1902

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

The district's first public school was located in the Presbyterian Church located at 3rd Street and Arizona Avenue. The school opened on March 6, 1876, with fifty-two students in attendance, and an administrative staff consisting of one teacher, one principal, and one janitor.[26] So swift was the settlement of Santa Monica in the early days that the student population jumped to 77 one month after the school opened, and there were over 100 students by the time the term ended.[27]

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

The first dedicated school building was a relatively modest two-story, wood-framed schoolhouse located at 6th Street near Arizona Avenue. The building was opened on September 11th, 1876, on two lots donated by town founders Colonel Baker and Senator Jones.

In 1890, the South Side School, was built in the southern reaches of Santa Monica at 4th and Ashland Streets. A continuous growth of population by the turn of the century led to the demolition of the

[24] The highway finally connected to the Pacific Coast Highway on January 5, 1965. Officially named the Santa Monica Freeway by the State Highway Commission on April 25, 1957, it has also been known as the Christopher Columbus Transcontinental Highway since 1976.

[25] This section has been excerpted and adapted from the "City of Santa Monica Historic Resources Inventory Update Historic Context Statement," prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, March 2018, and the "Santa Monica High School Campus Plan Historic Resources Technical Report," Prepared for the Santa Monica-Malibu Unified School District by Historic Resources Group, July 2018. It has been informed by additional research as referenced.

[26] Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." *History of Education Journal*, Vol. 5, No. 1, Autumn, 1953. (7)

[27] "Century of History in Santa Monica, 1875-1975," *Santa Monica Evening Outlook*, May 17, 1975, 22D.

school in 1902 and its replacement with a larger, 8-room building. A fire destroyed the school in 1908, although it was quickly rebuilt as a brick building and named the Washington School (1908, Robert Farquhar).

The origins of a high school in Santa Monica date to 1884, when 6th Street School principal W.W. Seaman began teaching high school subjects as a two-year extension of the grammar school. This extension of the elementary school was a common practice throughout California at the time, as trustees were authorized to organize high schools under an act of 1866, and under the State Constitution of 1879.[28] However, the founding of the high school was not official until the enactment of the Union High School Law of 1891, which formally provided for the establishment of high schools in the state. Therefore, although students receiving diplomas in 1887 might be regarded as the first graduates of Santa Monica High School, it was not until 1894 – when the school was accredited with a four-year course of study – that it had its first official graduating class.[29] In 1895, there were approximately 500 students in the school system.

That year, residents approved a $15,000 bond to erect a dedicated high school at 10th Street and Oregon Avenue (now Santa Monica Boulevard). The construction of that school, known as Lincoln High School (1898, H.X. Goetz, contractor) signaled a school building boom that would erect eight schools in eighteen years. Lincoln High School contained five classrooms, an assembly hall, and physical laboratories.[30]

Unification and Expansion, 1903-1933

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

In 1903, Santa Monica became a city of the fourth class, thereby entitling it to maintain its own schools. Thus, the school district became the Santa Monica City School District.[31] Increasingly, schools were expected to serve community needs in Santa Monica. In 1905, the newly established Woman's Club of Santa Monica championed the building of schools and a bond issue in 1906 provided funding for additional schools. By 1907, the population of Santa Monica had jumped to 7,200 residents.[32] The following year, the city expanded further by annexing the community of Ocean Park to the south.[33]

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[28] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (17, 36, 54) Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." *History of Education Journal*, Vol. 5, No. 1, Autumn, 1953. (7)

[29] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (54)

[30] "Santa Monica," *Los Angeles Times*, Jun 11, 1898, 15.

[31] McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (26)

[32] Ibid. (15)

[33] Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (35)

In the early twentieth century, the Progressive Education Movement came to influence education in Santa Monica. Shunning traditional teaching philosophies, the Progressive Education Movement emphasized hands-on methods of teaching that allowed children to explore and learn to the best of their own individual abilities.[34] This influenced school programming, which increasingly emphasized individualized curriculum. As populations increased and space became scarce at schools, the Progressive Education Movement philosophies also provided a method for economizing space. As recorded by Historian Donald M. Cleland, during the early twentieth century, great strides were made in the Santa Monica school system:

> The phenomenal growth of enrollment which the Santa Monica schools experienced during the early part of the twentieth century focused the attention of the board of education upon the problem of providing adequate physical facilities. It was during this time that…changes in curriculum were observed at all levels of instruction. At the elementary level, the platoon system of organization was adopted and put into effect in the four new elementary schools designed for this program. The platoon schools, as such, continued in operation until the early 1930s.[35]

Platoon school systems divided larger student populations into two groups, one of which would study academic subjects in the classrooms in the morning while the second utilized the rest of the school facility for specialized subjects. Then, halfway through the day, the two groups would switch places and study subjects. The system was praised by leaders of the Progressive Education Movement including John Dewey and Evelyn Dewey and was thought to achieve a more humanistic and democratic education while also providing administrative efficiency.[36]

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

By 1910, Lincoln High School was overcrowded, and plans were drafted for a new high school.[37] Because Ocean Park residents were clamoring for a new institution closer to their community, thirteen acres on what was known as Prospect Hill were selected for the new high school site. Santa Monica High School (1912, Allison & Allison), almost immediately nicknamed Samohi, cost $200,000 to build and was regarded as one of the finest school buildings around. The large brick building featured a polychromatic tower and an open colonnade of arches. It was heralded by the *Los Angeles Times* as an "Architectural Marvel."[38] "Red tapestry bricks with wide cement joints" were a featured component of the design. Composed of three buildings, the Academic (or main) building, the Science Household and Fine Arts Building facing Fremont Avenue, and the Manual Arts building along Michigan Avenue, the intent was to

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[34] Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969,* Prepared for the Los Angeles Unified School District, 2014, 29-30.
[35] Milton, "A Historical Study of the Santa Monica City Schools," *7.*
[36] Raymond A. Mohl, "Alice Barrows and the Platoon School, 1920-1940," presented at the Annual Meeting of the American Education Research Association (Washington, D.C.: April 1975).
[37] Louise Gabriel, "History of Santa Monica, Part IV," *Los Angeles Times*, August 8, 1985, K8.
[38] "Stately Buildings in Santa Monica's Magnificent New Polytechnic High School," *Los Angeles Times*, May 21, 1911, V1.

have all rooms facing the south or east to have "disappearing windows" to maximize ventilation and light. The original design also called for "outdoor school rooms."[39] Landscaping featured lush plantings and tropical palm trees that lent an exotic air to the campus. Subsequent additions to the campus included a gymnasium and a health unit (c. 1913) and a printing plant (1918). On May 20, 1921, an open-air theater (a.k.a., the Memorial Bowl) was dedicated to honor the dead of World War I.

1920s Expansion

During the 1920s, several new schools were built and existing schools were expanded. The 1920s also brought a new design vocabulary to many schools, with several employing the wildly popular period-revival styles that came to characterize Southern California architecture. Attention to design and detail was conferred on buildings from the 1920s, and campuses as a whole served a more unified role with grand entrances and a greater degree of spatial differentiation.

During this period, Santa Monica was first in spending on high school education among cities in Southern California.[40] A 1927 study found that half of the possible residential areas were already improved and that, in less than ten years, the population of the city would double. Recommendations included building a new junior high school in the southeast part of the city and renovating the existing high school and elementary schools. The study proposed an "Americanization School" with separate facilities from the general school population, perhaps a reflection of the multiethnic and multilingual nature of the population streaming into the area in the 1920s. The study also recommended that new school sites be spread evenly throughout the city, with little overlap.

The newly constructed schools featured two-story brick edifices. They included John Muir Elementary (1923) at 725 Ocean Park Boulevard; the new McKinley School (1923, Allison & Allison and John D. Parkinson)[41] at 24th Street and Santa Monica Boulevard; Madison Elementary (1926, Francis David Rutherford) on the site of the old Lincoln High School at 10th Street and Arizona Avenue; Lincoln Junior High (1923-1924) at 1425 California Avenue; the Garfield School at 1740 7th Street, and Franklin Elementary (reportedly built with beach sand) at 2400 Montana Avenue. Additions to the Grant School were made in 1924 by local architect Francis David Rutherford.[42] A six-room addition by Allison & Allison was made to John Adams School in 1920.[43]

Innovation and Reform, 1933-1945

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

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[39] "New Polytechnic High School," *Los Angeles Times*.
[40] Osman R. Hull and Willard S. Ford, *School Housing Survey of the Santa Monica City Schools,* second Series, No. 4. 1927.
[41] The old McKinley School was sold to a Methodist church.
[42] "Santa Monica Will Add to Grant School," *Los Angeles Times*, April 22, 1924, 5.
[43] *Southwest Builder and Contractor*, January 2, 1920, 17.

Long Beach Earthquake of 1933

In 1933, the Long Beach earthquake struck. Damage was widespread, and much of it focused on the schools in the greater Los Angeles area whose multi-story brick construction was adapted from east coast designs. Suddenly, they appeared ill-fit for Southern California's children. According to the *Santa Monica Evening Outlook*, "No single event has affected Santa Monica schools as much [as the earthquake]."[44] Although a cursory inspection had Santa Monica students returning to classrooms immediately, inspections by architects and engineers suggested otherwise. On March 13, 1934, the state commission inspected the city's schools and called for their immediate closure. For the next several years, classes were held in "tents" – temporary structures with wood floors with canvas tops and sides that could be rolled up for light and ventilation.[45]

Within thirty days of the Long Beach Earthquake, the California State Legislature passed the Field Act, one of the first pieces of legislation that mandated earthquake-resistant construction in the United States.[46] The Field Act required a statewide overhaul of building codes and practices, particularly for school buildings, and mandated state oversight to ensure proper implementation and enforcement of regulations.[47] Thus, the Long Beach Earthquake ushered in a period of widespread school renovation and reconstruction that would transform many area schools, including those in Santa Monica.

Beginning in 1934, local, state, and federal funds were made available to reconstruct, modernize, and expand area schools, not only to meet new seismic requirements, but also to address the changing school needs. As reported in the Los Angeles Times at the time, new and repaired buildings would be designed for "absolute safety with simplicity and beauty of architecture in harmony with the atmosphere and traditions of Southern California."

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

New buildings would be "free of needless ornamentation," since applied decoration often failed and fell to the ground during earthquakes. Thus, early-20th century schools that were substantially repaired or rebuilt after the earthquake commonly reflect the architectural trends of the 1930s, as decorative period revival designs were replaced with a more simplified, modernist aesthetic.[48] The resulting

[44] "A Century of History," *Santa Monica Evening Outlook*, 23D.
[45] Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (20)
[46] Alquist, Alfred E. "The Field Act and Public School Construction: A 2007 Perspective." California Seismic Safety Commission, February 2007. (7)
[47] Los Angeles Unified School District Historic Context Statement, 1870 to 1969. Sapphos Environmental, Inc., March 2014. (63)
[48] Los Angeles Unified School District Historic Context Statement, 1870 to 1969. Sapphos Environmental, Inc., March 2014. (63)

remodels displayed smooth concrete or stucco exteriors, flat roofs, recessed windows, rounded corners or other curved elements, as well as shallow relief panels and interior murals.

Works Progress Administration

Much of the reconstruction activity that took place between 1934 and 1938 was accomplished with the assistance of the federal Works Progress Administration (WPA) and supplemented by local funds. In Santa Monica, the WPA helped to build several buildings throughout in the city, most notably City Hall, a 1938 Art Deco structure designed by Donald Parkinson with terrazzo mosaics by local artist Stanton Macdonald-Wright. In 1935, the Santa Monica City School District received $1,500,000 in federal funds, along with $290,000 in local school bonds, to repair or rebuild ten elementary, junior high and high school campuses. By far, the largest project was the complete rehabilitation and modernization of Santa Monica High School. By 1936, it was clear that existing funds would not be sufficient to complete the project at the high school, so an additional $250,000 in bond money was approved by voters for this purpose. When the high school campus was finally complete, the WPA and Board of Education had spent more than $1,225,000.

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

In 1937, with funding from the Works Progress Administration (WPA), an auditorium (1937, Marsh, Smith & Powell; City of Santa Monica Landmark #47) was constructed for Samohi students and to act as a municipal hall for the community. The hall's elegant Streamline Moderne design represents some of the best architecture of the WPA program in Santa Monica. Its curved lines, horizontal massing, and decorative bands were emblematic of the style. Renamed Barnum Hall in 1944, the auditorium foyer houses tile murals of "The Vikings" by Stanton Macdonald-Wright, designed as part of a Federal Art Project for the WPA. Additionally, Wright designed the stage fire curtain mural, "Entrance of the Gods into Valhalla." Santa Monica funded two bond issues to complete the theater, but budgetary problems plagued the project.

In 1937, the Santa Monica Technical School opened on the old Grant School site. In a move toward a more specialized, vocational education that would help ease the problems created by the Depression, the school initially offered courses in cosmetology, carpentry and industrial sheet metal. SaMo Tech, as the school became known, expanded during the war when the defense industry needed additional manpower; new classes were offered in aircraft manufacturing, shipbuilding and other industrial fields.

At the peak of the war effort, classes were offered in three shifts, 24-hours a day, seven days per week. Between 1940 and 1945, over 40,000 students passed through SaMo Tech.[49]

World War II

Beginning in the early 1940s with the advent of World War II, Santa Monica experienced a massive surge in population as military personnel and workers at Douglas Aircraft worked around the clock manufacturing military aircraft.[50] This infusion of new residents led not only to a housing crisis and subsequent building boom, but also to steep increases in enrollment in the city's schools. With a shortage of building supplies and resources, schools were forced to operate on double shifts to accommodate all of Santa Monica's children. After the war, returning GIs married and started families, thus increasing the pressure on Santa Monica's already overcrowded public school system. In addition to starting families, many returning GIs took advantage of the GI bill to help pay for their college educations.

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

Postwar Modernism, 1946-1970

Like elsewhere in Southern California, a growing population in Santa Monica put pressure on the limited resources in the city. After the war, returning GIs married and started families, thus increasing the pressure on Santa Monica's already overcrowded public school system. In addition to starting families, many returning GIs took advantage of the GI bill to help pay for their college educations. New school buildings and the expansion of existing campuses was the result of these pressures.

Modernism and Functional School Plants

By the postwar years, the child-centered school plant first championed in the 1930s were adopted as standard design. Architecture reflected the humanist teaching theories championed, and schools were standardized to function for children. As a result, schools became increasingly modern, eschewing the period revival and historical design vocabularies of earlier decades. Postwar schools in Southern California were designed to "feel decentralized, nonhierarchical, approachable, informal, and child-centered."[51] Specifically, many schools were designed to have one-story massing, ample lighting and ventilation, and an indoor-outdoor spatial feeling. Typical construction materials included plywood, glass, and steel.

In addition to style and material, schools from this period also underwent a revolution in site plan, design, and layout. One new design principal in the postwar years was the finger-plan school. The finger-plan design featured a central corridor from which wings projected; this maximized the amount of fresh

[49] "A Century of History," *Santa Monica Evening Outlook*, 23D.
[50] Santa Monica Conservancy website, http://www.smconservancy.org/. Accessed December 2016.
[51] Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*, 78.

air and light for each wing. Over time, the simple finger-plan school adopted several variations including double-loaded hallways and zigzag building plans. In the 1950s, contrastingly, school plants increasingly adopted the cluster-plan style. The cluster-plan emphasized low massing and indoor-outdoor accessibility but grouped wings as modular units surrounding a common courtyard. This helped compact the campus and provided cost savings in construction.[52]

In Santa Monica during the postwar period, large increases in enrollment presented major problems. As a result, the school district developed new plans for the operation, maintenance, and modernization of the schools, including the expansion of Santa Monica High School. Voters approved two large bond measures, in 1946 and 1950, to fund a large-scale building program that would address not only the immediate issue of overcrowding but the long-term needs of the rapidly growing city.[53]

In order to improve efficiencies in the management of the schools, on July 1st, 1953, the City School District (elementary schools) and the High School District were consolidated into the Santa Monica Unified School District.[54] The area served by the new district included 8.3 square miles within the city limits, as well as 65 square miles in the then-unincorporated community of Malibu.

From 1951 to 1960, new schools were typically designed in the Mid-Century Modern or International style of architecture and landscape designs were modernized. The new schools in the school system included Will Rogers School (1948) at 2401 14th Street, a late example of the pared-back Streamline Moderne style, and Edison Elementary (1950) at 24th Street and Kansas Avenue. Many existing schools embarked on additions, including John Adams School (1969, James Mount).

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

Today, there are sixteen school sites within the Santa Monica-Malibu Unified School District (SMMUSD).

4.3. History of Grant Elementary School

The founding of Grant Elementary School dates to 1905. That year, a new public school campus was opened in the neighborhood then called Irwin Heights, which was located to the south and east of the central business district (in what is now known as the Pico neighborhood). The original campus consisted of a one-room schoolhouse that was constructed in 1905 and located on the south side of Virginia Avenue, at its intersection with 22nd Street (at present-day Virginia Avenue Park). It was a very modest operation that "housed about forty children, grades one through eight, with only one teacher."[55]

[52] Sapphos Environmental, Inc., *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*, 80-84.
[53] Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." History of Education Journal, Vol. 5, No. 1, Autumn, 1953. (8)
[54] The district was later renamed the Santa Monica-Malibu Unified School District (SMMUSD).
[55] "Historic Resources Evaluation Report for the Santa Monica-Malibu Unified School District Measure BB Program" (unpublished draft), prepared by PCR Services Corporation for the Santa Monica-Malibu Unified School District, Jul. 2008, 35.

In addition to capacity issues – as it only consisted of a single building – the original Grant School faced challenges related to cultural and language barriers. In its early years, "about 50 percent of its pupils came from Mexican American homes, many of them non-English speaking, and special classes were thus required for their development. In view of the range of grades and the large number of children, many of whom spoke no English, the difficulties inherent in the task were self-evident"[56]

In 1906, proceeds from a municipal bond measure financed the construction of a new four-room schoolhouse for the Grant School campus, which was located on the original site at 22nd Street and Virginia Avenue. In addition to classrooms, this building held an office, a central hall, and a basement which was later converted into classroom and restroom facilities.[57] The school's central hall became a *de facto* community center where meetings and other events were hosted. Grant, like other schools within the District at this time, was constructed around the "central hall plan," in which the school was anchored by a central hall and flanked by classrooms, coat rooms, and other facilities. The central halls "were used as assembly halls, occasionally for recitations, and often for displays of work of the school. In addition, they made excellent meeting places for community groups of various interests."[58]

Original Grant School at 22nd Street and Virginia Avenue, 1906 (Santa Monica Public Library)

Amid a rapid increase in enrollment and issues relating to overcrowding, the school was expanded in 1924. That year, a new, two-story building was added to the campus, which provided eight additional

[56] Ibid.
[57] Ibid.
[58] Ibid, 36.

classrooms and an auditorium. The existing schoolhouse building from 1906 was also modernized in order to harmonize with the new addition.[59] Historic photos of the school suggest that like most of Santa Monica's school facilities of this era, the Grant School was constructed of unreinforced brick and masonry. The improvements to the Grant campus were designed by architect Francis D. Rutherford.

Original Grant School at 22nd Street and Virginia Avenue, ca. 1920s (Santa Monica Public Library)

As with most public schools in Santa Monica and elsewhere in Southern California, Grant Elementary School sustained extensive structural damage as a result of the 1933 Long Beach Earthquake. Moreover, development of the Douglas Aircraft Company's facilities at nearby Clover Field had led to a rapid influx of new students, once again rendering the existing facilities at the school insufficient to accommodate an influx of new students.

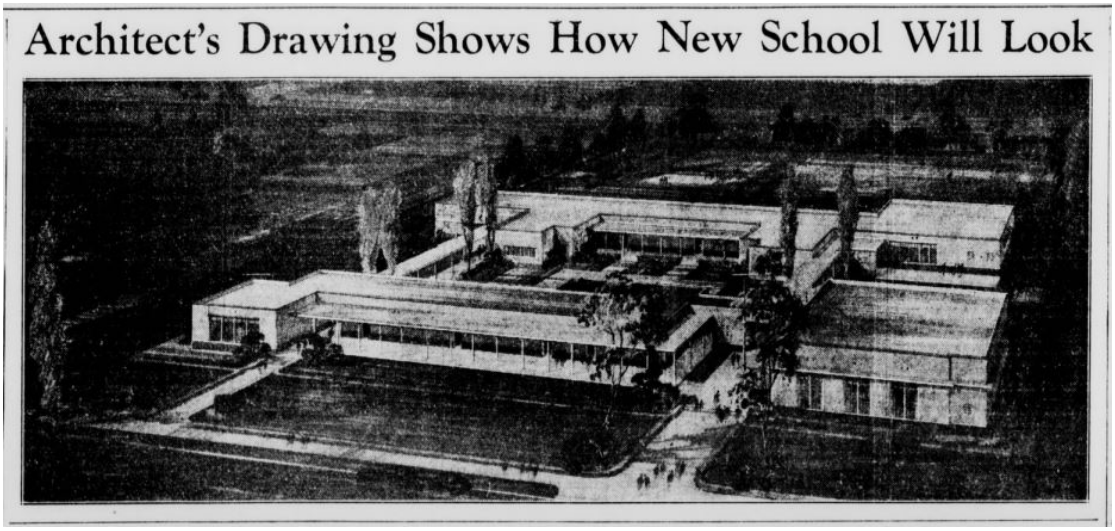
Instead of embarking on another expansion of the existing Grant School, District officials elected to construct an entirely new campus from the ground up. The site selected for the new school was located at 24th and Pearl streets, within the rapidly developing Sunset Park neighborhood and about a half mile southeast of the original campus near Virginia Avenue and 22nd Street. An August, 1936 article in the *Evening Outlook* underscored the need for a new campus: "The demand for this new grade school has been greatly accelerated by the large increase in new home construction in Sunset Park," the article notes. "Each week sees several new homes started in Sunset Park and during the past six months, the

[59] Ibid.

appearance of this district has been entirely altered with the construction of scores of beautiful bungalows."[60]

Construction of the new school was made possible by a grant provided the federal Works Progress Administration (WPA), and bond money that was approved by Santa Monica voters in 1935 to supplement the federal funding. In addition to the subject campus, the federal grant and bond money financed other projects including improvements to several other campuses within the District including Madison and McKinley Elementary Schools, Lincoln Middle School, and Santa Monica High School.[61]

The new Grant Elementary School campus was designed by the renowned Los Angeles-based architectural firm of Parkinson and Parkinson. In 1936, Parkinson and Parkinson submitted plans for "a modernistic, earthquake-proof grade school" at the new site at 24th and Pearl streets. The new campus, as planned, would contain eight classrooms, a kindergarten, and administrative facilities, which were described as being "sufficient to accommodate double the number of children now attending the old Grant School at Twenty-Second Street and Virginia Avenue."[62] Buildings would have numerous windows for the provision of light and air, and classrooms would open onto a large, 20-by-40-foot courtyard to provide outdoor space for pupils.[63]



Artist's sketch of the Parkinson and Parkinson plan for Grant Elementary School, 1936 (Evening Outlook)

Construction of the campus commenced in 1936 and was built by the Jones Brothers, a building contractor.[64] It originally consisted of a two-story administration and classroom building at the front end of campus (Building D), and a one-story classroom wing to its rear (Building C). The District planned to

[60] "Architect's Drawing Shows How New School Will Look," *Evening Outlook*, Aug. 1, 1936.
[61] "Santa Monica to Ballot on Bond Issuance," *Los Angeles Times*, Nov. 3, 1935.
[62] Ibid.
[63] Ibid.
[64] "Coast City School Contract Let," *Los Angeles Times*, Nov. 8, 1936.

erect other buildings at the site, including a cafeteria and auditorium, once funds became available.[65] Both of the original campus buildings were designed in what was then called the "modernistic" style and is now known as PWA Moderne. They were formal in their composition and included abstract references to Classicism, but were modern in their extensive fenestration, judicious application of ornament, and streamlined details such as rounded corners that evinced the sense of an object in motion.

The original Grant campus was converted into a vocational school called the Santa Monica Technical School, or Samo Tech, in 1937. The school offered specialized vocational training in disciplines such as cosmetology, carpentry, and industrial sheet metal. It later became a part of Santa Monica City College.

The new campus of Grant Elementary School at 24th and Pearl streets, circa 1936 (Santa Monica Public Library)

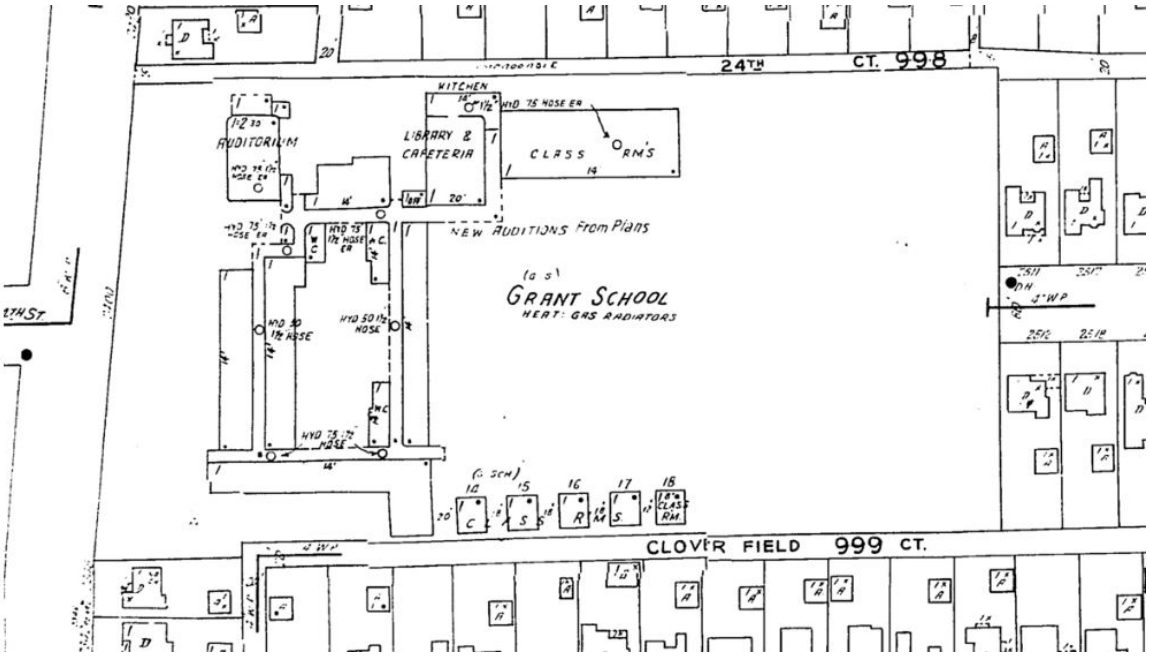
Substantial additions were made to the campus in 1940 by architect Joe Estep, who often worked in collaboration with original campus architect Donald Parkinson. That year, new classroom wings (Buildings B and G – now a computer lab) were added to the west and east of the original two buildings, respectively, adding further definition to the courtyard that was touted as an integral component of the original campus plan. These buildings were also designed in the PWA Moderne style, and their aesthetic complemented the design of the two original campus buildings alongside which they were located.

More buildings were added to the campus in 1945, again by architect Estep, as Santa Monica entered into the post-World War II period and witnessed a period of extraordinary growth. An auditorium (Building E) was added to the front of the campus, adjoining the administration building, and a large multi-purpose building comprising a library, cafeteria, and additional classrooms was added to the rear (south) of the campus (Building H). Another classroom building (Building K) was added to the front of the campus. Together, these buildings expanded the campus and provided it with additional capacity to

[65] "Architect's Drawing Shows How New School Will Look," *Evening Outlook*, Aug. 1, 1936.

house a steadily growing student body. Like the previous additions to the campus, these buildings were designed in the PWA Moderne style and blended seamlessly with the campus's existing improvements.

A Sanborn Fire Insurance Map prepared in 1950 shows the campus much as it appears today – comprising a collection of buildings that are connected with one another and oriented around a series of courtyards and other interstitial spaces. The Sanborn map also shows that at this time, there were five other small buildings along the west perimeter of the campus, to the rear (south) of the aforementioned complex of buildings, which the map identifies as "classrooms." These additional buildings appear to have been temporary in nature, and have since been removed.



Sanborn Fire Insurance Map showing the Grant Elementary School campus in 1950 (Los Angeles Public Library)

Issues related to overcrowding had become apparent once again by the early 1950s, as Santa Monica – and particularly the Sunset Park neighborhood – witnessed a considerable amount of growth and development. In 1954, architect Pierre Claeyssens, who designed a number of buildings and additions for the District in the 1950s and '60s, was retained to design another addition to Grant Elementary School. This resulted in the construction of a new, linear classroom building at the front of the campus (Building A) and an addition to the north façade of an existing classroom wing (Building B). The two Claeyssens-designed additions deviated somewhat from the Moderne aesthetic of the earlier buildings and instead were more visually aligned with the Mid-Century Modern style, which was applied to almost all of the District's new buildings and facilities from the postwar period.

In 1965, a new library (Building F) was built at the far east end of the campus, and was appended to the existing Building G. It, too, was designed in the Mid-Century Modern style. Building F was designed by architect Robert H. Thomas, who designed a number of buildings on behalf of the District in the 1960s.

Subsequent to the 1965 addition, growth at the campus has primarily been accommodated by the placement of relocatable and modular structures to the rear (south) of the campus core. District building records show that these temporary structures were installed in 1992, 1997, and 1999.

Grant Elementary School, ca. 2000 (taken by David Kaplan, provided courtesy of Nina Fresco)

4.4. Architecture and Design

Consistent with the eras in which they were constructed, the nine permanent buildings comprising the subject campus are designed in the PWA Moderne and Mid-Century Modern styles, which were often applied to public schools in Santa Monica and elsewhere in Southern California. Several architects contributed to the design of the campus. Its original buildings (Buildings C and D) were designed by the architectural firm of Parkinson and Parkinson; additions that were carried out in the 1940s (Buildings B, E, G, H, and K) were designed by architect Joe Estep; subsequent additions in 1954 (Building A and an addition to Building B) were designed by architect Pierre Claeyssens; and the 1965 library addition

(Building F) was designed by architect Robert H. Thomas. Contextual information about key architectural styles and architects associated with the campus is included below.

PWA Moderne Architecture

Buildings at Grant Elementary School that are associated with its original 1936 construction and subsequent additions that were carried out during the 1940s are designed in the PWA Moderne style.

Moderne style architecture is associated with the restrained aesthetic of the Depression era. It has its roots in the Art Deco movement, and loosely incorporates some decorative elements that are characteristic of the Art Deco style. The aesthetic that was eventually coined "Art Deco" was formally introduced in 1925 at the International Exposition of Modern Decorative and Industrial Arts in Paris and became a popular choice for commercial and institutional architecture in the late 1920s.[66] The style broke from past architectural traditions and incorporated elements that were seen as "modern." It took traditional building forms and reinterpreted them by incorporating clean shapes, rigid geometries, and a bevy of ornament and architectural flourishes that exuded the optimistic spirit of the 1920s.[67]

However, the zenith of Art Deco was short lived. With the onset of the Great Depression and the economic devastation that ensued, the lavish and exuberant aesthetic of the Art Deco style was perceived as far too ostentatious for a society reeling from the worst financial crisis in its history.[68] Architects and the American public alike sought out new forms of architectural expression that exhibited greater restraint and were more appropriately suited to the austerity of the Depression era. This, in turn, gave rise to a variety of related architectural styles that were popular in the 1930s and '40s and are collectively referred to as Moderne. The various iterations of Moderne architecture exhibited stylistic differences that rendered them distinct, but shared the common aspiration of appearing modern.

The PWA Moderne style was among these alternative interpretations of modernity that became popular during the Depression era. Reaching its apex between the mid-1930s and mid-1940s, the style referenced the myriad federal assistance and relief programs – such as the Public Works Administration (PWA), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and others – that were associated with the New Deal and funneled federal dollars into capital improvements.[69] The litany of projects that were executed under these New Deal programs exhibited a common visual vocabulary that eventually came to be known as PWA Moderne. Buildings designed in the PWA Moderne style were defined by their clean lines, rigid geometries, and a strict sense of symmetry, but also incorporated simplified and abstracted elements of the Art Deco style to provide a degree of articulation and architectural interest. What resulted was an aesthetic that was equal parts monumental and restrained.

[66] Suzanne Tarbell Cooper, et al., *Images of America: Los Angeles Art Deco* (Charleston, SC: Arcadia Publishing, 2005), 7.
[67] Ibid.
[68] Leon Whiteson, "The Graceful Lines of Streamline Moderne," *Los Angeles Times*, Feb. 11, 1990.
[69] Ibid.

PWA Moderne architecture struck a balance between the rigid formality of the Beaux Arts tradition and the sleeker aesthetic of the Art Deco and Moderne styles. It was an idiom that was seen as both familiar and innovative, as described by architectural historian Elizabeth McMillian:

> [PWA Moderne] buildings were formal and fundamentally Classical with enough Moderne details to convey a contemporary feeling. Their characteristics include balanced and symmetrical form and classical horizontal proportions. Rather than columns, they used piers, which were occasionally fluted, but usually had no capitals or bases. Surfaces were smooth and often sheathed in sturdy materials like stone, polished marble, granite and terrazzo with terra-cotta detail. Ornament was frequently a program of traditional-style relief sculpture. Windows were rhythmically arranged as vertical, recessed panels… [on buildings'] interiors, rich materials, relief work and murals adorned the lobbies and major spaces.[70]

The aesthetic of the PWA Moderne style was an accurate reflection of the economic woes afflicting the nation, but it also signified confidence in the ability of civic institutions to overcome these challenges by symbolizing "solidity, solvency, and optimism."[71] It also stood as a symbol of the government's largesse, and its commitment to improving the lives of its citizens during these tumultuous times. Appropriately, the style was most commonly applied to civic and government buildings such as post offices, courthouses, schools, libraries, and city halls. Often, characteristics of the style were also incorporated into the design of bridges and other types of infrastructure projects.

Common character-defining features of the PWA Moderne style include:

- Flat roofs
- Formal symmetry and massing
- Smooth wall surfaces, such as stucco, marble, terrazzo, polished stone and brick, although rare)
- Pier supports (rather than columns)
- Windows arranged in vertical recessed bays
- Stripped appearance with minimal ornamentation, including some zigzags or plaster reliefs
- May incorporate rounded corners, speedlines, and other elements of the Streamline Moderne style

Mid-Century Modern Architecture

Later additions to the Grant Elementary School campus that were completed in the 1950s and '60s are designed in the Mid-Century Modern style.

Prior to World War II, Modernism was considered to be a fringe movement that was often associated with nontraditional schools of thought and the avant-garde. However, the onset of World War II had a profound impact on architects and American society's approach to architecture. During the war, architects and engineers were tasked with devising new building methods that were efficient and utilized innovative building materials. Following the war, architects applied these new methods and

[70] Elizabeth McMillian, *Deco and Streamline Architecture in L.A.: A Moderne City Survey* (Atglen, PA: Schiffer, 2004), 188.
[71] Susan Vaughn, "Buildings Still Sport Streamline Legacy," *Los Angeles Times*, Feb. 9, 1992.

materials in an effort to accommodate growing residential demand and the expanding U.S. economy. The postwar Modern movement promoted a school of architecture that was rational and economical.

Mid-Century Modern describes a broad classification of Modernism that was popular between the late 1940s and early 1970s. Mid-Century Modern architecture is found in all aspects of design from residential to institutional to commercial. The style rose to prominence in Southern California due in no small part to publications like *Arts + Architecture* magazine's Case Study House program. Internationally recognized, the program, which ran from 1945 to 1966, famously publicized thirty-six dwellings designed by prominent modernist architects. Of the 36 homes designed for the Case Study program, 25 were constructed. The prevailing goal of the program was to create and promote quality modern single-family dwellings suitable for mass production and attainable to the quickly-expanding American middle-class.

As the Mid-Century Modern style grew in popularity, its aesthetic was adapted to a host of different building types ranging from houses, gas stations, hotels, schools, office buildings, police stations, and industrial plants, among others.

Character-defining features of the Mid-Century Modern style include the following:

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

Parkinson and Parkinson, Architects

The two original campus buildings (Buildings C and D) at Grant Elementary School were designed by the architectural firm of Parkinson and Parkinson.

Parkinson and Parkinson was a Los Angeles-based architectural firm headed by the father-son team of John and Donald Parkinson, both highly prolific and esteemed regional architects. John D. Parkinson (1861-1935) was born in England and came to the United States in the late nineteenth century to pursue a career in architecture, first settling in the San Francisco Bay Area before moving to Los Angeles in 1894.[72] Parkinson's arrival coincided with a period of considerable growth in Los Angeles, and so the architect had ample opportunity to make his mark on the up-and-coming city. In 1897, he designed the Homer Laughlin Building, which was Los Angeles's first Class A steel-frame structure; in 1902, he

[72] Stephen Gee, *Iconic Vision: John Parkinson, Architect of Los Angeles* (Santa Monica: Angel City Press, 2013), 55.

designed the Braly Block, which is considered to be Los Angeles's first skyscraper and, at 175 feet, bore distinction as the city's tallest building until height restrictions were finally lifted after World War II.

Between 1905 and 1915, Parkinson partnered with architect G. Edwin Bergstrom. Their firm, called Parkinson and Bergstrom, churned out an impressive array of building projects in and around Downtown Los Angeles. Parkinson and Bergstrom's expansive portfolio included the city's largest and most opulent hotels (Hotel Alexandria, 1906; Hotel Rosslyn, 1914); department stores (Bullocks, 1906; The Broadway, 1914); banks (Security Trust and Savings Bank, 1907; Citizens National Bank Building, 1914-15); train depots (Southern Pacific Passenger Terminal, 1914); a factory for the Ford Motor Company (1913); the Los Angeles Athletic Club (1911-12); and numerous Class-A office buildings and commercial blocks throughout the central business district.[73] The firm played a heavy hand in shaping the architectural character of Downtown Los Angeles amid its growth and expansion in the early decades of the twentieth century. Following the dissolution of their partnership in 1915, Parkinson was hired by the University of Southern California (USC) to develop its first-ever master plan and design several of its buildings.[74]

John Parkinson entered into partnership once again in 1920, this time with his son, Donald Berthold Parkinson (1895-1945). The firm was renamed Parkinson and Parkinson. "They made a splendid team," remarked fellow architect John C. Austin, "one with his ripe experience, and the other with the enthusiasm of youth."[75] The formation of their partnership corresponded with a period marked by phenomenal optimism and growth: between 1920 and 1930, the economy was thriving, the population of Los Angeles more than doubled, and the city witnessed a wave of development unprecedented in scale and impact.[76] It was an exciting time to be practicing architecture and provided ample opportunity for the city's leading practitioners to dabble in new forms.

Indeed, some of the most iconic and enduring architectural works in Parkinson's portfolio were completed during the period during which he partnered with his son. Notable commissions include the Los Angeles Memorial Coliseum (1921); a new flagship store for the Bullocks department store company on Wilshire Boulevard (Bullocks Wilshire, 1929); many new office buildings in Downtown Los Angeles (Title Insurance Building, 1928; Title Guarantee and Trust Building, 1929-31); and banks and financial institutions (Federal Reserve Bank of San Francisco's Los Angeles Branch, 1929; California Bank, Hollywood and Gramercy Branch, 1930). Between 1925 and 1928, Parkinson teamed with fellow architects Albert C. Martin and John C. Austin to design Los Angeles City Hall, a remarkably bold display of architectural prowess that is one of the most, if not the single most iconic building in Los Angeles.[77]

Aesthetically, the work that came out of the Parkinson firm in the 1920s and early 1930s reflects the stylistic shifts in architecture that were taking place at this time. While most of John Parkinson's earlier work took cues from Classical traditions and the Beaux Arts style that dominated American commercial architecture at the time, his later buildings veered more in the direction of the Art Deco and Moderne styles that were coming into vogue. This stylistic shift is particularly well expressed in the Parkinsons' design for Bullocks Wilshire, whose vertical recesses, luminous spire, and buff-hued terra cotta cladding

[73] Pacific Coast Architecture Database, "Parkinson and Bergstrom, Architects (Partnership)," accessed Dec. 2018.
[74] "University of Southern California 2010 Master Plan," report prepared by Historic Resources Group, May 2011.
[75] Gee (2013), 109.
[76] Ibid, 113.
[77] Los Angeles Conservancy, "Los Angeles City Hall," accessed Dec. 2018.

render it one of the most resplendent examples of the Art Deco style in Los Angeles.[78] Donald Parkinson is often credited as the principal force behind the firm's evolving aesthetic. His youth, creative passion, and artistic inclinations helped to breathe new energy into his father's already-well established practice.

John Parkinson died in 1935, at age 73, in Santa Monica. The *Los Angeles Times* aptly noted that "future citizens have only to walk through the streets of Los Angeles to be reminded of how much John Parkinson in his lifetime contributed to the city that grew up under his hand."[79] Donald Parkinson assumed control of the firm until his death in 1945, presiding over the completion of Los Angeles Union Station (1939) and also designing many other iconic buildings including Santa Monica City Hall (1938).

In addition to designing the original campus of Grant Elementary School, Parkinson and Parkinson were involved in the reconstruction of McKinley Elementary School and Lincoln Middle School in the 1930s.

Joe Estep, Architect

Buildings that are associated with the 1940s additions to the original Parkinson and Parkinson-designed campus – specifically, Buildings B, E, G, H, and K – were designed by architect Joe Estep.

Joseph Morgan Estep (1888-1959) was born in Ohio. There is little information available about his early life. By the mid-1920s, Estep had moved to Southern California and entered into partnership with architect Arthur R. Kelly. Their firm, which was called Estep and Kelly, Associated Architects, became known for its body of high-style custom residential buildings, Among Estep and Kelly's most highly profiled residential projects included the Tudor Revival-style John Blystone Residence in Beverly Hills (1925); the William Channer Residence in Brentwood (1925); the Arthur Letts, Jr. Residence in Holmby Hills (1927, now known as the Playboy Mansion), and the W.B. Cline House in Beverly Hills (1930).[80]

The tasteful custom houses designed by Estep and Kelly earned them notoriety in the architectural profession. Residences designed by the firm were often prominently featured in architectural journals and trade publications. In 1930, Estep and Kelly participated in "Pillars of Fine Architecture," an architectural exhibition that featured high-style dwellings "that have made the architecture of California nation ally known for its beauty and charm."[81] Estep and Kelly's work was presented alongside other highly regarded residential architects of the day including John Byers, Roland Coate, Myron Hunt, Gordon Kaufmann, and Wallace Neff, putting them in an exclusive group of esteemed practitioners.

With Kelly, Estep also designed commercial and institutional buildings early in his career including a drive-in market on Hollywood Boulevard (1928) that was notable for its accommodation of the car

[78] Los Angeles Conservancy, "Bullocks Wilshire/Southwestern Law School," accessed Dec. 2018.
[79] "John Parkinson," *Los Angeles Times*, Dec. 12, 1935.
[80] "Many Homes Being Built," *Los Angeles Times*, Jul. 26, 1925; Pacific Coast Architecture Database, "Estep and Kelley, Associated Architects (Partnership)," accessed Sept. 2021.
[81] "Permanent Exhibition Announced," *Los Angeles Times*, Sept. 21, 1930.

during the early days of vehicular travel; and the campus of the Westlake School for Girls in Holmby Hills (1928, the forebear to today's Harvard-Westlake School).[82]

Estep appears to have continued working in association with Kelly through the mid-1930s. While he continued to design residential projects, by this time his primary focus had shifted from residential commissions to larger-scale institutional and public buildings. In 1936, Estep and Kelly designed the Home Gardens Elementary School campus in South Gate. In 1941, Estep and architect H. Donald West designed the Phi Delta Theta fraternity house near the UCLA campus.[83]

In Santa Monica, Estep's legacy is expressed through his large-scale civic and institutional contributions to the cityscape. In the late 1930s, he worked with architect Donald Parkinson to design the PWA Moderne-style Santa Monica City Hall, which is widely considered to be one of the city's most iconic architectural landmarks. When the facility was dedicated in November 1939, it attracted "a crowd that included local dignitaries [and] radio and movie personalities," and was heralded by PWA administrator Kenneth Goodwin as "one of the best [buildings] on the Pacific Coast built with PWA funds."[84]

Beginning in the late 1930s and continuing through the 1950s, Estep carved out a niche in school architecture and frequently worked on behalf of the Santa Monica Unified School District, designing buildings and other improvements at a number of its campuses. Notably, Estep designed substantial additions to Grant Elementary School in the 1940s, and also designed buildings at several other local campuses including Edison, McKinley, Roosevelt, and Will Rogers Elementary Schools; John Adams Middle School; and Santa Monica High School. Estep's school designs "emphasized the relationship between the interior and exterior spaces organized around open courtyard, made extensive use of large banks of windows, and provided circulation via covered outdoor hallways."[85]

Estep's designs in Santa Monica demonstrated his skill and comfort working in the Moderne style of architecture and his penchant for skillfully blending formal massing and composition with new, modernistic approaches to architecture. The large civic and institutional buildings that Estep designed emerged as architectural focal points, setting the aesthetic tone for local civic architecture during the Depression era. For these reasons he is regarded as a locally significant practitioner. Estep died in 1959.

Pierre Claeyssens, Architect

Two later additions to the Grant Elementary School campus – Building A (1954) and an addition to the north façade of Building B (1954) – were designed by architect Pierre Claeyssens.

Pierre Paul Claeyssens (1908-2003) was born in Antwerp, Belgium. After serving in the Belgian Army, he immigrated to the United States in 1938, initially settling in Chicago and later moving to Southern

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[82] "Educational Units to Rise," *Los Angeles Times*, Mar. 4, 1928; "Unique Drive-In Market Planned for Hollywood," *Los Angeles Times,* Mar. 4, 1928.

[83] "Work on Fraternity House Under Way," *Los Angeles Times*, Oct. 26, 1941.

[84]

[85] "Historic Resources Evaluation Report for the Santa Monica-Malibu Unified School District Measure BB Program" (unpublished draft), prepared by PCR Services Corporation for the Santa Monica-Malibu Unified School District, Jul. 2008, 172.

California. During World War II, he helped design Liberty ships at Terminal Island.[86] His career in architecture blossomed after World War II, though there is relatively little information about the oeuvre of his architectural work. It is known that during the 1950s and '60s, Claeyssens designed several public schools, libraries, and similar types of institutional properties. Notable commissions include an elementary school campus in the Central California community of Lompoc (1960), and several projects for the Santa Monica Unified School District in the post-World War II period.[87] In addition to designing additions to the Grant campus in the early 1950s, Claeyssens developed the original plot plan for Juan Cabrillo Elementary School (1954-1956), and also designed additions for the campuses of Edison, Washington, and Webster Elementary Schools and John Adams Middle School. Claeyssens also designed childcare centers for the District, one in Ocean Park and another adjacent to Lincoln Middle School.[88]

Claeyssens is remembered as a philanthropist. He married Ailene Wood, an oil heiress, and in 1980 established the Wood-Claeyssens Foundation, which distributed more than $3 million each year to some 200 charities.[89] Clayessens was a longtime resident of Santa Barbara. He died in 2003.

Robert H. Thomas, Architect

One building at the Grant Elementary School campus (Building F, 1965) was designed by architect Robert F. Thomas.

Robert Hyle Thomas (1990-1996) was born in Los Angeles. Little information is available about his early life or education. In the early 1950s, Thomas was working in partnership with fellow architects Phillip McFarland and Wallace Bonsall. Their firm, known as McFarland, Bonsall and Thomas, designed custom dwellings in the desert communities of Apple Valley, California and Flagstaff, Arizona.[90] In 1954, the firm won an American Institute of Architects (AIA) award for its design of a bank building in Apple Valley.[91]

By the late 1960s, Thomas appears to have been working in private practice. It was during this time that he developed a relationship with the Santa Monica Unified School District and was retained to design additions at several of its campuses. In 1968, he designed a new auditorium building for Lincoln Junior High School to replace the original (1924), Allison and Allison-designed auditorium. He also designed additions at the Edison (1968) and Will Rogers (1970) campuses, as well as new library buildings for the Grant and Madison campuses (1968).[92]

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[86] William Overend, "Pierre Claeyssens, 94: Beloved Santa Barbara Philanthropist," *Los Angeles Times*, Oct. 25, 2003.
[87] "New Elementary School Set to Open in Lompoc," *Los Angeles Times*, Oct. 2, 1960.
[88] "School Board Contracts for $925,923 Work," *Los Angeles Times*, Dec. 4, 1960; "Center Job Assigned," *Los Angeles Times*, Jul. 4, 1963.
[89] William Overend, "Pierre Claeyssens, 94: Beloved Santa Barbara Philanthropist," *Los Angeles Times*, Oct. 25, 2003.
[90] "Home Show and Resort Will Display New Desert Dwelling," *Los Angeles Times*, Apr. 27, 1952; "A New Approach to Desert Living," *Los Angeles Times*, Jan. 31, 1954; "A Wooden House in Flagstaff," *Los Angeles Times*, Dec. 6, 1953.
[91] "Six L.A. Architect Firms Selected for AIA Awards," *Los Angeles Times*, May 1, 1955.
[92] "Architect to Plan S.M. School Jobs," *Los Angeles Times,* Aug. 8, 1968.

5. Regulations and Criteria for Evaluation

5.1. National Register of Historic Places

The National Register of Historic Places (National Register) is the nation's master inventory of known historic resources. Established under the auspices of the National Historic Preservation Act of 1966, the National Register is administered by the National Park Service (NPS) and includes buildings, structures, sites, objects, and districts that possess historic, architectural, engineering, archaeological, or cultural significance at the national, state, or local level. Eligibility for in the National Register is addressed in National Register Bulletin (NRB) 15: *How to Apply the National Register Criteria for Evaluation*. NRB 15 states that in order to be eligible for the National Register, a resource must both: (1) be historically significant, and (2) retain sufficient integrity to adequately convey its significance.

Significance is assessed by evaluating a resource against established eligibility criteria. A resource is considered significant if it satisfies any one of the following four National Register criteria:[93]

- Criterion A (events): associated with events that have made a significant contribution to the broad patterns of our history
- Criterion B (persons): associated with the lives of significant persons in our past
- Criterion C (architecture): embodies the distinctive characteristics of a type, period, or method of construction, or that represents the work of a master, or that possesses high artistic values, or that represents a significant and distinguishable entity whose components may lack individual distinction
- Criterion D (information potential): has yielded or may be likely to yield, information important in prehistory or history

Once significance has been established, it must then be demonstrated that a resource retains enough of its physical and associative qualities – or *integrity* – to convey the reason(s) for its significance. Integrity is best described as a resource's "authenticity" as expressed through its physical features and extant characteristics. Generally, if a resource is recognizable as such in its present state, it is said to retain integrity, but if it has been extensively altered then it does not. Whether a resource retains sufficient integrity for listing is determined by evaluating the seven aspects of integrity defined by NPS:

- Location (the place where the historic property was constructed or the place where the historic event occurred)
- Setting (the physical environment of a historic property)
- Design (the combination of elements that create the form, plan, space, structure, and style of a property)

[93] Some resources may meet multiple criteria, though only needs to be satisfied for National Register eligibility.

- Materials (the physical elements that were combined or deposited during a particular period of time and in a particular manner or configuration to form a historic property)
- Workmanship (the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory)
- Feeling (a property's expression of the aesthetic or historic sense of a particular period of time)
- Association (the direct link between an important historic event/person and a historic property)

Integrity is evaluated by weighing all seven of these aspects together and is ultimately a "yes or no" determination – that is, a resource either retains sufficient integrity, or it does not.[94] Some aspects of integrity may be weighed more heavily than others depending on the type of resource being evaluated and the reason(s) for the resource's significance. Since integrity depends on a resource's placement within a historic context, integrity can be assessed only after it has been concluded that the resource is in fact significant.

5.2. California Register of Historical Resources

The California Register of Historical Resources (California Register) is an authoritative guide used to identify, inventory, and protect historical resources in California. Established by an act of the State Legislature in 1998, the California Register program encourages public recognition and protection of significant architectural, historical, archeological, and cultural resources; identifies these resources for state and local planning purposes; determines eligibility for state historic preservation grant funding; and affords certain protections under the California Environmental Quality Act (CEQA).

The structure of the California Register program is similar to that of the National Register, though the former more heavily emphasizes resources that have contributed specifically to the development of California. To be eligible for the California Register, a resource must first be deemed significant under one of the following four criteria, which are modeled after the National Register criteria listed above:

- Criterion 1 (events): associated with events or patterns of 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
- Criterion 2 (persons): associated with the lives of persons important to local, California, or national history
- Criterion 3 (architecture): embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of a master, or possesses high artistic values
- Criterion 4 (information potential): has yielded, or has the potential to yield, information important to the prehistory or history of the local area, state, or the nation

[94] Derived from NRB 15, Section VIII: "How to Evaluate the Integrity of a Property."

Mirroring the National Register, the California Register also requires that resources retain sufficient integrity to be eligible for listing. A resource's integrity is assessed using the same seven aspects of integrity used for the National Register. However, since integrity thresholds associated with the California Register are generally less rigid than those associated with the National Register, it is possible that a resource may lack the integrity required for the National Register but still be eligible for listing in the California Register.

Certain properties are automatically listed in the California Register, as follows:[95]

- All California properties that are listed in the National Register
- All California properties that have formally been determined eligible for listing in the National Register (by the State Office of Historic Preservation)
- All California Historical Landmarks numbered 770 and above
- California Points of Historical Interest which have been reviewed by the State Office of Historic Preservation and recommended for listing by the State Historical Resources Commission

Resources may be nominated directly to the California Register. State Historic Landmarks #770 and forward are also automatically listed in the California Register. There is no prescribed age limit for listing in the California Register, although guidelines state that sufficient time must have passed to obtain a scholarly perspective on the events or individuals associated with a resource.

5.3. City of Santa Monica Landmarks and Historic Districts Ordinance

Historic preservation in Santa Monica is governed by Chapter 9.56 (Landmarks and Historic Districts Ordinance) of the Santa Monica Municipal Code. The Ordinance was adopted by the Santa Monica City Council on March 24, 1976, and was amended in 1987 and again in 1991.[96] Its current version was adopted in 2015. Among the primary objectives achieved by the Ordinance was the creation of a local designation program for buildings, structures, sites, objects, districts, and landscapes in the City that are of historical significance.

With respect to individually significant properties, the Ordinance distinguishes between two tiers of designation: Landmarks and Structures of Merit. Landmarks, outlined in §9.56.100, are considered to exhibit "the highest level of individual historical or architectural significance"; Santa Monica's designated landmarks include well-known and highly significant properties like the Rapp Saloon, Santa Monica City Hall, and the John Byers Adobe. Structures of Merit, outlined in §9.56.080, possess a degree

[95] California Public Resources Code, Division 5, Chapter 1, Article 2, § 5024.1.
[96] City of Santa Monica General Plan, "Historic Preservation Element," prepared by PCR Services Corporation and Historic Resources Group (September 2002), 1-2.

of individual significance that is more limited in scope.[97] Protections against demolition and alterations are commensurate with the tier of individual designation assigned to a particular resource.

Landmarks are sited on Landmark Parcels. §9.56.030 defines a Landmark Parcel as "any portion of real property, the location and boundaries as defined and describes by the Landmarks Commission, upon which a Landmark is situated, which is determined by the Landmarks Commission as requiring control and regulation to preserve, maintain, protect or safeguard the Landmark."[98]

In addition to individual Landmarks and Structures of Merit, the Ordinance establishes statutory criteria and procedures for the designation of Historic Districts, defined in §9.56.030 as a "geographic area or noncontiguous grouping of thematically related properties" that collectively contribute to the historic character of an area within the City. Unlike individual properties, whose designation does not require owner consent and is approved by the City's Landmarks Commission, Historic Districts must win the support of a majority of property owners within the district and be approved by the City Council.[99]

Per §9.56.100(A) of the Ordinance, a property merits consideration as a Landmark if it satisfies one or more of the following six statutory criteria:

(1) It exemplifies, symbolizes, or manifests elements of the cultural, social, economic, political, or architectural history of the City

(2) It has aesthetic or artistic interest or value, or other noteworthy interest or value

(3) It is identified with historic personages or with important events in local, state, or national history

(4) It embodies distinguishing architectural characteristics valuable to a study of a period, style, method of construction, or the use of indigenous materials or craftsmanship, or is a unique or rare example of an architectural design, detail, or historical type valuable to such a study

(5) It is a significant or a representative example of the work or product of a notable builder, designer, or architect

(6) It has a unique location, a singular physical characteristic, or is an established and familiar visual feature of a neighborhood, community, or the City

[97] City of Santa Monica Planning and Community Development Department, "Historic Preservation in Santa Monica," accessed 8 August 2014, http://www.smgov.net/departments/PCD/Programs/Historic-Preservation/.
[98] Santa Monica Municipal Code, Chapter 9.36.030 (Definitions), accessed Jan. 2019.
[99] Ibid.

6. Evaluation of Significance

6.1. Records Search

In lieu of a formal records search, ARG reviewed the California Office of Historic Preservation's Built Environment Resources Directory (BERD) database. The subject property, 2368 Pearl Street, is not listed in the BERD database for Los Angeles County.

6.2. Previous Evaluations

Grant Elementary School has previously been identified as a potential historic resource. The first evaluation of the campus was conducted in 1993 as part of the City of Santa Monica's Historic Resources Inventory (HRI) process. The 1993 HRI identified a potential thematic district of public school campuses (called the Santa Monica Schools Thematic District), which consisted of six public school campuses in Santa Monica. Grant Elementary School was among the six campuses identified as contributors to the potential district, and the site was assigned a California Historical Resource Status Code of 5D1, connoting its status as a contributor to a potential historic district identified through survey evaluation. It was subsequently recorded in the City's HRI, though it was not formally designated by this process.

An update of the City's HRI was conducted in 2007, which included re-evaluation of all resources identified in previous iterations of the HRI. Grant Elementary School was again evaluated for potential historic significance, and was again identified as a contributor to a potential thematic district of public school campuses in Santa Monica (since re-named the Santa Monica Public Schools District). The campus was assigned the corresponding California Historical Resource Status Code of 5D3: "appears to be a contributor to a district that appears eligible for local listing through survey evaluation."[100]

In 2008, a draft Historic Resources Evaluation Report (HRER) was prepared in conjunction with the adoption of Measure BB, a bond measure that allocated funds for the repair and improvement of buildings and facilities. Measure BB was approved by voters in November 2006 and was intended "to improve health, safety and class instruction by repairing and renovating outdated facilities" within the District's jurisdiction.[101] Seventeen school campuses were evaluated for potential historical significance in the draft HRER, of which eight were found to be potentially eligible for listing. In the draft HRER, Grant Elementary School was found to be potentially eligible for individual listing in the California Register of Historical Resources and the local (Santa Monica) register under Criteria 1 and 3, as follows:

> Grant Elementary School appears eligible for the California Register under Criterion 1 for its association with events that have made a significant contribution to District history and the broad pattens of history and culture in Santa Monica and the Southern California region, and under Criterion 3 as a distinctive work of architecture by Master architects Parkinson and

[100] DPR form for the Grant School, prepared by Leslie Heumann as part of the City of Santa Monica HRI, 1993.
[101] "Historic Resources Evaluation Report for the Santa Monica-Malibu Unified School District Measure BB Program" (unpublished draft), prepared by PCR Services Corporation for the Santa Monica-Malibu Unified School District, Jul. 2008, 1.

> Parkinson, and notable local architect Joe M. Estep that conveys the significant architectural associations and characteristics of Modern architecture and planning, and post-earthquake school architecture... Grant Elementary School also appears locally significant both individually as a contributor to a district that appears eligible through survey evaluation.[102]

The 2008 draft HRER assigned the site the corresponding California Historical Resource Status Codes of 3CS ("appears eligible for the California Register as an individual property through survey evaluation") and 5B ("locally significant both individually and as a contributor to a district that is locally listed, designated, determined eligible or appears eligible through survey evaluation"). However, the HRER was never finalized, and its draft findings were never formally adopted. Its findings remain in draft form.

Another update of the City's HRI was completed in 2016, which again included re-evaluation of all resources identified in previous iterations of the HRI. Consistent with contemporary best practices in historic preservation planning, this iteration of the HRI did not identify potentially eligible thematic districts, but instead evaluated resources on their own merits and in accordance with the National Park Service (NPS)'s Multiple Property Documentation (MPD) approach, which allows for the streamlined evaluation of resources with shared contextual qualities. Grant Elementary School was identified as potentially eligible for local designation as an individual resource and was assigned the corresponding California Historical Resource Status Code of 5S3: "appears to be individually eligible for local listing or designation through survey evaluation." The campus is currently listed in the HRI with a 5S3 status code.

6.3. Evaluation of Eligibility

Summary of Findings

Based on review of background materials, primary and secondary source research, public outreach, and development of appliable historic contexts and themes, ARG arrives at the following conclusions:

- Grant Elementary School appears eligible for listing in the California Register of Historical Resources under Criteria 1 and 3, and for local (City of Santa Monica) listing under Criteria 1, 4, and 5 as a historic district comprising multiple buildings and associated site/landscape features.
- Potential significance is derived from the synergy between contributing buildings and site features; no one building or site feature on the campus appears to be individually eligible when evaluated independent of the larger historic district.
- The following are considered to be contributing elements of the district: Buildings B, C, D, E, G, H, and K; the landscaped courtyard bounded by Buildings B, C, D, and G; and the paved forecourt and flagpole at the north end of the campus, as approached from Pearl Street.
- Other buildings and site/landscape features do not contribute to the historic district.

[102] Ibid, 203.

- Grant Elementary School does not appear eligible for listing in the National Register of Historic Places due to compromised integrity.

These findings are generally consistent with previous evaluations of the campus described above.

The following sections provided a discussion of how these determinations of eligibility were made.

Evaluation as a Historic District

School campuses and other institutional resources often encompass multiple buildings and site features with common characteristics. In these instances, it is appropriate to evaluate campuses as historic districts, which are defined and described in NRB 15 as follows:

> A district possesses a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development. A district derives its importance from being a unified entity, even though it is often composed of a wide variety of resources. The identity of a district results from the interrelationship of its resources, which can convey a visual sense of the overall historic environment or be an arrangement of historically or functionally related properties…A district can comprise both features that lack individual distinction and individually distinctive features that serve as focal points. It may even be considered eligible if all of the components lack individual distinction, provided that the grouping achieves significance as a whole within its historic context.[103]

As per the above definition, school campuses, which are often geographically concentrated and purpose-built, are often evaluated as historic district. Schools in the United States, especially those built in the twentieth century, often exhibit definable campuses and unified site plans which reflect individual buildings' interconnectedness and functionality as a larger grouping. Although historic districts can contain resources built during distinct periods of development, many school campuses historic districts reflect a specific era of development and are contained within a common period of significance.

Grant Elementary School satisfies the above definition, and so it was evaluated as a potential district.[104] Though constructed over the span of a decade, contributing buildings are all designed in compatible iterations of the PWA Moderne style, resulting in a sense of visual continuity. They were all designed by the same group of architects – Parkinson and Parkinson, and Joe M. Estep, who often worked in collaboration – resulting in a consistent and harmonious visual character. Buildings that were inserted into the campus in the 1940s are architecturally and visually indistinguishable from earlier buildings.

The following includes an analysis of the campus through the lens of a district. When removed from their broader context and evaluated independently, none of the individual buildings or site features

[103] *National Register Bulletin No. 15, How to Apply the National Register Criteria for Evaluation* (1990, rev. 1995), 5.
[104] For any given historic district, the retention of all contributors and character-defining features may not be necessary for that historic district to continue to convey its historical significance and remain eligible for historic listing. However, analysis should be conducted on a case-by-case basis to consider all potential impacts that a project may have on a historic district.

associated with the context appear to rise to the level of individual significance. Rather, their significance is part and parcel of their visual and spatial association with other buildings and features.

National Register of Historic Places

Eligibility criteria for the National Register of Historic Places are almost identical to those for the California Register of Historical Resources. However, integrity thresholds for the National Register are generally understood to be more stringent than those for the California Register. Technical assistance bulletins published by the California Office of Historic Preservation (OHP) note this distinction between integrity thresholds for federal and state registration programs. As noted in OHP's Technical Assistance Series No. 6, "it is possible that historical resources may not retain sufficient integrity to meet the criteria for listing in the National Register, but they still be eligible for listing in the California Register."[105]

ARG concludes that the campus of Grant Elementary School appears to be eligible for listing in the California Register, per the discussion below. However, because of alterations that have been made to most of the campus's buildings (as discussed in *Section 6.5: Evaluation of Integrity*), the campus does not appear to satisfy the higher thresholds for integrity associated with National Register listing.

California Register of Historical Resources

ARG concludes that Grant Elementary School appears to be eligible for listing in the California Register of Historical Resources as a historic district under Criterion 1 and 3, as follows:

California Register Criterion 1: *associated with events or patterns of 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.*

<u>Evaluation of District Eligibility</u>

Grant Elementary School appears to satisfy California Register Criterion 1 for its association with patterns of events significant to the institutional history of Santa Monica during the Great Depression and World War II, an important period of institutional development in the City's history.

The 1930s and '40s were a particularly influential and transformative period in the institutional development of Santa Monica for several reasons. Compared to many other communities in Southern California that saw new development come to a near-standstill, Santa Monica fared considerably better, due in large part to the presence of a burgeoning local defense industry that attracted a steady influx of new residents and necessitated growth. Many of the city's existing civic buildings and facilities proved ill-equipped to accommodate increasing demand amid a backdrop of economic uncertainty and malaise.

[105] *California Office of Historic Preservation Technical Assistance Series #6: California Register and National Register, a Comparison (for purposes of determining eligibility for the California Register),* accessed Sept. 2021.

This was reflected particularly strongly in the City's existing public schools, many of which had far surpassed their intended capacity and had become outmoded and overcrowded. These challenges were only exacerbated with the 1933 Long Beach Earthquake, which resulted in widespread damage to schools and other civic buildings, and the subsequent adoption of the Field Act, state legislation that mandated additional seismic safety standards for public schools and rendered many buildings unusable.

Meanwhile, as the nation was mired in economic depression the federal government embarked upon an extraordinarily ambitious effort to reinvigorate the national economy and put unemployed artisans, craftspeople, and other laborers back to work through the implementation of the New Deal. Various acronymically-named federal agencies – including the Public Works Administration (WPA) and the Works Progress Administration (WPA) – were conceived under the auspices of the New Deal and allocated substantial sums of money to local governments to invest in new infrastructure, public art, and other civic projects. Santa Monica received a sizable amount of federal aid from New Deal-era programs due to the considerable strain that defense-driven population growth had placed on its public buildings.

The influx of federal dollars associated with New Deal-era programs provided Santa Monica with the opportunity and the wherewithal to invest substantially in improving and modernizing its civic infrastructure. Beginning in the 1930s and continuing into the 1940s, the City applied the resources provided by these federal agencies to a number of large civic improvement projects, resulting in a substantial collection of new civic and institutional improvements across the city that exemplified trends in modern architecture and design. A new post office (1938) and city hall (1939) were financed by New Deal-era programs and stood as new, modern, and visually prominent anchors within the community.

However, public schools arguably stood as some of the strongest expressions of civic investment and largesse at this time. Between the 1930s and '40s, nearly all of the City's public schools were extensively remodeled or completely rebuilt using federal dollars, both to accommodate new growth and conform to the requirements of the Field Act. Consequently, Santa Monica was home to a collection of new, modern school public school plants by the 1940s, almost all of which had benefited from the New Deal to some extent. This sentiment is reflected in an *Evening Outlook* article dated April 1937, which states that "the city has a virtually new school system in which all of the buildings conform to the general type of modern architecture with special features to provide for modern methods of teaching."[106]

Consequently, local public schools emerged as a point of civic pride; in the same *Evening Outlook* article from April 1937, one observer of Santa Monica's recently-modernized schools opined that "that earthquake must almost have been a blessing in disguise since it has led to a comparatively new, modern and attractive school system for this city…almost any other city would be willing to undergo considerable anxiety for a time if eventually it could have a brand new school system."[107]

Different campuses within the District were affected by these rehabilitation efforts in different ways; at some sites, existing buildings were retained and modified, while at others, District officials elected to abandon existing improvements altogether and erect entire new school campuses from the ground up.

[106] "Santa Monica Has Reason to be Proud of its Schools," *Evening Outlook*, Apr. 28, 1937.
[107] Ibid.

Grant Elementary School falls into the latter camp. Rather than rehabilitate existing (and acutely overcrowded) buildings at the original 22nd Street site, the District instead purchased a large swath of undeveloped land in the still-sparsely-developed Sunset Park neighborhood and construct an entirely new campus. Thus, the architects of Grant Elementary School were unencumbered by existing buildings and were given a blank slate on which to realize how a new, modern school plant should look and feel. Grant was constructed under the auspices of the New Deal and specifically the Works Progress Administration (WPA), which provided the majority of funding for its construction. The WPA (which had been-re-branded as the Work Projects Administration by this time) also allocated funds for additions dating to the 1940s. The campus stands as a testament to the New Deal and WPA, and clearly shows how these federal assistance programs had a tangible impact on the communities that they touched.

As a campus that was newly built at the height of the "Golden Era" of schools (as opposed to one that was merely rehabilitated or modernized to conform with the Field Act), Grant exudes an especially cohesive character and is a strong reflection of the institutional forces that shaped the character of Santa Monica's civic landscape during the Depression and World War II periods. Taken together, the buildings and site features that are associated with the campus's primary (1936-1945) period of growth present a strong expression of the civicmindedness and bold institutional ambitions that typified this era of Santa Monica's history and culminated in a robust collection of civic buildings. This helps to distinguish Grant from a number of other schools that were also built during the Depression era but provide a less tangible or clearly legible nexus to this important period of civic and institutional history.

For these reasons, Grant Elementary School reads as a strong, cohesive example of a resource associated with the modernization and expansion of Santa Monica's civic buildings in the Depression and World War II periods, an important and influential period of local history. Its various buildings and site features work together to form a distinctive sense of place that is reflective of the values and events associated with this chapter of the city's past. The campus appears to meet Criterion 1.

Evaluation of Individual Eligibility

None of the buildings associated with the campus appear to be individually significant for their association with historic events. The significance of the campus in conveying important patterns of institutional development during the Depression and World War II periods is derived from the synergistic relationship that is created by its contributing buildings and site features. When removed from this context and evaluated independent of the district, none of the buildings on campus represent these patterns of development that would merit recognition under this criterion. There is also insufficient evidence demonstrating that any of the campus buildings is associated with a singular event important to history.

For these reasons, none of the campus buildings appears to be individually eligible for listing under California Register Criterion 1.

California Register Criterion 2: *associated with the lives of persons important to local, California, or national history.*

Evaluation of District Eligibility

National Register Bulletin (NRB) 15: How to Apply the National Register Criteria for Evaluation provides guidance related to properties associated with historic personages, which can be applied to evaluating California Register and local eligibility as well as National Register eligibility. It identifies two benchmarks that should be met for a property to meet this criterion: first, "the persons associated with the property must be individually significant within a historic context," and second, the property is "associated with a person's productive life, reflecting the time period when he or she achieved significance."[108]

Based on ARG's research and analysis, there is insufficient evidence to substantiate any such determination. Generations of students, teachers, staff, administrators, and alumni have attended the school and have had a physical presence on its grounds between the campus's original (1936) construction and the present-day. None of these individuals appear to be historically significant and have a meaningful nexus to the campus in a manner that would merit consideration in the spirit of this criterion. That the school has been frequented by a substantial number of individuals – some of whom may have gone on to lead successful lives and careers independent of their grade-school experience – is an extraordinarily common trait among schools, and among public buildings in general, and is not something that, in and of itself, would typically make an institutional building significant for this reason.

Thus, there is insufficient evidence demonstrating that the campus is associated with the lives of persons significant in our past. The campus does not appear to satisfy California Register Criterion 2.

Evaluation of Individual Eligibility

For the same reasons described above, ARG did not find evidence demonstrating a meaningful nexus between the productive life of a historically significant individual and any one individual building. None of the campus buildings appear to be individually eligible for listing under California Register Criterion 2.

California Register Criterion 3*: embodies the distinctive characteristics of a style, type, period, region, or method of construction, or represents the work of a master, or possesses high artistic values.*

Evaluation of District Eligibility

Grant Elementary School appears to satisfy California Register Criterion 3 for embodying distinctive characteristics of PWA Moderne style architecture, and for representing the work of master architects Donald Parkinson and Joe Estep, both of whom are widely regarded as locally significant practitioners.

When they were constructed in 1936, the original two buildings comprising the Grant Elementary School campus (Buildings C and D) deliberately deviated from the historicist architecture that had previously characterized public schools and instead embodied what was then known as "modernistic" architecture and is now referred to as the Moderne style. Subsequent improvements to the campus that were completed in the 1940s emulate and complement the style. Loosely rooted in the Art Deco movement

[108] Ibid.

but also incorporating the formal symmetry and massing of Classical architectural styles, Moderne style architecture aspired to be an ambitious, yet familiar architectural idiom. Selection of the Moderne aesthetic for the campus very clearly moved away from design trends and architecture of the past, and embraced a visual vocabulary that clearly connoted the traits and values associated with modern design.

National Register Bulletin (NRB) 15: How to Apply the National Register Criteria for Evaluation provides guidance on ascertaining if a resource is eligible for its architecture. To assess whether a resource "embodies the distinctive characteristics of a style" per this criterion, it states that "distinctive characteristics" of the style must be present – which are defined as "the physical features or traits that commonly recur in individual types, periods, or methods of construction, To be eligible, a property must clearly contain enough of those characteristics to be considered a true representative" of that style.[109]

When considered together, the contributing buildings and site features at Grant Elementary School appear to satisfy this definition. Though they may lack individual distinction, when considered collectively the campus's contributing buildings exhibit distinctive characteristics demonstrating how the essential tenets of PWA Moderne architecture were applied in the context of an institutional campus. Character-defining features of the style that are represented in the and its buildings include flat roofs; formal symmetry and massing (particularly with respect to buildings with high visibility including Buildings D and E); smooth stucco exterior walls; tall, vertical window bays; fluted pilasters that are a pared-down iteration of Classical columns; and rounded building corners and horizontal speedlines. The buildings are complemented by various site features that help reinforce their PWA Moderne aesthetic.

These features are clearly expressed both in the campus's original buildings (1936, Buildings C and D) and in the subsequent additions that were completed during the 1940s (Buildings B, E, G, H, and K), all of which were designed to blend seamlessly into the existing campus environment. The harmonious architectural features linking these buildings evince a common thread of modern architecture that is characteristic of this campus's design and built environment, and reflects the values underpinning PWA Moderne style architecture. As a style that, by definition, is best expressed in the context of large-scale institutional endeavors, PWA Moderne architecture and its requisite features are perhaps best expressed in the context of large and complex institutional properties – those like the subject property – so that observe and comprehend the ambitions and modern attitudes that commonly belied this style.

By contrast, later additions to the campus (including Buildings A and F and the north addition to Building B) veer away from the Moderne aesthetic and in favor of the Mid-Century Modern style, which is generally compatible with the Moderne style buildings but is reflective of a new architectural paradigm, and so these subsequent (post-1948) insertions to the campus do not contribute to its sense of identity.

NRB 15 also provides guidance related to the evaluation of resources under this criterion for their association with a master architect, builder, or other practitioner:

> A master is a figure of generally recognized greatness in a field, a known craftsman of consummate skill, or an anonymous craftsman whose work is distinguishable from others by its characteristic style and quality. The property must express a particular phase in the

[109] *National Register Bulletin No. 15, How to Apply the National Register Criteria for Evaluation* (1990, rev. 1995), 18.

development of the master's career, an aspect of his or her work, or a particular idea or theme in his or her craft.[110]

When this guidance is applied to Grant Elementary School, the campus appears to satisfy this criterion for representing the work of two masters – architects Parkinson and Parkinson, and Joe Estep – both of whom are locally significant practitioners. The Parkinson firm is an indubitable player in the definition and refinement of Southern California's built environment, having designed many of the region's most visually prominent and iconic architectural landmarks of the early 20th century. Estep, too, is widely considered to be a master in the context of Santa Monica civic architecture, having designed a number of large institutional projects – notably, Santa Monica City Hall in collaboration with Donald Parkinson – in addition to Grant Elementary School.

Both Parkinson and Estep enjoyed peak popularity amid the Depression era, and in the context of Santa Monica both expressed their skill and prowess through large-scale civic and institutional projects. The campus of Grant Elementary School demonstrates how these practitioners demonstrated mastery in their profession and worked in successful collaboration with one another, albeit in succession, to create a cohesive environment rooted in popular perceptions of progressive architecture.

For these reasons, ARG concludes that the Grant Elementary School campus embodies the distinctive characteristics of a style (PWA Moderne), and represents the work of locally acclaimed master architects (Parkinson and Parkinson, and Joe M. Estep). Thus, the campus appears to satisfy Criterion 3.

Evaluation of Individual Eligibility

None of the buildings associated with the campus appear to be individually significant on their architectural merits. The architectural significance of Grant Elementary School is derived from the synergistic relationship that is created by its contributing buildings and site features, painting a complete picture of how architects applied the style to institutional settings. When removed from this context and evaluated independent of the district, that essential sense of synergy is compromised.

For these reasons, none of the campus buildings appears to be individually eligible for listing under California Register Criterion 3.

California Register Criterion 4: *has yielded, or has the potential to yield, information important to the prehistory or history of the local area, state, or the nation.*

As an archaeological assessment was not conducted as part of this study, the campus's potential for containing subsurface archaeological resources is unknown.

[110] Ibid, 20.

Local (City of Santa Monica) Eligibility

Grant Elementary School appears to satisfy local (City of Santa Monica Landmark) Criteria 1, 4, and 5, as follows:

9.56.100(A)(1). *[The resource] exemplifies, symbolizes, or manifests elements of the cultural, social, economic, political, or architectural history of the City.*

Evaluation of District Eligibility

As discussed in the evaluation against California Register Criterion 1, Grant Elementary School is associated with patterns of events linked to Santa Monica's institutional history – namely, substantial investment in the improvement of civic infrastructure, and the heavy influence that New Deal era assistance programs exerted in shaping Santa Monica's institutional landscape in the 1930s and 1940s. For these same reasons, ARG concludes that the campus appears to satisfy local Criterion 1.

Evaluation of Individual Eligibility

Also as discussed in the evaluation against California Register Criterion 1, none of the campus buildings appear to be individually significant when removed from the larger context of the district. Therefore, none of the campus buildings appears to be individually eligible for designation under local Criterion 1.

9.56.100(A)(2). *[The resource] has aesthetic or artistic interest or value, or other noteworthy interest or value.*

Evaluation of District Eligibility

This criterion is understood to pertain to resources possessing high artistic values. Grant Elementary School is notable on account of its architecture, but apart from being a good representation of the PWA Moderne style the campus and its buildings do not possess any distinctive characteristics or singular features that have aesthetic or artistic interest or value. There are murals and artwork adorning some of the buildings, but these are later additions to the campus and do not significantly define its visual character and sense of place in a way that would merit recognition under this criterion. Therefore, the campus does not appear to satisfy local Criterion 2.

Evaluation of Individual Eligibility

For the same reasons stated above, none of the campus buildings appear to be individually eligible for designation under local Criterion 2.

9.56.100(A)(3). *[The resource] is identified with historic personages or with important events in local, state, or national history.*

Evaluation of District Eligibility

As discussed in the evaluation against California Register Criterion 2, numerous people have been associated with Grant Elementary School between its construction in 1936 and the present-day – this includes successions of students, teachers, parents, staff, and other campus affiliates. Many of these individuals have a personal connection with the campus, but as discussed in the evaluation against California Register Criterion 2, there needs to be a clear and justifiable nexus between the contributions of a historically significant individual and a property. Such a nexus does not appear to exist here. Extensive archival research about the campus and its history did not produce information showing that any of the students or other campus affiliates made historically significant contributions that are meaningfully linked to their affiliation with the school. Rather, the school appears to have merely been a place where generations of students and others have attended – a characteristic that is applicable to all schools. For these same reasons, the campus does not appear to meet local Criterion 3.

Evaluation of Individual Eligibility

Also as discussed in the evaluation against California Register Criterion 3, none of the campus buildings appear to be individually significant when removed from the larger context of the district. Therefore, none of the campus buildings appears to be individually eligible for designation under local Criterion 3.

9.56.100(A)(4). *[The resource] embodies distinguishing architectural characteristics valuable to a study of a period, style, method of construction, or the use of indigenous materials or craftsmanship, or is a unique or rare example of an architectural design, detail, or historical type valuable to such a study.*

Evaluation of District Eligibility

As discussed in the evaluation against California Register Criterion 3, Grant Elementary School embodies distinguishing characteristics of the PWA Moderne style as applied to an institutional campus. The synthesis of architectural features that are expressed in the design of its buildings paint a picture of the aesthetic principles and values that underpin that style of architecture. The campus's distinguishing characteristics are valuable to a study of Moderne style architecture specifically, and Depression-era civic and institutional architecture generally. For these same reasons, ARG concludes that the campus appears to satisfy local Criterion 4.

Evaluation of Individual Eligibility

Also as discussed in the evaluation against California Register Criterion 3, none of the campus buildings appear to be individually significant when removed from the larger context of the district. Therefore, none of the campus buildings appears to be individually eligible for designation under local Criterion 4.

9.56.100(A)(5). *[The resource] is a significant or a representative example of the work or product of a notable builder, designer, or architect.*

Evaluation of District Eligibility

As discussed in the evaluation against California Register Criterion 3, Grant Elementary School is significant as the work of master architects Parkinson and Parkinson and Joe M. Estep, both significant practitioners who made notable contributions to the architectural character of Santa Monica during the first half of the twentieth century. The Parkinson firm and Estep sometimes worked in collaboration with one another to design iconic landmarks like Santa Monica City Hall (1939). Grant Elementary School is a good representative example of the collaborative efforts of these two masters, and shows their prowess and skill in large-scale institutional design. For these same reasons, ARG concludes that the campus appears to satisfy local Criterion 5.

Evaluation of Individual Eligibility

Also as discussed in the evaluation against California Register Criterion 3, none of the campus buildings appear to be individually significant when removed from the larger context of the district. Therefore, none of the campus buildings appears to be individually eligible for designation under local Criterion 4.

9.56.100(A)(6). *[The resource] has a unique location, a singular physical characteristic, or is an established and familiar visual feature of a neighborhood, community, or the City.*

Evaluation of District Eligibility

The campus does not possess any singular feature or physical characteristic that stands out as memorable or noteworthy. While is reads as a central feature of the neighborhood, it is not notable for reasons aside from its relative scale (amid an environment dominated by single-story buildings) and use as a school (in a neighborhood composed almost entirely of residences). It is located on a lesser-traveled street, and does not occupy an especially prominent location. It may be familiar to those who reside in the neighborhood and pass by on a regular basis, but to the casual passer-by the building does not stand out as an aesthetically distinctive property in the spirit of this criterion. It is compatible with, but not distinguishable from, other properties nearby. The campus does not appear to meet local Criterion 6.

Evaluation of Individual Eligibility

For the same reasons discussed above, none of the campus buildings appears to be individually eligible for designation under local Criterion 4.

6.4. Period of Significance

Historical resources are assigned one or more periods of significance. According to the National Park Service (NPS), "period of significance refers to the span of time during which significant events and activities occurred. Events and associations with historic properties are finite; most properties have a clearly identifiable period of significance."[111]

The period of significance for Grant Elementary School has been identified as 1936-1945. This accounts for the campus's primary period of development, beginning with its original planning and construction (1936) and ending with the completion of compatible additions (1945). Additions that were completed after 1945 were not included within the period of significance because their placement and overall aesthetic deviate from the original appearance and site planning features associated with the school.

6.5. Evaluation of Integrity

Integrity is the ability of a property to convey its significance, and is defined by the NPS as the "authenticity of a property's historic identity, evidenced by the survival of physical characteristics that existed during the property's prehistoric or historic period."[112] The NPS identifies seven aspects of integrity: location, design, setting, materials, workmanship, feeling, and association.

Following is an assessment of Grant Elementary School against each aspect of integrity.

Location

Location is the place where the historic property was constructed or the place where the historic event occurred.

The campus remains in the same location as it has since 1936. It retains integrity of location.

Design

Design is the combination of elements that create the form, plan, space, structure, and style of a property.

The campus generally retains its original plan, configuration, and design intent from its 1936-1945 period of significance, though some additions and other changes have since taken place. The insertion of Buildings A and the north addition to Building B, both completed in 1954, resulted in changes to the campus as it is experienced from its primary public vantage point along Pearl Street. However, the campus's essential planning framework and orientation around a series of courtyards and other interstitial spaces remain intact. Similarly, the original design intent has been somewhat modified by the

[111] Ibid, 42.

[112] U.S. Department of the Interior, *National Register Bulletin 16A: How to Complete the National Register Registration Form* (Washington D.C.: National Park Service, 1997), 4.

replacement of original doors and windows, but original fenestration patterns remain intact. Thus, the campus retains integrity of design, though this aspect of integrity has been compromised.

Setting

Setting is the physical environment of a historic property constituting topographical features, vegetation, manmade features, and relationships between buildings or open space.

Aerial photographs of the subject campus show that when it was originally built in 1936, the surrounding area was somewhat sporadically developed with single-family residences, though the city blocks adjacent to the campus had previously been subdivided into residential neighborhoods. These blocks were incrementally filled in with new houses over time, as they were intended to, resulting in the maturation of the surrounding neighborhood, but no substantial changes to the essential land use patterns in the immediate vicinity of the campus. Therefore, the campus retains integrity of setting.

Materials

Materials are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property.

Some of the campus's historic materials have been removed and replaced. This includes the replacement of original steel and wood windows with contemporary metal windows, and the replacement of original wood doors with contemporary steel doors. Some, but not all of the original doors and windows have been replaced, and the replacements are generally sensitive in their approach to materiality. However, on the whole original materials associated with the campus remain intact. The stucco walls, metal grilles, and other materials dating to the campus's 1936-1945 period of significance continue to be important features of the campus and its buildings. Thus, the campus retains integrity of materials, though this aspect of integrity has been compromised.

Workmanship

Workmanship is the physical evidence of the crafts of a particular culture, people or artisan during any given period in history or pre-history.

As noted, some elements of the campus's historic building fabric – in particular, original doors and original windows – have been removed. However, most of the distinguishing characteristics that provided the campus with its distinctive character, as well as architectural details that express the skill belying its design, remain largely intact. The campus, then, continues to convey the physical evidence of technological practices and aesthetic principles from its 1936-1945 period of significance. It therefore retains integrity of workmanship, though this aspect of integrity has been compromised.

Feeling

Feeling is a property's expression of the aesthetic or historical sense of a particular period of time.

In spite of additions that were made to the campus in the period after its 1936-1945 period of significance – including the addition of Buildings A and F, an addition to the north façade of Building B,

and the insertion of multiple modular and relocatable buildings – the campus retains most of its essential character-defining features and appearance. It retains the distinctive look and feel of a Depression era/early postwar era school campus through its architectural forms and details. The campus therefore retains integrity of feeling.

Association

Association is the direct link between an important historic event or person and a historic property.

Through its combination of site planning and architectural characteristics, the campus retains the distinctive look, feel, and appearance of a public school campus dating to the Depression and very early postwar periods. It therefore retains integrity of association.

Summary of Integrity

To be eligible for listing, a resource must retain enough of its historic character or appearance to be recognizable as a historic resource and convey the reason(s) for its significance.

In summary, Grant Elementary School retains integrity of location, setting, feeling, and association. It also retains integrity of design, materials, and workmanship, though these latter three aspects of integrity have been compromised. When these aspects are weighed together, the campus has sufficient integrity to be eligible for state and local listing. However, as previously noted it does not appear to retain sufficient integrity for listing in the National Register given the higher integrity thresholds that are associated with the federal registration program.

6.6. District Characteristics

Contributing Resources

Resources that have been found to contribute to the historic identity of a district are referred to as *district contributors*. Resources located within the district boundaries that do not contribute to its significance are identified as *non-contributors*.

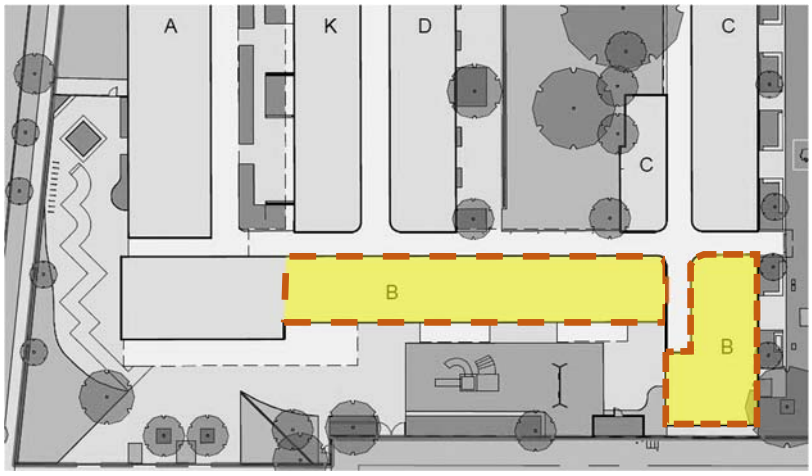
Contributing resources were identified as such if they satisfied the following conditions:

- They date to the campus's period of significance (1936-1945)
- They retain sufficient integrity to convey their association with applicable historic contexts

Generally, if a building or other resource has one or more minor alterations but retains most of its original features, it was treated as a contributing element of the campus. Alterations including window replacement, door replacement, and installation of solar panels are common and, in most instances, do not result in dramatic aesthetic changes so long as doors and windows are installed in original openings.

The following have been identified as contributors to the historic district:

- Building B (built 1940 – excludes the north addition)[113]
- Building C (built 1936)
- Building D (built 1936)
- Building E (built 1945)
- Building G (built 1940)
- Building H (built 1945)
- Building K (built 1945)
- Covered breezeways and corridors connecting the above buildings
- Paved forecourt and flagpole at front (north) of campus
- Landscaped courtyard bounded by Buildings B, C, D, and G



The original portion of Building B (outlined and shaded) falls within the district's period of significance (1936-1945) and was identified as a contributor (Johnson Favaro, annotations by ARG)

The above-listed buildings are all designed in the PWA Moderne style, they were all constructed within the school's primary period of development (1936-1945), and they all possess a common cadre of characteristics that render them compatible with one another and reflective of institutional development patterns and architectural values associated with the Depression and wartime periods.

Some contributing buildings – notably, Buildings B, C, G, H, and K – are more restrained in their architectural styling than others. Buildings D and E, by contrast, constitute the front of the campus and are its public face when viewed from Pearl Street, and these buildings have a greater degree of articulation and detail than those listed above. However, none of the buildings appear to have a level of articulation that would render them individually eligible, as noted in the eligibility evaluation above. It is the synergy between these buildings and their associated site and landscape features – not the qualities associated with any one particular building or feature –that define the campus's sense of place.

[113] Graphics depicting the contributing and noncontributing sections of Building B are included on the following pages.

Noncontributing Resources

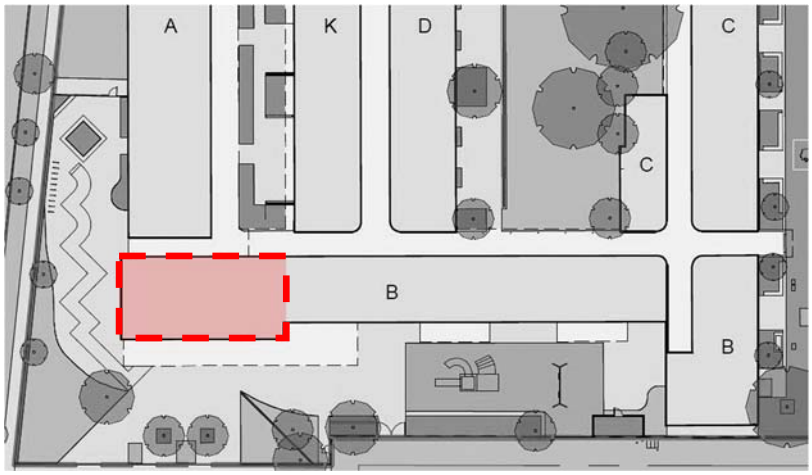
Conversely, if a resource post-dates the period of significance, it was considered to be a noncontributing element of the campus. Buildings that were inserted into the campus after its primary (1936-1945) period of development deviate from earlier improvements with respect to their siting, orientation, and style. They do not have the same visual and contextual qualities as contributing elements of the campus.

The following have been identified as noncontributors to the historic district:

- Building A (built 1954 – falls outside period of significance)
- Building B, north addition only (built 1954 – falls outside period of significance)
- Building F (built 1965 – falls outside period of significance)

All other campus improvements not identified above – including the portable/modular/ancillary buildings and other site/landscape features – also do not contribute to the significance of the district.

Later additions to the campus do not contribute to its significance. Building A and the north addition to Building B were both constructed in 1954, outside the period of significance, and while they are not incompatible with the rest of the campus, their Mid-Century Modern architectural styling and placement at the front of the campus do not bear a particularly strong relationship with other buildings and site features. They also do not convey the same historic contexts and themes that are expressed elsewhere on site. Building F, which is appended to the east façade of Building G, is a later addition that dates to 1965, far outside the established period of significance. It, too, does not bear a particularly strong relationship with the contributing buildings and site/landscape features comprising the campus.

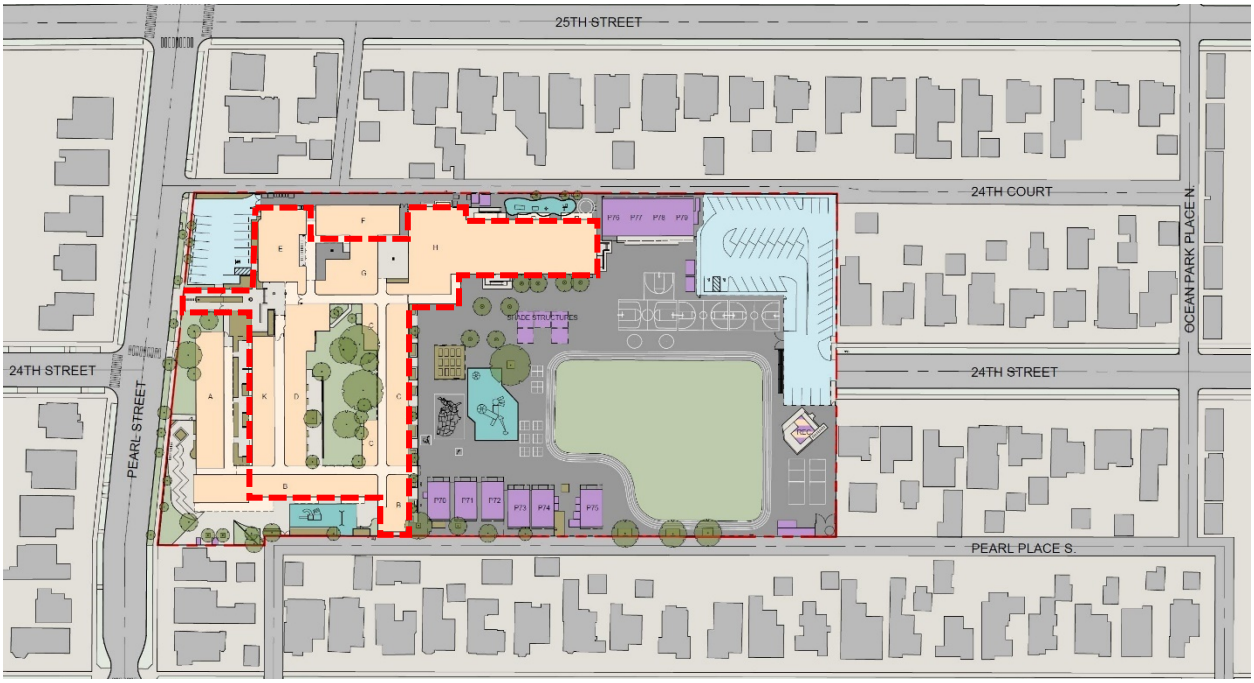


The northernmost volume of Building B (outlined and shaded red) was a later addition that falls outside of the district's period of significance (1936-1945). This portion of the building was identified as a noncontributor (Johnson Favaro, annotations by ARG)

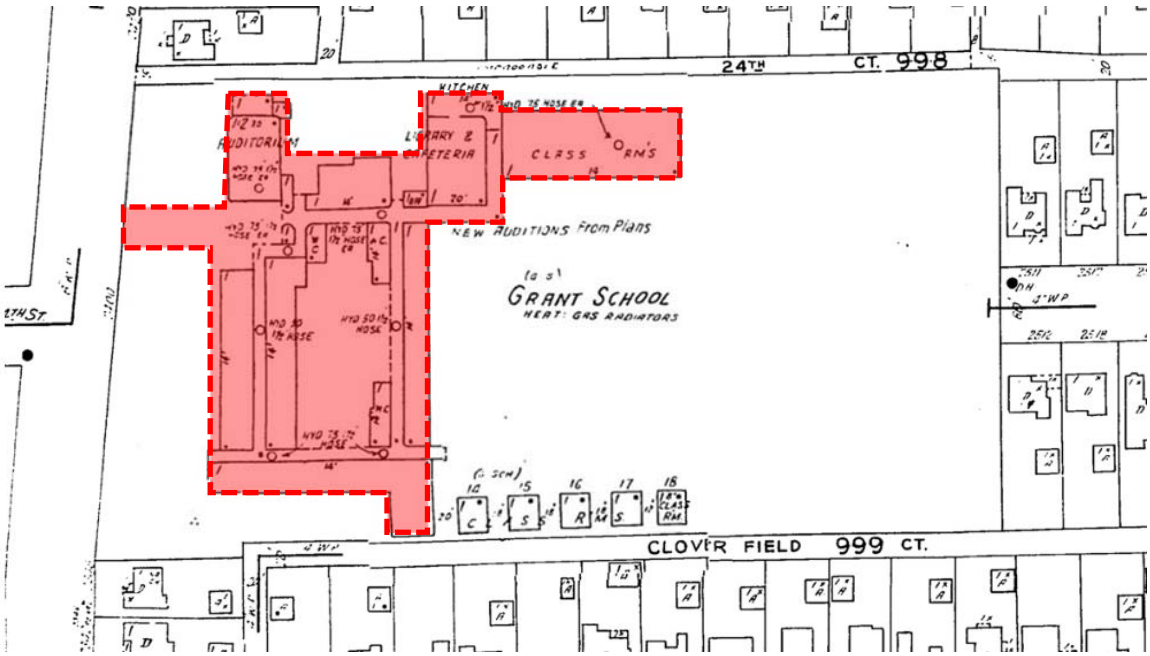
District Boundary

The district boundary is depicted in the following figures. This boundary was selected because it corresponds with those associated with the campus's primary period of development (1936-1945). It is

overlaid on a Sanborn Fire Insurance Map from 1950, which was prepared shortly after the close date of the district's period of significance.



Site plan, depicting the boundaries of the identified district in red (Johnson Favaro; annotations by ARG)



Boundaries of the identified district overlaid on a Sanborn map from 1950 (Los Angeles Public Library; annotations by ARG)

List of Character-Defining Features

Character-defining features are those physical elements of a resource that define its historic character and help to convey its significance. In instances of future change to a historic resource, character-defining features should be retained to the greatest extent feasible in order to ensure that a resource can continue to physically represent its historical period.

The following are character-defining features for the Grant Elementary School campus:

Site and Setting

- Orientation to the north, toward Pearl Street
- Formal, monumental massing
- Decentralized plan comprising multiple semi-attached buildings
- Semi-enclosed circulation corridors connecting individual buildings
- Paved forecourt and flagpole at primary (north) entrance to campus
- Central landscaped courtyard framed by Buildings B, C, D, and G

Building Exteriors (contributing buildings)

- Low building profiles, ranging from 1-2 stories tall
- Simple, rectilinear building forms
- Flat roofs and parapets
- Smooth stucco exterior walls
- Flush-mounted doors
- Tall, narrow window channels
- Shallow canopies with reeded details above some windows
- Rounded building corners
- Geometric window grilles (north façade of Building B)
- Canopy letters that spell “GRANT SCHOOL” (north façade of Building B)
- Reeded pilasters (Building E)

Building interiors have been extensively modified over the years. Therefore, no interior character-defining features were identified.

6.7. Future Project Considerations

CEQA Thresholds

According to Appendix G, Environmental Checklist of the State CEQA Guidelines, cultural resource impacts resulting from the implementation of a proposed project would be considered significant if the project would cause a substantial adverse change in the significance of a historical resource defined in CEQA Guidelines Section 15064.5.

The State CEQA Guidelines indicate that a project would normally have a significant impact on historical resources if it would result in a substantial adverse change in the significance of a historical resource. A substantial adverse change in significance occurs if the project involves "physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired."[114]

The Guidelines go on to state that "[t]he significance of an historic resource is materially impaired when a project… [d]emolishes or materially alters in an adverse manner those physical characteristics of an historical resource that convey its historical significance and that justify its inclusion in, or eligibility for, inclusion in the California Register of Historical Resources… local register of historic resources… or its identification in a historic resources survey."[115]

Secretary of the Interior's Standards

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

The *Standards* are a tool for understanding and the potential impacts of substantial changes to historic resources. However, under California environmental law, compliance with the *Standards* does not necessarily determine whether a project would cause a substantial adverse change in the significance of an historic resource. Rather, projects that comply with the *Standards* benefit from a regulatory presumption that they would have a less than significant adverse impact on a historic resource.[116]

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

> Generally, a project that follows the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings or the Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings (1995), Weeks and Grimmer, shall be considered as mitigated to a level of less than a significant impact on the historical resource.[117]

The language above references the Secretary of the Interior's standards and guidelines for four distinct historic "treatments," including: (1) preservation; (2) rehabilitation; (3) restoration; and (4) reconstruction. The specific standards and guidelines associated with each of these possible treatments are provided on the National Park Service's website regarding the treatment of historic resources.[118] For analytical purposes, a threshold decision must be made regarding which "treatment" standards should be used to analyze a project's potential effect on historic resources. According to the National Park

[114] Language derived from the CEQA Guidelines.
[115] Ibid.
[116] Ibid.
[117] Ibid.
[118] U. S. Department of the Interior, National Park Service, "Rehabilitation Standards and Guidelines," Technical Preservation Services, https://www.nps.gov/tps/standards/rehabilitation.htm (accessed December 2021).

Service, the “rehabilitation” standards (the Rehabilitation Standards) are most frequently applied for the majority of historic buildings. The Rehabilitation Standards acknowledge the need to alter or add to a historic property to meet continuing or changing uses while retaining the property’s historic character.

In the case of schools located within the Santa Monica-Malibu School District that contain historic resources, the Rehabilitation Standards provide a framework for conservative impact analysis for future projects.

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

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

Rehabilitation Standards for Historic Districts

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

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

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Appendix B. Existing Conditions Photos

Building A (Classrooms)

Building A, south façade, view southwest (ARG, 2021)

Building A, north façade, view northeast (ARG, 2021)

Building A, mural on east façade, view southwest (ARG, 2021)

Building B (Classrooms)

Building B, west façade, view north (ARG, 2021)

Building B, east facade, view northwest (ARG, 2021)

Building C (Classrooms)

Building C, north façade, view southwest (ARG, 2021)

Building C, south façade, view northwest (ARG, 2021)

Building D (Administration/Classrooms)

Building D, north façade, view southwest (ARG, 2021)

Building D, north façade (pictured left), view southwest (ARG, 2021)

Building E (Auditorium)

Building E, north façade, view southeast (ARG, 2021)

Building E, detail of mosaic tile mural on west façade, view northeast (ARG, 2021)

Buildings F (Library) and G (Computer Lab/Classrooms)

Building F, west façade, view southeast (ARG, 2021)

Detail of windows on Building G, view southwest (ARG, 2021)

Building H (Cafeteria/Classrooms)

Building H, west façade, view southeast (ARG, 2021)

Building H, east façade, view northwest (ARG, 2021)

Building H, detail of door and windows (ARG, 2021)

Building K (Classrooms)

Building K, north façade, view southeast (ARG, 2021)

Building K, west façade, view southwest (ARG, 2021)

Other Site Features

Central courtyard, view northwest (ARG, 2021)

Central courtyard, view southwest (ARG, 2021)

Portable structures in southern portion of campus, view southeast (ARG, 2021)

Forecourt at front (north) entry to campus, view south (ARG, 2021)

Appendix C. Project Drawings (Johnson Favaro)

Appendix D. Summary of Community Engagement

DATE	FORMAT	MEETING SUMMARY
*May 14, 2020[1]	Virtual	Community meeting; attendees included District officials, campus architects (Johnson Favaro), and members of the community. The purpose of the meeting was to provide an overview of the District's Education Specifications, discuss proposed projects aimed at modernizing the Grant Elementary School (ES) campus, and encourage public comment and feedback. Commentors asked questions and provided feedback on the proposed projects. Most comments were related to the sustainability and logistics of new construction; commentors expressed support for the design concepts that were presented. No questions or concerns were raised regarding historical resources.
*November 10, 2020	Virtual	Community meeting; attendees included District officials, Johnson Favaro, and members of the community. The purpose of the meeting was to introduce candidate projects at Grant ES and encourage public comment and feedback. The presentation given by Johnson Favaro emphasized that proposed projects would preserve the historic core of the campus and the historic central courtyard. Commentors asked questions and provided feedback, most of which related to the sustainability and logistics of new construction. No questions or concerns were raised regarding historical resources.
June 21, 2021	Virtual	Community meeting; attendees included ARG, District officials, and members of the community. The purpose of the meeting was to discuss the background, purpose, and methodology of the HRI for Grant ES, and to solicit input from constituents/community members. This was the first community meeting following commencement of the preparation of an HRI for Grant ES. Commentors stated that the campus was built during the Depression era and has plaques installed by the Works Progress Administration (WPA) and requested that the WPA association be considered when evaluating the campus. Commentors also requested that the design team be mindful of the historic central courtyard, which is a cherished space and contains trees that pre-date the campus's construction.

[1] Meetings marked with an asterisk relate to the development of the Project but were held prior to ARG's consultation with the District, which began in April 2021.

July 20, 2021	In-person (SMMUSD FIP Offices, Santa Monica)	Focused constituent meeting; attendees included consultants from ARG and HRG, District officials, Johnson Favaro, and representatives from the Santa Monica Conservancy. The purpose of the meeting was to discuss the HRI for Grant ES and comment on proposed plans to modernize the campus. Santa Monica Conservancy provided ARG with background materials about the history of the District generally and Grant Elementary School specifically; and also commented on proposed plans for the campus presented by Johnson Favaro. The Conservancy requested that when preparing the campus HRI, that ARG take into consideration not only buildings, but other site and landscape features including the campus's formal entry sequence. (These elements of the campus were subsequently considered by ARG while preparing the HRI.)
February 7, 2022	Virtual	Facility District Advisory Committee (FDAC); attendees included ARG, District officials, the FDAC, and members of the community. The purpose of the meeting was to present the findings of the draft HRI, and to solicit input from constituents/community members about the HRI findings. Public commentors indicated agreement with the findings of the draft HRI for Grant ES. Commentors also fielded questions to District officials about future plans for the campus but generally expressed support for plans presented.
September 29, 2022	In-person (SMMUSD FIP Offices, Santa Monica)	Focused constituent meeting; attendees included ARG, District officials, Johnson Favaro, and representatives from the Santa Monica Conservancy. The purpose of the meeting was to discuss the proposed master plan for Grant ES and solicit feedback. ARG presented the findings of the HRI; Johnson Favaro presented the proposed modernization projects at Grant ES. Johnson Favaro emphasized that the historic central courtyard would be maintained, as would almost all of the buildings within the potential historic district at the campus. Santa Monica Conservancy expressed support for plans presented, and requested that the District invest in seismic strengthening of the existing campus buildings to remain.
February 7, 2023	In-person (Grant ES Auditorium, Santa Monica)	Community meeting; attendees included ARG, District officials, master plan architects (Johnson Favaro), environmental consultants (PlaceWorks), and members of the community. The purpose of the meeting was to clarify the CEQA process related to the master plan for Grant ES, and to present the master plan and the findings of the campus HRI. ARG presented the findings of the HRI. There were no questions or comments regarding the HRI findings, or about historical resources in general.

Appendix E. Resumés

Architectural
Resources Group

KATIE E. HORAK

Principal | Architectural Historian & Preservation Planner

Katie is a Los Angeles-area native and Principal in ARG's Los Angeles office. She has nearly twenty years experience in the field of historic resource management in both the public and private sectors. Katie is a recognized leader in the industry, bringing creative and innovative solutions to complex issues related to historic site documentation, management, and adaptive re-use. Katie brings expertise in policies related to the California Environmental Quality Act (CEQA), preservation tax incentives, Secretary of the Interior's Standards compliance, and issues surrounding recent-past resources and intangible heritage.

Relevant Project Experience

- University of California, San Diego, Humanities & Social Sciences Building Repair, San Diego, CA
- City of Los Angeles, Historical Housing and Land Use Study, Los Angeles, CA
- Colony 29, Rehabilitation Study and Concept Design, Palm Springs, CA
- Ocotillo Lodge, Historic Paint Palette Study, Palm Springs, CA
- Inspiration Heights Historic District National Register Nomination, San Diego, CA
- Title Insurance and Trust Company Building, Rehabilitation, Seismic Upgrade, and Historic Preservation Certification Application for Federal Historic Tax Credits, Los Angeles, CA (ongoing)
- Santa Fe Railway Depot, Historic Preservation Certification Application for Federal Historic Tax Credits, Redlands, CA (ongoing)
- City Transfer and Storage Company Warehouse, Historic Preservation Certification Application for Federal Historic Tax Credits, Redlands, CA (ongoing)
- Harrower Laboratory and Clinic, Rehabilitation Study, Glendale, CA
- Lucas Museum of Narrative Art EIR, Historical Resources Technical Report, Los Angeles, CA
- California State University Long Beach, Historic Preservation Consulting, Long Beach, CA
- The Factory at Robertson Lane, Historic Preservation Consulting and Technical Report under CEQA, West Hollywood, CA
- Founders Church of Religious Science, Paul R. Williams, National Register Nomination and HSR, Los Angeles, CA
- Former MCA Headquarters, Paul R. Williams, Beverly Hills Landmark Application, Beverly Hills, CA
- Beverly Fairfax Historic District Historic Resources Survey and National Register Nomination, Los Angeles, CA
- Claremont McKenna College, Historical Resources Technical Report under CEQA, Claremont, CA
- CBS Television City, Historic Consulting, Los Angeles, CA

Education

Master of Heritage Conservation, University of Southern California

University of Oregon, Eugene Historic Preservation Field School in Canova, Italy

Bachelor of Arts, Art (Painting/Drawing), Whitworth College, Spokane, Washington

Meets the *Secretary of the Interior's Professional Qualifications Standards* in Architectural History

Memberships

President-Elect, Docomomo US

Founding President, Docomomo US, Southern California Chapter

Los Angeles Conservancy

Society of Architectural Historians, Southern California Chapter

Los Angeles Headquarters Association (LAHQ)

Academic Involvement

Adjunct Assistant Professor, University of Southern California.

Current courses taught: *Introduction to Historic Site Documentation*, and *Advanced Documentation: Historic Resources Surveys*

- The Barker Bros, 722 S. Broadway Rehabilitation, Los Angeles, CA
- Pomona College Master Plan EIR, Historical Resources Technical Report under CEQA, Claremont, CA
- Century Plaza Hotel, Historical Resources Technical Report under CEQA, Los Angeles, CA
- 86 S. Fair Oaks, Central Park Apartments, Entitlements Consulting and Concept Design, Pasadena, CA
- Los Angeles Union Station, Historic Structures Report and on-going Historic Preservation Consultation, Los Angeles, CA
- First Congregational Church, Adaptive Re-Use Study, Pasadena, CA
- Arcade Lane Rehabilitation Study, Pasadena, CA
- Claremont Museum of Art at the Depot, Adaptive Re-Use Design Review, Claremont, CA
- Norms Restaurant La Cienega, Historic Structures Report and Design Review, Los Angeles, CA
- SurveyLA, Los Angeles Citywide Historic Resources Survey: Citywide Historic Context Statement (The Ranch House and Los Angeles Modernism), Pilot Survey, Groups 1, 2, 4, 5, 6, 7, 8, 9, and 10 Surveys
- One Bunker Hill, Mills Act Application, Los Angeles, CA
- Hollywood Riviera, Mills Act Application, West Hollywood, CA
- Bay Cities Guaranty Building (Clock Tower Building), Mills Act Application, Santa Monica, CA
- City of Santa Rosa Downtown Station Area Historic Resources Survey Update, Santa Rosa, CA
- Dana Point Citywide Historic Resources Survey, Dana Point, CA
- Historic Signs Survey and Ordinance Review, Burbank, CA
- Beverly Hills Citywide Historic Resources Survey, Beverly Hills, CA
- Arcadia Citywide Historic Resources Survey, Arcadia, CA
- City of Redlands, Historic Context Statement, Redlands, CA
- Santa Monica Citywide Historic Resources Inventory (HRI) Update, Santa Monica, CA
- Casa Verdugo, Historic District Survey, Evaluation Report and Historic Context Statement, Glendale, CA
- South Cumberland Heights, Historic District Survey, Evaluation Report and Historic Context Statement, Glendale, CA
- City of La Cañada Flintridge, Historic Context Statement and Historic Resources Inventory Update, La Cañada Flintridge, CA
- University of California, San Diego, Campus-wide Historic Resources Survey, San Diego, CA
- View Park Historic District National Register Nomination, Los Angeles County, CA

- Niodrara Drive Historic District Evaluation, Glendale, CA
- Modern Architecture Database (content development), for the Los Angeles Conservancy's Curating the City: Modern Architecture in Los Angeles, Los Angeles, CA
- Harry Cohn Estate, 1000 N. Crescent Drive, Landmark Nomination and Rehabilitation, Beverly Hills, CA
- Village Green, Historic Structures Report and Mills Act Application, Los Angeles, CA
- Miracle Mile Historic Preservation Overlay Zone, Historic Resources Survey, Los Angeles, CA
- Jefferson Park Historic Preservation Overlay Zone, Historic Resources Survey, Los Angeles, CA
- Balboa Highlands Historic Preservation Overlay Zone, Historic Resources Survey (in collaboration with community volunteers), Los Angeles, CA
- Windsor Village Historic Preservation Overlay Zone, Historic Resources Survey (in collaboration with community volunteers), Los Angeles, CA
- Country Club Park Historic Preservation Overlay Zone, Historic Resources Survey (in collaboration with community volunteers), Los Angeles, CA
- Garvanza Historic Preservation Overlay Zone, Historic Resources Survey, Los Angeles, CA
- Carthay Square Historic Preservation Overlay Zone (pending), Historic Resources Survey (in collaboration with community volunteers), Los Angeles, CA
- Oxford Square Historic Preservation Overlay Zone, Historic Resources Survey, Los Angeles, CA
- Garden Apartments of Los Angeles County, Historic Context Statement, Los Angeles, CA
- Historic District Assessment Report, San Vicente Apartments, Santa Monica, CA
- Reeder Citrus Ranch, Historic Structures Report, Montclair, CA
- Reno Southern Pacific Railroad Depot, Historic Structure Report, Reno, NV
- Rockhaven Sanitarium, Historic Resource and Conditions Assessment, Glendale, CA
- 844 South Plymouth Blvd, Historic-Cultural Monument Nomination, Los Angeles, CA
- Dunsmuir Flats, Historic-Cultural Monument Nomination (in collaboration with the owner), Los Angeles, CA
- Edinburgh Bungalow Courts, Historic-Cultural Monument Nomination, Los Angeles, CA
- University of Southern California, Historic Resources Survey, Los Angeles, CA
- Figueroa Corridor, Historic Context Report, Los Angeles, CA
- La Rosita Drive-Thru, Historic Resource Assessment and Design Review for compliance with *The Standards*, Redlands, CA
- Alta Heights, Historic Resources Survey, Napa, CA

- YMCA of the East Valley, Historic Resource Evaluation under Section 106, Redlands, CA
- On-Call Historic Preservation Services, Cities of Culver City and Santa Monica, CA

Selected Lectures & Speaking Engagements

- "Culture, Community, and the Holiday Bowl," *Save As: NextGen Heritage Conservation* podcast, featured interviewee. December, 2021
- "Minoru Yamasaki and the 'World's Most Beautiful Hotel'" Preserving the City of the Future: Civic and Corporate Los Angeles in the 20th Century, Los Angeles County Museum of Art (LACMA), June 2019
- "Preservation Possibilities for 1990s Architecture," Preserving the Recent Past Conference, Los Angeles, March 2019
- "Los Angeles Union Station's Historic Structure Report," AIA Taliesin Colloquium, Taliesin West, Arizona, Feb. 2019
- "Implementing Heritage Surveys and Digital Inventories," National Trust for Canada Conference, Fredericton, New Brunswick, Oct. 2018
- Speaker at California Preservation Foundation Conference, "Tour of Los Angeles Union Station.", May 2017
- "Historic Surveys and Designation: From Identification to Nomination." California Preservation Foundation Workshop, January 2016.
- "Beyond Mid-Century Modern," California Preservation Conference, May 2015.
- "How to Measure Integrity in Historic Resources," Palm Springs Modernism Week, February 2015, and California Preservation Conference, May 2015.
- "Garden Apartments: Rehabilitating 20th Century Multifamily Garden Apartments for the 21st Century," Traditional Building Conference, Los Angeles, CA, Nov. 2013.
- "Current Trends in Historic Resources Surveys for Preservation Planning," California APA Conference, Visalia, CA Oct. 2013.
- "Know Your Strengths: Innovative Historic Resources Surveys," National Preservation Conference, Spokane, WA, Oct. 2012.

Publications

- Contributions to *Surveys and Inventories for Urban Heritage Management: Lessons from Los Angeles and Beyond*, J. Paul Getty Trust. Expected publication, 2023.
- "Partly Modern and Partly 'Other': Architecture of the 1990s." *Peak Cambrian: Architecture 1993*. edit by Daniel Paul, Docomomo US, July 2018.

Architectural
Resources Group

ANDREW GOODRICH

AICP, Senior Associate | Architectural Historian & Preservation Planner

Andrew is an Architectural Historian and Preservation Planner in ARG's Los Angeles office, with a joint background in city planning and historic preservation and formal training in both fields. His academic and professional pursuits have led him to develop an interest in how public policy can be used to enliven the historic built environment. He also brings an understanding of urban landscapes and is versed in Geographic Information Systems (GIS) software. A Los Angeles-area native with a keen interest in the region and its history, Andrew has been practicing in the preservation planning field since 2008 and worked for various public and not-for-profit agencies prior to joining ARG. At ARG, he has managed and contributed to numerous historic resource surveys and historic context statements that have ranged in scale from entire cities, to college campuses, and down to individual neighborhoods. His experience also includes landmark nominations, historic property assessments, and rehabilitation incentives.

Relevant Project Experience

- City of San Gabriel Historic Context Statement, San Gabriel, CA
- California State University, Long Beach, Historic Preservation Consulting Services, Long Beach, CA
- California State University, San Bernardino, Master Plan Update, Historic Resources Evaluation Report, San Bernardino, CA
- University of California, Berkeley, Long Range Development Plan CEQA Technical Report, Berkeley, CA
- University of California, San Diego (La Jolla Campus), Campus-Wide Historic Context Statement, Historic Resources Survey and CEQA Technical Report, La Jolla, CA
- University of California, San Diego (Hillcrest Campus), Campus-Wide Historic Context Statement, Historic Resources Survey and CEQA Technical Report, San Diego, CA
- Pomona College, Historical Resources Technical Report for CEQA, Claremont, CA
- City of La Cañada Flintridge, Historic Resources Inventory Update, La Cañada Flintridge, CA
- City of Dana Point, Historic Resources Inventory Update and On-Call Historic Preservation Consulting Services, Dana Point, CA
- City of Santa Monica, Historic Resources Inventory (HRI) Update, Santa Monica, CA
- Community Redevelopment Agency of the City of Los Angeles (CRA-LA), Historic Resources Survey of the Hollywood Redevelopment Plan Area, Los Angeles, CA
- SurveyLA, Los Angeles Citywide Historic Resources Survey, Group 6 Surveys (Arleta-Pacoima, Mission Hills-Panorama City-North Hills), Group 7 Surveys (Boyle Heights, Wilshire), Group 8 Surveys (Northridge, Chatsworth-Porter Ranch), Group 10 Surveys (Central City)

Education

Master of Heritage Conservation, University of Southern California

Master of Planning, Concentration in Economic Development, University of Southern California

Bachelor of Arts, Urban Studies and Planning, University of California, San Diego

Meets the *Secretary of the Interior's Professional Qualifications Standards* in Architectural History and History

Memberships

American Institute of Certified Planners (AICP)

American Planning Association

Los Angeles Conservancy

Honors

Tau Sigma Delta, Honors Society for Architecture and Allied Arts

Pi Alpha Alpha, Honors Society for Public Affairs and Administration

Greta and Dean Wilkinson Fellow, School of Architecture, University of Southern California

Dean's Merit Scholar, Sol Price School of Public Policy, University of Southern California

- SurveyLA, Los Angeles Citywide Historic Context Statement (The Ranch House, L.A. Modernism)
- Casa Verdugo, Historic District Survey, Historic Context Statement and Evaluation Report, Glendale, CA
- South Cumberland Heights, Historic District Survey, Historic Context Statement and Evaluation Report, Glendale, CA
- Niodrara Drive, Historic District Survey and Evaluation Report, Glendale, CA
- 119 and 127-29 N. Kenwood Street, CEQA Review and Reconnaissance Survey, Glendale, CA
- City of Montclair, General Plan Update, Montclair, CA
- Founder's Church of Religious Science, National Register Nomination, Los Angeles, CA
- Tom Bergin's, Historic-Cultural Monument (HCM) Nomination and CEQA Technical Report, Los Angeles, CA
- Associated Telephone Company Building, Landmark Nomination and Mills Act Contract, Santa Monica, CA
- V. Mott Pierce Residence, Monument Nomination and Mills Act Contract, Pasadena, CA
- Constance Bennett Building, Cultural Resource Nomination, West Hollywood, CA
- 9157 Sunset Boulevard, Cultural Resource Nomination, West Hollywood, CA
- John Parkinson Residence, Historical Resource Assessment Report, Santa Monica, CA
- 410 North Rossmore Avenue, Historical Resource Assessment Report, Los Angeles, CA
- Paley Center for Media, Historical Resource Assessment Report, Beverly Hills, CA
- Sportsmen's Lodge Hotel, Historical Resource Assessment Report, Los Angeles, CA
- 8001 Santa Monica Boulevard, Historical Resource Assessment Report, West Hollywood, CA
- Greenleaf Masonic Center, Historical Resource Assessment Report, Whittier, CA
- La Rosita Drive-Inn, Historical Resources Assessment Report, Redlands, CA
- Courson Park Pool and Buildings, Historical Resource Assessment Report and HABS Documentation, Palmdale, CA
- Bundy House, Landmark Assessment Report, Santa Monica, CA
- Highland Park Masonic Lodge, Historic Structure Report and Mills Act Contract, Los Angeles, CA
- Patio del Moro, Mills Act Contract, West Hollywood, CA
- Crescent Heights Methodist Church, Mills Act Contract, West Hollywood, CA
- Robertson Lane, Historical Resources Technical Report for CEQA, West Hollywood, CA
- Formosa Café, Character-Defining Features Study, West Hollywood, CA

- Capistrano Seaside Inn, Rehabilitation Study, Dana Point, CA
- Hemet Stock Farm, Rehabilitation Study, Hemet, CA

*Related Professional Experience**

- Mills Act Contract processing and implementation (multiple properties), West Hollywood, CA
- Rehabilitation Incentives Program for Historic Multi-Family Properties, West Hollywood, CA
- Cultural Resource nomination processing (multiple properties), West Hollywood, CA
- Los Angeles Conservancy, L.A. Garden Apartment Network, Los Angeles, CA
- Greater Golden Hill Historic Context Statement and Reconnaissance Survey, San Diego, CA
- Historical Resource nomination processing (multiple properties), San Diego, CA
- Historic-Cultural Monument nomination processing (multiple properties), Los Angeles, CA
- Cultural Heritage Ordinance, Revisions and Comprehensive Update, Los Angeles, CA

**work performed prior to joining ARG*

Architectural
Resources Group

JUSTINE M. LEONG

AIA, LEED BD+C | Senior Associate | Project Architect

Justine is a California registered architect with over 25 years' experience in architecture and preservation. A native Angeleno, Justine's dedication to Historic Preservation is embodied in her extensive professional career and volunteer work within the preservation community. She is fully committed to Historic Preservation and has worked with many clients in rehabilitating and adaptively reusing many significant landmarks in the region. She is currently Vice-Chair of the AIA-Los Angeles Historic Resources Committee. She is active in and has served on the Board of the Highland Park Heritage Trust. Prior to living in Los Angeles, Justine served on the City of San Jose's Historic Landmarks Commission from 2002-2006, and led their Design Review Committee. Justine is well-acquainted with preservation rewards and challenges in both the Bay Area and Los Angeles.

Relevant Project Experience

- Huntington Rose Garden Tea Room, Renovation, San Marino, CA
- Cannon Plaza, Conversion of Occidental College's Taylor Pool into Outdoor Courtyard, Los Angeles, CA
- French Market Building Disassembly and Reconstruction, West Hollywood, CA
- UCSF BOMA calculations for Children's Hospital Oakland Research Institute (CHORI), Oakland, CA
- The Title Insurance and Trust Company Building, 433 S. Spring St, Rehabilitation and Seismic Upgrade, Los Angeles, CA
- Los Angeles Union Station Central Plant Heating and Air Conditioning Rehabilitation to Historic Station; Design Guidelines-Tenant Improvements, Retail Store and Kiosk Design, Los Angeles, CA
- The Barker Bros 722 S. Broadway Rehabilitation, Los Angeles, CA
- Redlands Santa Fe Train Depot, Rehabilitation, Redlands, CA
- Rondor Building, Adaptive Reuse into Brewery, Redlands, CA
- Glendale City Hall, City Clerk's Office Renovation, City of Glendale, CA
- Rowan Elementary School, Historic Preservation Consultant for review of HVAC upgrades Los Angeles, CA
- The Barn at Deukmejian Wilderness Park, Mechanical, Plumbing and Electrical Systems, Glendale, CA
- William Andrews Clark Memorial Library, University of California Los Angeles, Seismic Upgrade and Book Storage Expansion, Los Angeles, CA

Education

Bachelor of Architecture, California Polytechnic State University, San Luis Obispo, CA

Czech Technical University, Prague, Czechoslovakia, Summer Design Studio

Meets the *Secretary of the Interior's Professional Qualifications Standards* in Architecture and Historic Architecture

Registration

Registered Architect, State of California No. C-28963

LEED Accredited Professional

Memberships

American Institute of Architects, Los Angeles Chapter

U.S. Green Building Council (USGBC) – Los Angeles Chapter

Highland Park Heritage Trust

Los Angeles Conservancy

Western Chapter of Association for Preservation Technology (WCAPT)

California Preservation Foundation (CPF)

National Trust for Historic Preservation

- Gilmore Adobe Rehabilitation, Los Angeles, CA
- 1000 North Crescent Drive, Residential Remodel and Garage Addition, Beverly Hills, CA
- 72- 92 North Fair Oaks Avenue, Façade Improvements and Courtyard Renovation, Pasadena, CA
- California Institute of Technology, Linde + Robinson Laboratory, Center for Global Environmental Science, Pasadena, CA
- The Huntington Library, Art Collections, and Botanical Gardens, Education and Visitor Center, San Marino, CA
- The Huntington Library Tea Room, Historic Step and Rail Rehabilitation, San Marino, CA
- Pacific Mutual Historic Structure Report, Downtown Los Angeles, CA
- Wattles Estate, Historic Preservation Consultant for the Rehabilitation of Wattles Estate Italian Gardens, Hollywood, CA
- Hollywood Palladium, Exterior Renovation, Hollywood, CA
- Death Valley Visitor Center Schematic Design, Death Valley National Park, CA
- Pasadena Conservatory of Music, Minor Conditional Use Permit Drawings, Pasadena, CA
- 419 Spring Street Hotel, Adaptive Reuse of Office to 180- room Hotel, Downtown Los Angeles, CA
- Santa Barbara Airport, Historic Airline Terminal Relocation and Rehabilitation, Goleta, CA
- South Pasadena Public Library, Community Room Ramp, South Pasadena, CA
- Rockhaven Sanitarium, Historic Resource and Conditions Assessment Report, Montrose, CA
- Rapp Saloon, Weatherproofing Investigation Report, Santa Monica, CA
- Tesoro Adobe Historical Park aka “Harry Carey Ranch”, Maintenance & Treatment Recommendations Report for Tesoro Adobe Historical Park, Valencia, CA
- Little Country Church of Hollywood, Schematic Design for Adaptively Reusing the Church and Gardens, Hollywood, CA
- Lincoln Place Apartments, Historic Preservation Consultant, Design Guidelines for New Construction in Historic District Design Guidelines for Rehabilitation of Historic District Buildings and Landscapes, Venice Beach, CA
- Jensen’s Recreation Center, New Storefronts and Façade Improvements to Historic Masonry Building, Echo Park, CA

*Additional Professional Experience**

- Occupational Training Institute, Relocation of Modular Structures, De Anza Community College, Cupertino, CA
- Stone Church of Willow Glen, Renovation and Addition of Historic Church, San Jose, CA

- Booksin Elementary School, New Classroom Building, San Jose, CA
- Capuchino High School Phase I & II, Additions & Modernizations, San Mateo, CA
- 530 Ramona Street, Historic Renovation and Addition of Building in Historic District, Palo Alto, CA
- Central Park Teen Center, Adaptive Reuse of Existing Library into Teen Center, Fremont, CA
- Town of Oakhurst, Design Guidelines, Oakhurst, CA
- Town of Santa Paula, Guidelines for Revitalization, Santa Paula, CA

**Work performed prior to joining ARG*

Publications

- "Four Buildings Under the Gun: Essay for IBM Building 25", San Jose, Calif., AIArchitect News Volume 15, March 7, 2008

Speaking Engagements

- APT National Conference, Buffalo, September 2018
- Salvage Workshop, California Preservation Fountain (CPF), September 2018
- Docomomo NW/APT PNW Chapter Symposium, September 2017