HISTORICAL RESOURCES EVALUATION
THE HARKER SCHOOL, BUCKNALL CAMPUS

4300 BUCKNALL ROAD
SAN JOSÉ, SANTA CLARA COUNTY, CALIFORNIA



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TABLE OF CONTENTS

INTRODUCTION AND SUMMARY OF FINDINGS 1

DESCRIPTION OF BUILT ENVIRONMENT RESOURCES 5

Setting 5
The Campus Landscape 5
Recreation facilities 10
Swimming Pool 10
Playgrounds 10
Courts and Field 10
Buildings 12
Building 100 12
Building 200 15
Building 300 18
Library 19
Buildings 400 & 500 21
Other Structures 23

HISTORIC CONTEXT 24

Foundation and Growth of San José 24
History of the Project Area 25
The Architects 27
Midcentury School Architecture 27

SIGNIFICANCE EVALUATION AND RECOMMENDATIONS 29

California Register of Historical Resources 29
Integrity Statement 30
CRHR Significance Evaluation 30
San José City Landmark Designation 32
Landmark Evaluation 32

FINDINGS AND CONCLUSIONS 33

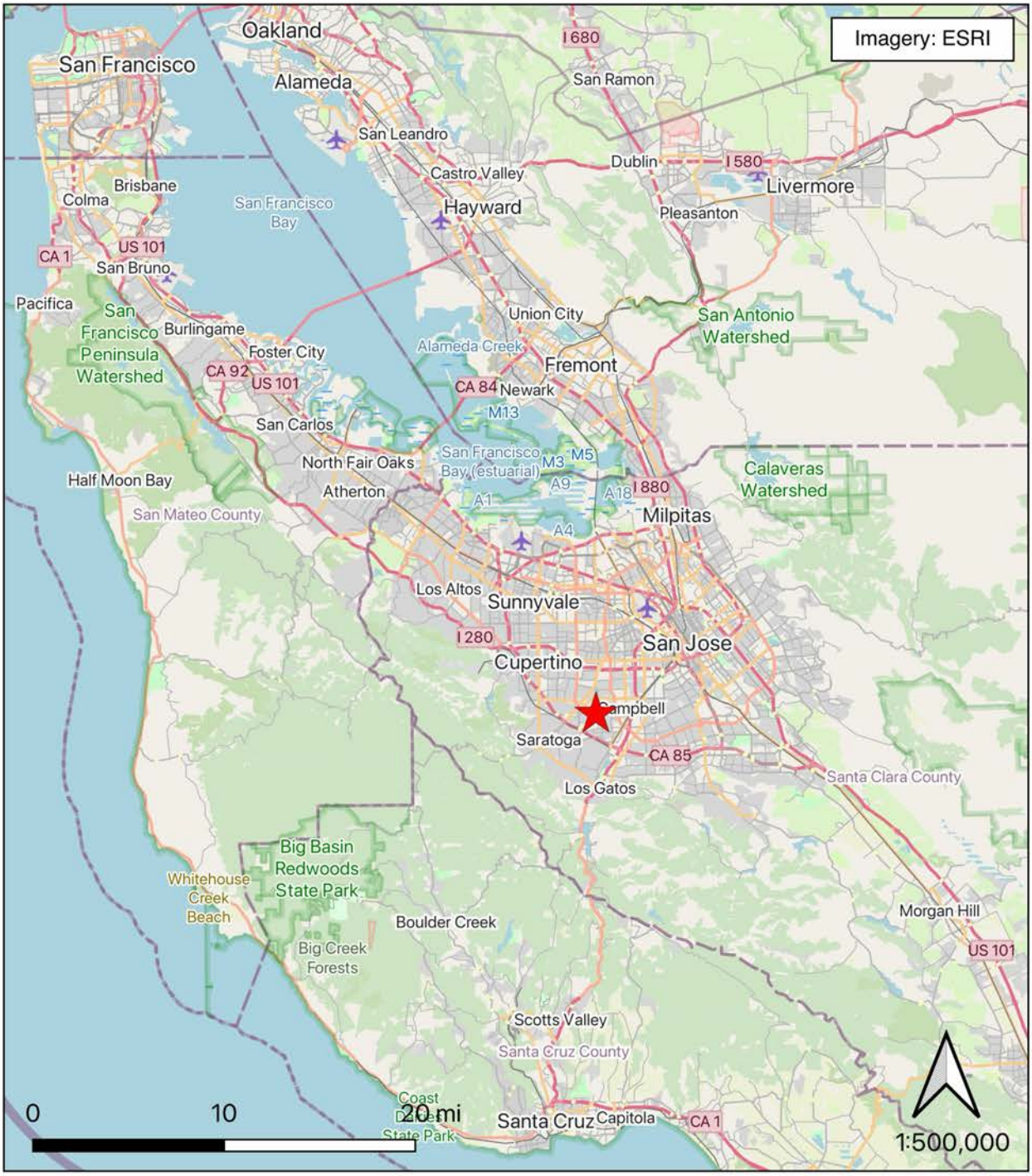
REFERENCES 34

APPENDIX 1: DPR 523 FORMS

INTRODUCTION AND SUMMARY OF FINDINGS

A project is proposed for the Harker School, Bucknall Campus, at 4300 Bucknall Road in San José, Santa Clara County (APN 403-59-012). The 8.9-acre project site is currently developed with six buildings (built between 1955–2001), a portable, a swimming pool, recreational facilities, and three parking lots. The proposed project would include the construction of a two-story multi-purpose building with one-level of below grade parking on the existing school campus to support an increase in enrollment from 580 to 650 students. The project would require the demolition of an existing library building on the north side of the campus and modifications to surface parking lots and drop-off zones. Additionally, the proposed project would demolish a portable building located on the eastern side of the campus. The grounds of the school around the gymnasium and new multipurpose building will be redesigned with new landscaping and play areas. This would include a relocated basketball area, running track, playground, seating area, and various landscaping features.

To determine whether the proposed project would cause a substantial adverse change in the significance of a historical or archaeological resource (as defined in the CEQA Guidelines [14 CCR §15064.5]), Archaeological/Historical Consultants (A/HC) of Oakland, California, was retained to evaluate whether the buildings over 45 years old at the Harker School, Bucknall Campus, (the "project area") are eligible for the California Register of Historic Resources (CRHR) or under the San José City Landmark criteria as defined in the San José Code of Ordinances (§13.48.110[H]). Based on a built environment survey conducted July 10, 2025, and historical research, our determination is that the buildings at the Bucknall Campus do not appear to be eligible for the CRHR, nor do they appear eligible for listing in the San José Historic Resources Inventory as a City Landmark, individually or as a historic district.



Project Location Map

Harker School, Bucknall Campus
San José, CA

Legend
★ Project Location

Figure 1: Location Map

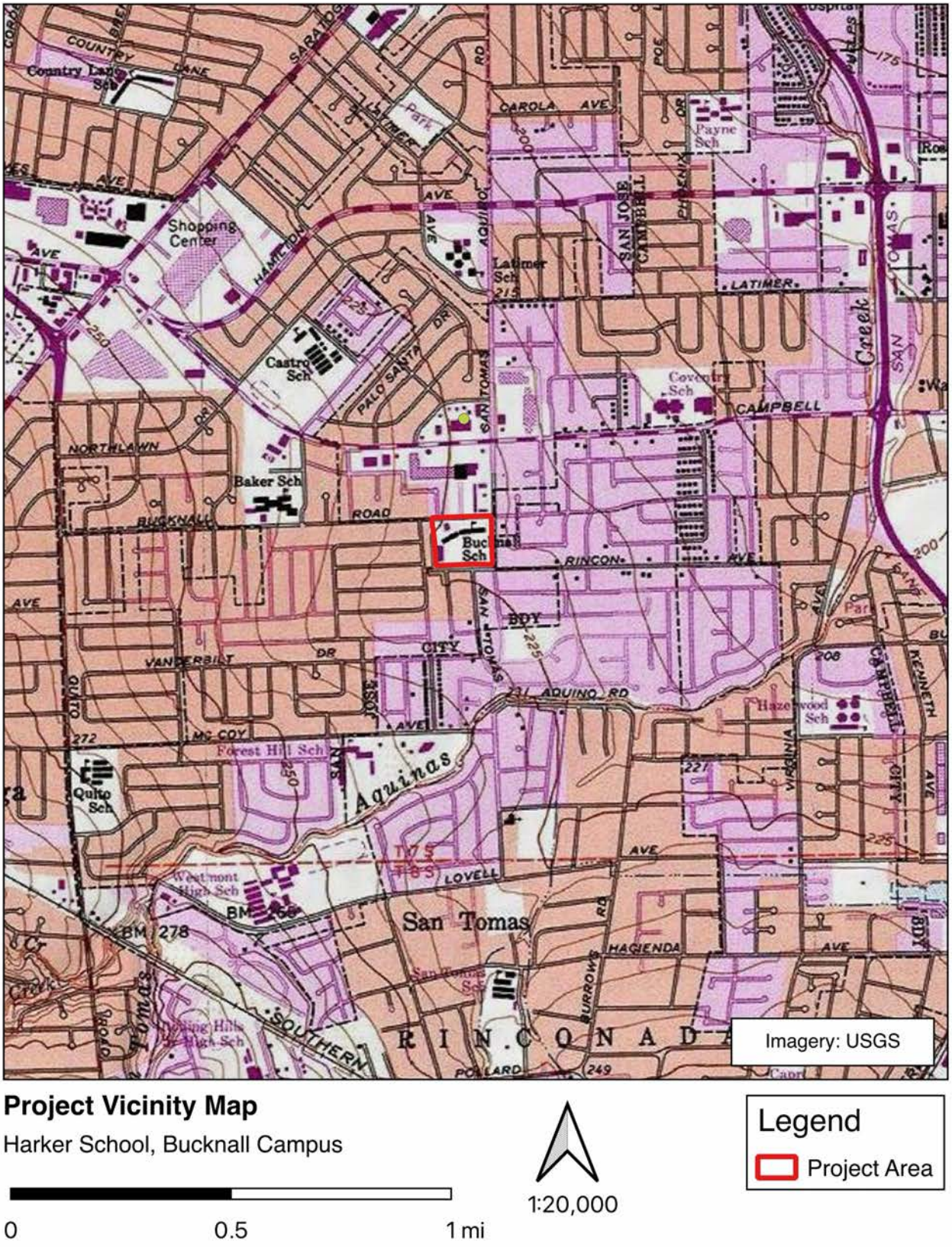


Figure 2: Vicinity Map



Figure 3: Project Area Limits

DESCRIPTION OF BUILT ENVIRONMENT RESOURCES

SETTING

The Bucknall Campus of the Harker School at 4300 Bucknall Road is located in west San José, in a portion of the city sandwiched between Campbell and Saratoga. The school is bounded by Bucknall Road on the north, S San Tomas Aquino Road on the east, Rincon Avenue on the south, and a row of 10 single-family homes fronting on Weston Drive on the west. The surrounding neighborhood is residential and completely built out with primarily single-family homes built in the 1960s; the area across Bucknall Road to the north, however, features newer construction. There is some commercial development about 500 feet north of the school at the intersection of W Campbell Avenue and S San Tomas Aquino Road, and San Tomas Park is located about 750 feet southeast of the school.

THE CAMPUS LANDSCAPE

The Bucknall Campus is set on an 8.9-acre rectangular flat lot and consists of six buildings, two portables, recreational facilities, and three parking lots. There are four vehicular entrances to the campus – one accessing the northwest parking lot from Bucknall Road, one accessing the southwest parking lot from Rincon Avenue, one accessing a service road from S San Tomas Aquino Road that runs through the center of the campus to the Grades 1-3 basketball courts, and the main driveway. This driveway enters the campus from Bucknall Road and is U-shaped; the northeast staff parking lot connects with the east arm of the U, and there is an area landscaped with wood chips, lavender, Lily of the Nile, Ditch lily, and a mixture of trees including Bradford pears and redwoods within the arms of the U.

Within the campus, concrete pathways connect the buildings, parking lots, and recreational facilities. Various areas of the campus are fenced off, primarily by black chain link fences. Throughout the campus, there are trees, shrubs, and hedges that commonly include Lily of the Nile, Japanese pittosporum hedges, Crepe myrtles, Chinese pistaches, redwoods, and maples.

The main landscaping features of the campus are as follows:

- The front entrance to the school is from the main driveway. A metal fence and gate line the driveway; the gate leads to a circular area between Buildings 100 and 200 that is planted with a young Crepe myrtle in the center and Japanese pittosporum alternating with Lily of the Nile. Low, curved, concrete bench walls are set at intervals around this landscape feature.
- Past this circular landscaping area, there is a black chain link fence between buildings 100 and 200. There are gates to enter the school at the center of the fence and by Building 200. Beyond the fence, Buildings 100 and 200 are connected by a covered walkway.
- A front lawn is located behind Building 100 in the northeast part of the campus.
- Outdoor areas with seating and tables are located in front of and behind Buildings 200 and 400, and behind Buildings 100 and 300.

- A pomegranate hedge interspersed with Chinese pistaches runs between the service road and Building 100; it is named "Leonard Way" after former Harker Primary School Division Head Sarah Leonard.
- A number of mature trees surround the library, including maple, Chinese elm, and redwoods along Bucknall Road.
- Twelve mature oaks are located on the west property line behind Building 300.
- Mature Coast redwoods line the southern and eastern sides of Rincon field, shielding it from Rincon Avenue and S San Tomas Aquino Road.
- A bronze statue in front of the library entrance depicts two children reading on a bench.



Figure 4: Circular landscaping at main entrance



Figure 5: Site plan of the Harker School, Bucknall Campus



Figure 6: Bucknall Road driveway (top); main entrance gate (bottom)



Figure 7: Service road with pomegranate hedge and seating



Figure 8: Front lawn with staff parking lot (left); library sculpture (right)

RECREATION FACILITIES

SWIMMING POOL

The swimming pool was built c. 2000 and is located between Buildings 400 and 500. It is L shaped and measures 75 feet long and 80 feet wide. The pool area has two sets of metal bleachers, a storage shed, and pool equipment covered by a canopy.

PLAYGROUNDS

There are three playgrounds on campus, all of which have age-appropriate play equipment and have wood chips as ground covering. The kindergarten playground is located between Buildings 200 and 300; it is circular and features a concrete pathway used as a tricycle track around a play structure, with a sandbox, turf area, "tiny town" building façades, and a storage shed surrounding the track. Within the play area itself are two mature redwoods, and the playground is surrounded by oak trees.

The Grades 1-3 playground is rectangular in shape and located at the south end of the Grades 1-3 basketball courts. The Grades 4-5 playground is square in shape and located behind Building 400 next the seating area. There are an American sycamore and a Crepe myrtle next to the playground.

COURTS AND FIELD

The Grades 1-3 basketball courts are located between Buildings 300 and 400. The courts consist of three basketball courts as well as areas for wallball, four-square, and tetherball. The Grades 4-5 Basketball courts also have three courts and wallball and tetherball; they are located south of the swimming pool. Rincon Field is a grassy sports field measuring 450 by 190 feet. It takes up most of the southeast quadrant of the campus.



Figure 9: Swimming pool



Figure 10: Clockwise from top – Rincon field; Grades 1-3 playground; Kindergarten playground; Grades 1-3 basketball courts; wallball, seating, and Grades 4-5 playground behind Building 400

BUILDINGS

BUILDING 100

Building 100 is the oldest building on the campus, built in 1955. It is located to the west of the entry courtyard and contains the teachers' lounge, two storage rooms, offices, the testing room, 10 classrooms, bathrooms, the sprinkler room, and the uniform exchange. The one-story building is horizontal in plan along an east-west axis, one classroom in depth, and measures approximately 340 by 32 feet. The roof is divided into two sections; a shed roof with clerestory windows composes the main roof section, and north side of the roof is a flat strip with HVAC housing mounted on top. The shed roof is covered in tar and gravel, while the flat section appears to be covered in synthetic roofing material.

The front of the building faces south; here the eaves of the shed roof extend 10 feet to cover a concrete walkway. The eaves are supported by thin, round metal poles. On the rear (north) of the building, the eaves extend three feet, and on the west side, a walkway covering extends six and a half feet from the building and is supported by thin, round, metal poles. The entire building is clad in stucco; all doors are made of wood, some with partial glazing, and all windows are set in wood frames.

At the west end of the front (south) façade of Building 100, the breakroom door has two transoms. It is flanked by large, fixed windows, one to the left (west) and three to the right (east), all of which have operable hopper transoms. Each classroom has a door with a narrow, vertical light and a row of operable hoppers at ceiling level. There are banks of metal lockers outside the classroom. Towards the center of the front façade is a recessed area with the sprinkler room, uniform exchange room, and two bathrooms. The bathroom doors each have a sidelight and large transom of frosted glass.

On the rear (north) façade, the classrooms each have partially glazed doors with fixed transoms and rows of fixed windows with operable hopper transoms. An attached area enclosed by a chain link fence and covered in corrugated fiberglass is used as an art patio. There are also two small sheds adjacent to the building on this side.

The west side of Building 800 has a partially glazed door, two fixed windows, and a bulletin board. The building's east side is mostly obscured by a cinderblock enclosure with metal gates on its north and south sides. This enclosure is a later addition.



Figure 11: Building 100 front (south) façade (top); rear (north) façade (middle); west façade (bottom)



Figure 12: Clockwise from top – Building 100 rear façade; teacher's lounge; bathrooms; classroom doors on rear façade; front (south) walkway and classroom doors

BUILDING 200

Building 200 was built in 1958, shortly after Building 100, and is very similar in style. It is located to the east of the entry courtyard and contains the main office and reception area, the nurse's office, the fire panel room, five classrooms, and bathrooms. The one-story building is L-shaped, with the short leg of the L (containing the main office) on the west, adjacent to the entry courtyard and front gate. The long leg of the L is one classroom in depth and measures approximately 160 by 32 feet along a northeast-southwest axis. The building is clad in stucco. All doors are made of wood, and all windows are set in wood unless noted below.

The roof of the office section is flat and covered in synthetic roofing material; the eaves project on the east side about 10 feet to cover the adjacent walkway and are supported by round metal poles. Elsewhere on the office section, the eaves project roughly three feet. The main office is accessed on the east side through partially glazed, paired doors with a transom. Flanking the entrance area are three groups of three windows, one group to the left (south) and two to the right (north); each window is fixed with an operable hopper transom. The north side has a door to the nurse's office, and the west side has a row of operable hoppers at ceiling level. The southeast corner of the office section was enclosed at a later date; it consists of a fully glazed aluminum door with transom on the east side and four large, fixed aluminum windows over a base of a metal panels (two on the east side and two on the south).

The classroom section of Building 200 is similar to Building 100, with the roof divided into two sections, a shed roof with clerestory windows and a flat strip with HVAC housing mounted on top. The shed roof is covered in tar and gravel, while the flat section appears to be covered in synthetic roofing material. The front of the classroom section faces south; here the eaves of the shed roof extend about 13 feet to cover a concrete walkway. The eaves are supported by round metal poles. On the rear (north) of the building, the eaves extend three feet.

On the front of the classroom section, each classroom has a door with a narrow, vertical light and a row of operable hoppers at ceiling level. At the west end, there is a recessed entrance to the bathrooms; each bathroom door each has a sidelight and two operable hopper transoms of frosted glass. Between the bathrooms is a door to a storage closet and a drinking fountain.

On the rear (north) of the classroom section, each classroom has a partially glazed door with transom and rows of fixed windows with operable hopper transoms. The bathrooms at the west end have operable hopper transoms of frosted glass. There is a shade structure attached to the rear of Building 200 at the west end which covers picnic tables.

The building's west side is mostly obscured by a cinderblock enclosure with metal gates its west side. This enclosure is a later addition.



Figure 13: Building 200 east side of office section (top); south façade (middle); west façade (bottom)



Figure 14: Clockwise from top – Building 200 rear (north façade); bathrooms; doors to school office; walkway on south side; west side of office section

BUILDING 300

Built c. 1965, Building 300 is located on the west side of the campus and contains nine classrooms, student and staff cafeterias, kitchens, and bathrooms. Made of steel post and beam construction, it is one-story, rectangular in plan, clad in stucco, and measures approximately 168 by 70 feet. The roof is gabled and covered in tar and gravel. The eaves are deep, projecting 8' 10" on the north, west, and south sides and 10' 2" on the east side where it extends to cover the walkway. Doors are wood, some with partial glazing and transoms, and all windows are set in aluminum.

The front (east) façade of the building faces the courts. Rows of large, fixed windows set over plywood panels run the entire length of the façade. At the south end of the east façade, there is a recessed entrance to the bathrooms; the men's and women's bathroom doors each have a sidelight and two transoms of frosted glass. Between these bathrooms is a door to a staff bathroom.

The rear (west) façade also has rows of large, fixed windows set over plywood panels. A metal shade structure covers picnic tables behind the cafeteria. The north façade is decorated with wood pictures of children playing, below which area blocks of cubbies. A small wall with an arched opening has been added at each end of the north façade. The south façade is partially obscured by the addition of a cinderblock enclosure. This area of the building was modified c. 2000 when the cafeteria and kitchens were added.



Figure 15: Building 300 front (east) façade (top); north façade (bottom)



Figure 16: Building 300 rear (west) façade (top); south façade (bottom left); front (east) façade (bottom right)

LIBRARY

The library was built around the same time as Building 300, c. 1965. It is situated to the west of the main entrance to the campus, north of Building 200. Made of steel post and beam construction, it is one-story in height and made of concrete and steel beam construction. The plan consists of a trapezoid (measuring 60 feet long by 35–70 feet wide) with a rectangular projection on the south side (measuring 20 by 50 feet) that houses offices and storage. The roof is low-pitched, gabled, and covered in tar and gravel. On the library section of the building, the eaves project between five and six feet on south, west, and east sides and approximately 2.5 feet on the north side. On the office/storage section, the eaves measure approximately 1.5 feet. Doors are wood, some with partial glazing and transoms, and all windows are set in aluminum.

The main entrance is situated on the south side of the library section of the building and consists of paired doors, which have a narrow vertical light that has been painted over. The east and west sides of the library section have rows of fixed windows at ceiling level set over plywood panels. The interior of the library section is one large room with an open ceiling and visible beams.



Figure 17: Library main entrance on south façade (top); north façade (middle); west façade (bottom)



Figure 18: Library interior

BUILDINGS 400 & 500

Buildings 400 and 500 are recent additions, built c. 2000 when the Harker School took over the campus. Building 400 is the largest building on campus; it is located in the center of the property and contains a cafeteria, gymnasium, office, gymnasium, 10 classrooms, storage, and a loading dock. Made of concrete and cinderblocks, it is two-stories, irregular in plan, with a flat roof covered in synthetic roofing material. Section of the building have roof visors with composition shingle. The most notable features of Building 400 are two towers flanking the main entrance on the building's north façade. The towers have hipped roofs covered in composition shingle.

Building 500 is located on the east side of the campus and contains 13 classrooms, bathrooms, storage rooms, and a mechanical room. It is one-story, rectangular in plan, and made of concrete construction. The roof is gabled and covered in composition shingle.



Figure 19: Building 400 front (north) façade



Figure 20: Building 400 rear (south) façade (top); Building 500 south façade (middle); Building 400 northeast corner (bottom left); Building 500 northeast corner (bottom right)

OTHER STRUCTURES

Other structures on the campus include the music portable, which is located just south of Building 500 and dates to c. 2010. A second portable and storage shed are located at the southwest corner of the campus next to the southwest parking lot.



Figure 21: Music portable

HISTORIC CONTEXT

FOUNDATION AND GROWTH OF SAN JOSÉ

Seven Spanish expeditions passed through the Santa Clara Valley between 1769 and 1776, culminating in the foundation of Mission Santa Clara de Asís and the Pueblo of San José in 1777 by Father Tomás de la Peña and José Joaquín Moraga. The Pueblo of San José was California's first civil settlement – it was not associated with a Mission or a military outpost, although it was established to provide grain and other staples to the presidios in Monterey and San Francisco. The original townsite was moved in 1797 to the current location of downtown San José, about a mile further south and farther from the river, to avoid flooding (Arbuckle 1986:10-11).

During the Spanish period, the pueblo remained small; however Mexican independence brought sweeping changes, including the secularization of the missions and more opportunities for settlers to acquire land. The pueblo's population grew to 524 by 1831; it had about 40 houses at that time. Most people raised cattle for hides and tallow or grew wheat. The next few decades saw an increasing number of American settlers arrive, helping to swell the population to 900 by 1845 (CSJ 2023:41).

In 1850, San José became one of the first incorporated cities in the new state of California and its first capital. Despite losing its status as state capital in 1851, the city grew quickly, reaching a population of 9,000 by 1870 (Arbuckle 1986:65). Its growth was fueled by California's vast numbers of gold rush immigrants, who after a time mining began to look for other opportunities and places to permanently settle. As an established city, San José offered housing, commercial businesses, and other urban services like schools, churches, and community groups. It was also surrounded by extensive agricultural lands, as much of the former Mexican rancho and pueblo lands were being split up and were available to purchase (or squat). Until the mid-1860s, most of the Pueblo Lands of San José continued to be used to graze beef cattle. However, a drought in 1864 began the transition from the open-range grazing of the previous decades to the new smaller farms and orchards that would characterize the Santa Clara Valley until World War II (CSJ 2023:56-57).

Nicknamed the "Valley of Heart's Delight" and the "Garden of the World," Santa Clara dominated fruit production in the United States from 1860–1960 (Todd 2023:2). The completion of the transcontinental railroad in 1869 led to rapid expansion of orchards in the region, since fruit could be quickly transported to distant markets via rail. The number of fruit trees in the valley doubled between the 1880s and 1890s, when it reached 4.5 million. Most were prune trees, but there were also peaches, apricots, pears, cherries, and plums (Arbuckle 1986:162). Horticultural expansion in the area continued into the 20th century, peaking in the 1920s when the number of trees reached 10 million and Santa Clara County grew a third of the world's plums. At that time, 86% of Santa Clara Valley was farms; there were 7,000 of them producing 250 million pounds of fruit a year (Todd 2023:2, 4; Arbuckle 1986:163). This abundance of fruit gave rise to the associated industries of fruit processing – canning and drying – along with other light manufacturing to support the fruit industry such as box, basket, and can production.

Downtown San José first developed as a commercial center for agriculture in the 1860s and by the 20th century had become a hub for one of the nation's premier fruit-growing and exporting regions. Extensive urban growth took place after WWI, including canneries such as American Can and Continental Can, agricultural machinery companies such as the Anderson-Barngrover Company, and financial institutions such as Bank of Italy (later Bank of America) and First National Bank of San José (Arbuckle 1986; Laffey 1992). These industries, and the residential development they spurred, helped expand and transform San José into a modern American city.

The advent of World War II led to growth of a more diverse industrial base in San José and the surrounding cities, with the development of Moffett Field and the Ames Aeronautical Laboratory (later NASA Ames Research Center) and the establishment of companies including Fairchild Semiconductor, Intel, IBM, General Electric, Kaiser Permanente Cement, and Hewlett-Packard. The defense industry continued to dominate the region's economy after the war, displacing fruit processing and leading to technological innovations that sowed the seeds for the later development of Silicon Valley (Payne 1987:173-175). New industrial and engineering jobs, combined with the post-war population boom, led to an unprecedented annexation campaign spearheaded by San José City Manager Dutch Hamann (1950-1969). The city grew from 95,000 residents and 17 square miles in 1950 to 500,000 residents and 137 square miles in 1970 (Arbuckle 1986; Todd 2023:91). Suburban housing and commercial and industrial development replaced orchards and fields in areas formerly dominated by agriculture. The project area was annexed in 1958 as part of the Cherry Lane No. 1 Annexation.

HISTORY OF THE PROJECT AREA

The Moreland School District, which encompasses the project area, was established in the early 1850s and is California's oldest rural school district. The first school was located in the former home of Zechariah Moreland; this school remained the only school in the district for over a century until the post-WWII population boom led to a desperate need for more schools in the area (Stell 1978; MSD n. d.).

Under the direction of superintendent Gussie Baker, the school district began expanding in the early 1950s, opening its second school, the El Quito Park School at Paseo Presado and Bucknall Road, in 1954 (Stell 1978). In 1952, the district purchased the 10-acre project area, with the intention of building its third school on the site (Campbell Press 1952). The new school was to be called Escuela La Palma, however residents complained that the name was too complicated and voted to name it the Bucknall School (Campbell Press 1954; SJMN 1955b-c). Designed by Birge M. Clark and Walter S. Stromquist, construction on the school began in May 1955; it opened in October 1955. El Quito Park School was hosting double sessions of first and second grades for the first part of the school year. When Bucknall School opened, it held kindergarten, first grade, second grade, and special education classes (SJMN 1955b, d). A 1956 aerial photo shows Building 100 in its current configuration; the rest of the lot was vacant at that time (Aero Services Corporation 1956).

In 1957, Mrs. Baker announced that the Moreland School District had received funds from the State Department of Finance to build another wing at the Bucknall School (LGTSO 1957). The addition

included four classrooms and an administrative unit and was completed in 1958 (SJMN 1957b; Werness 1958). This addition was Building 200, which is visible in its current configuration in a 1963 aerial photo, as well as the covered walkway connecting it to Building 100 and the U-shaped driveway on Bucknall Road (AEI Consultants 2025:827). Aerial photos show recreational space south of Buildings 100 and 200 and some landscaping on the campus in 1965; construction of Building 300, the library, and the northwest parking lot was in progress that year and completed by 1968 (Cartwright Aerial Surveys 1965; 1968).

Landscaping at the school appears to have been done in stages as trees were donated to the school. The Bucknall School PTA planted 58 shrubs in 1956 and donated 11 mulberry trees in 1963; the local Girl Scout troop donated two trees in 1957; Campbell Garden Club donated six cherry trees in 1956 and holly oak trees in 1967 (SJMN 1956, 1957a, 1963, 1967; Warner 1956).

Despite its proximity to Campbell, the project area was annexed by the city of San José in 1958; this annexation was sandwiched between Saratoga and Campbell. The Moreland School District was no longer a rural district, boasting 2,700 students enrolled that year. The district estimated that the numbers would grow to 12,000 by the early 1960s; it eventually grew to 16 schools at its height (SJMN 1958; Stell 1978). As San José expanded, city and school district boundaries became more complex and confusing for many families. Children living on the west side of San Tomas Aquino Road attended Bucknall School (whether they lived in San José or Campbell) and those on the east side of San Tomas Aquino Road attended San Tomas Elementary in Campbell; others traveled almost a mile to Bucknall School instead of attending closer schools due to the way the boundary lines were drawn (Befame 1958).

Despite the oddities of the school catchment, the families of the Bucknall School were able to form a robust community. The school PTA was remarkably active – they were responsible for much of the landscaping improvements at the school and organized numerous events such as school carnivals, clothing drives, and fashion shows (SJMN 1964, 1966a, 1968, 1973; LGTSO 1973). The PTA also organized work parties to improve the school and provide teaching supplies, implemented a parent-volunteer teaching aide program, and ran the school library (SJMN 1966b, 1975).

By the 1970s, post-war population growth had stalled, and schools throughout California saw enrollment fall. Enrollment at the Moreland School District declined by almost 50 percent during this time period, and the district responded by closing schools, including six closed by 1980 (Stell 1978). By 1981, the Bucknall School had closed as an elementary school and was modified for use by the Simoneon Center for Child Development, a non-profit for children with neurological problems (Moreillon 1981). In 1983, Myschool, an experimental school, was located on the campus (SJMN 1983).

In 1997, the Harker School, a private San José school founded in 1972, took over the campus. The Harker School was expanding from K-8 to K-12 and, as part of the expansion, moved its elementary grades onto the Bucknall campus (Weimers 1997). The Harker School added Buildings 400 and 500 and recreational facilities, installed the current landscaping, and did internal modifications to the

existing buildings (including creating a cafeteria, changing room partitions, and more) between 1998–2001.

THE ARCHITECTS

Architects Birge M. Clark and Walter S. Stromquist designed the original Bucknall School building, now known as Building 100. Although they were not associated with the other buildings on campus, their original design was the model for Building 200, and clearly influenced the style of Building 300 and the library.

Birge Clark (1893-1989) grew up in Palo Alto and was the son of Stanford Art & Architecture professor, Arthur Clark. He received his Bachelor's degree in Architecture at Columbia University, and moved back to Palo Alto, where he opened his first office in 1922 (Koyl 1956:95; Repka 2024). Clark went on to design hundreds of commercial and residential buildings in Palo Alto and on the Stanford campus. His work was so prevalent in Palo Alto that it was "responsible for the remarkable visual coherence of post 1920's Palo Alto" (Boghosian and Beach 1979:66). Clark was known for what he called his signature "Early California Style," also known as Spanish Colonial Revival or Mission Revival. Over 30 of his works are listed on the Palo Alto Historic Resources Inventory and three are listed on the National Register of Historic Places (NRHP): Palo Alto Medical Clinic at 300 Homer Avenue, Palo Alto (1932); the Dunker House at 420 Maple Street in Palo Alto (1926); and the Norris House at 1247 Cowper Street in Palo Alto (1927). In addition to those works, he is also known for the Courtyard Building at 533-39 Ramona Street, Palo Alto (1927); 436-452 and 460-476 University Avenue, Palo Alto (1927); Hotel President at 480-498 University Avenue, Palo Alto (1929-1930); 532-536 Ramona Street, Palo Alto (1926); and the U.S. Post Office at 380 Hamilton Avenue, Palo Alto (1932) (Cerny 2007; PCAD n. d.; Winslow 1993).

In 1945, Clark formed a partnership with Walter S. Stromquist. Stromquist (1912-1980) received his degree in Architecture from U. C. Berkeley in 1937 and immediately began working as a draftsman for Clark that year. Their practice was based in Palo Alto, and their work included residences, public and private schools, office buildings, industrial and commercial buildings, warehouses, hospitals, and more. (PCAD n. d.; AIAA 1946). In 1957, Joseph Erlich and David F. Potter joined the firm as partners.

Clark and Stromquist's projects include Camden High School (1954), Benjamin Cory Grammar School (1949-50) in San José; Hewlett-Packard Headquarters at Stanford Industrial Park, Palo Alto (1956-57); Palo Alto Times Newspaper Plant (1948); H M Gousha Company Building in San José (1946); and the Hewlett-Packard Offices in Palo Alto (1954) (PCAD n. d.; Koyl 1956).

MIDCENTURY SCHOOL ARCHITECTURE

By the 1930s, changes in educational theory, society, and technology converged to create radical changes in school design in the United States. In this period, the philosophy of progressive education entered the mainstream of school design (Burke and Governor 2008:69). Its focus on creative thinking, hands-on learning, and thematic curricula led progressive education advocates to push for a new school architecture that was child-centered and reflected children's perception of space. Moving away from rows of desks focused on the teacher, progressive modern classrooms sought to create

flexible, child-focused spaces that permitted a variety of learning venues (large, small, formal, informal) and were adaptable throughout the day and year. Shared worktables for children, informal seating, open storage, and moveable chairs became mainstream in this period. School architects also sought to make the school a public resource by creating auditoria and multi-purpose rooms that could host community events (Hille 2011:17).

One of the first schools that adopted these characteristics was Acalanes Union High School, in Lafayette. Designed by a Fresno firm, Franklin and Kump, it was intentionally built in stages between 1939-1949. The buildings are arranged in a "finger plan" of rows of one-story classrooms connected by outdoor breezeways, whose roofs are supported by thin, round metal pipe posts (Goad 2017).

The financial constraints of the 1930s and World War II limited the construction of schools on the new plans pioneered by architects such as Richard Neutra and Franklin and Kump until after WWII, when the post-war population boom created a pressing need for more schools, especially in newly settled suburban areas. Nationwide, 20 billion dollars were spent on new schools from the end of the war through 1964 to accommodate enormous increases in student populations, particularly in California and the sunbelt states (Ogata 2008:562; Ward 2015:3). In California, enrollment in public elementary and secondary schools increased from 1.2 million in 1939-40 to 3.2 million in 1959-60, creating conditions of severe overcrowding and requiring construction of thousands of new schools in a short period of time (Snyder 1993:51).

Post-war architects initially embraced the finger plan, which became a standard for post-war school planning in suburban California (Cerny 2007; Goad 2017; Ogata 2008: 567). However, in the 1950s an alternative to the finger plan emerged: the "cluster plan" in which clusters of classrooms are grouped around a shared central courtyard. This plan retained the single-story, indoor/outdoor emphasis, and views of the finger plan schools, but allowed for a more communal setting and smaller footprint. Many California schools were built in the 1950s using hybrid finger and cluster plans, however, by the 1960s, the cluster plan school had become the dominant type of school constructed in California (Ogata 2008; Sapphos Environmental 2014).

In summary, California's mid-century schools were often expressed as Modernist, single-story buildings containing large, open-plan classrooms with high ceilings and continuous fenestration. Covered breezeways with steel poles connect the various buildings. The overall effect is strongly horizontal and functional, lacking the vertical elements, external decoration, and monumental detail typical of pre-war school architecture.

SIGNIFICANCE EVALUATION AND RECOMMENDATIONS

None of the buildings or structures on the project area have been previously listed under any local, State, or Federal historic resource designation criteria.

CALIFORNIA REGISTER OF HISTORICAL RESOURCES

In September 1992, Governor Wilson signed Assembly Bill 2881 which created more specific guidelines for identifying historic resources during the project review process under the California Environmental Quality Act (CEQA):

> A project that may cause a substantial adverse change in the significance of an historical resource is a project that may have a significant effect on the environment. For purposes of this section, an historical resource is a resource listed in, or determined eligible for listing in, the California Register of Historical Resources.[1]

Consequently, under Public Resources Code Section 21084.1, an historic resource eligible for the California Register of Historical Resources (CRHR) would by definition be an historic resource for purposes of CEQA compliance. The Final Guidelines for nominating resources to the California Register were published January 1, 1998. Under the regulations, a number of historic resources are automatically eligible or presumed to be eligible for the CRHR if they have been listed under various state, national, or local historic resource criteria. An historic resource listed in or determined eligible for the National Register is by definition also eligible for the CRHR. An historic resource listed in a local historic resources inventory is presumed to be historically or culturally significant unless the preponderance of the evidence demonstrates that it is not historically or culturally significant (CEQA Guidelines Section 15064.5(a)(2)).

In order for a resource to be eligible for the California Register, it must satisfy all of the following three criteria (A, B, & C):

A. A property must be significant at the local, State, or national level, under one or more of the following four "Criteria of Significance" (these are essentially the same as National Register criteria with more emphasis on California history):

1. the resource is associated with events or patterns of events that have made a significant contribution to the broad patterns of local or regional history and cultural heritage of California or the United States.
2. the resource is associated with the lives of persons important to the nation or to California's past.
3. the resource 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.

[1] California State Assembly, Assembly Bill 2881, Frazee, 1992. An Act to Amend Sections 5020.1, 5020.4, 5020.5, 5024.6 and 21084 of, and to add Sections 5020.7, 5024.1, and 21084.1 to, the Public Resources Code, relating to historic resources.

4. the resource has the potential to yield information important to the prehistory or history of the State or the nation (criterion 4 applies primarily to archaeological sites and not historic buildings).

B. the resource retains historic integrity; and,

C. it is 50 years old or older (except for rare cases of structures of exceptional significance).

The California Register regulations define "integrity" as ". . . the authenticity of a property's physical identity, evidenced by the survival of characteristics that existed during the property's period of significance," that is, it must retain enough of its historic character or appearance to be recognizable as an historical resource. Following the National Register integrity criteria, California Register regulations specify that integrity is a quality that applies to historic resources in seven ways: location, design, setting, materials, workmanship, feeling and association.[2]

INTEGRITY STATEMENT

The project area contains four buildings over 45 years of age (Buildings 100–300 and the library). None of the buildings have been moved, and modifications have been minor (with the exception of interior modifications). All of the buildings have good integrity of location, design, materials, and workmanship. When Building 100 was constructed in 1955, it was primarily surrounded by fields; however by 1965, the entire area was built out with single-family homes. and the shopping center has been set on a busy road with single-family homes to the north, east, and west since it was originally constructed. Buildings 100 and 200 (1958) therefore have poor integrity of setting, feeling, and association, while Building 300 and the library (both c. 1965) retain integrity of setting, feeling, and association due to their later construction.

The campus as a whole lacks integrity because of the modifications made when the Harker School bought the property, including the construction of new buildings, recreational facilities, and extensive landscaping.

CRHR SIGNIFICANCE EVALUATION

Criterion 1. The original Bucknall School (1955–c.1965) is associated with explosive post-WWII population growth seen around the country and the rapid expansion of school districts in the 1950s and 1960s as a result. The Moreland School District was one of many districts in the region and state holding double classes and constructing schools as quickly as possible; the Bucknall School was one of hundreds of schools built around the Bay Area region to accommodate increasing enrollment. The subject property does not possess special qualities that make it significant in this pattern of history, nor did research reveal any important events associated with the property. For these reasons, the buildings do not appear to be eligible under CRHR Criterion 1, either individually or as a district.

[2] The definition of integrity under the California Register follows National Register of Historic Places criteria. Detailed definitions of the qualities of historic integrity are in National Register Bulletin 15, *How to Apply National Register Criteria for Evaluation*, published by the National Park Service.

Criterion 2. Works on the history of San José and Campbell and research in local newspapers and other sources did not identify any significant principals, teachers, or students associated with the Bucknall School. It seems unlikely that school personnel or students would have historical importance under Criterion 2 of the CRHR, and accordingly the subject property does not appear to be eligible for the CRHR under this criterion.

Criterion 3. The Bucknall School was constructed in stages, which was common strategy in the 1950s and 1960s as school districts struggled to accommodate ever increasing numbers of students. The four buildings of the Bucknall School were completed between 1955–1965, but there is no indication that they were part of an overall campus design. The placement of buildings, parking lots, and other features was most likely functional. Landscaping was overseen by the PTA and seems to have been ad hoc, relying on various donations. There was no coherence or intention in the campus design. Furthermore, the campus was drastically changed c. 2000 by the Harker School, with the addition of new buildings, landscaping, and recreational facilities. For these reasons, the campus as a whole does not appear to be eligible under CRHR Criterion 3.

The first building constructed on the campus, Building 100, is typical of mid-century school architecture and is based on the popular finger plan. Its shed roof with clerestory windows, covered walkways supported by metal poles, and continuous fenestration were features on common to schools of this period. It was designed by architects Birge M. Clark and Walter S. Stromquist of Palo Alto. Clark is recognized as a preeminent Palo Alto architect; many of his works are considered significant, including at least three listed on the NRHP. Although his later work, including that with Stromquist, ventured into Modernist styles, he was primarily known for his Spanish Colonial and Mission Revival buildings in Palo Alto. The Bucknall School has not achieved any recognition as an important example of Clark and Stromquist's works and was a typical school design of its time. For these reasons, Building 100 does not appear to be eligible under CRHR Criterion 3.

The architects of Buildings 200 and 300 and the library are unknown. Building 200 is closely modeled on Building 100, with only minor variations to accommodate the office section. Building 300 and the library clearly are designed to be somewhat congruent with Buildings 100 and 200, with similar deep eaves covering walkways and continuous fenestration, but the materials (such as aluminum windows and plywood panels) were updated and more economical. Again, none of these three buildings are distinctive, as they are typical of school buildings around the state from this time period. Neither do they possess high artistic values. Therefore, they do not appear to be eligible under CRHR Criterion 3.

Criterion 4. This criterion is usually used to evaluate archaeological sites. In some cases, a built environment resource may contain useful information about construction techniques or the use of materials by builders. However, all the buildings and structures at the Bucknall Campus were constructed using materials and techniques that were typical of their period. Therefore, the property does not appear to be eligible under CRHR Criterion 4.

SAN JOSÉ CITY LANDMARK DESIGNATION

The City of San José maintains a list of City Landmarks designated by the City's Historic Landmarks Commission. Properties may be nominated for designation as a City Landmark by the City Council, the Historic Landmarks Commission, or the property owner. In order to qualify for nomination, the property should possess "historical, architectural, cultural, aesthetic, or engineering interest or value of an historical nature." In evaluating a proposed Landmark, the Historic Landmarks Commission may consider the following factors (Municipal Code §13.48.020[c]):

1. Its character, interest or value as part of the local, regional, state or national history, heritage or culture;

2. Its location as a site of a significant historic event;

3. Its identification with a person or persons who significantly contributed to the local, regional, state or national culture and history;

4. Its exemplification of the cultural, economic, social or historic heritage of the city of San José;

5. Its portrayal of the environment of a group of people in an era of history characterized by a distinctive architectural style;

6. Its embodiment of distinguishing characteristics of an architectural type or specimen;

7. Its identification as the work of an architect or master builder whose individual work has influenced the development of the city of San José;

8. Its embodiment of elements of architectural or engineering design, detail, materials or craftsmanship which represents a significant architectural innovation, or which is unique.

LANDMARK EVALUATION

As noted in the CRHR evaluations above, the buildings at the Bucknall Campus are not significant examples of themes of their period such post-WWII population growth and educational expansion in the 1950s and 1960s in the San José area, and therefore, they do not appear to have value as part of local, state, or regional history (1). Historical research did not discover any significant historic events at the project area (2), nor that any principals, teachers, or students associated with the Bucknall School were important contributors to local, state, or national culture or history (3). The project area does not exemplify aspects of the heritage of San José, nor does it portray the environment of a group of people through a distinctive architectural style (4 or 5). The buildings are typical and unexceptional and do not embody an architectural type or specimen (6). The architects of Building 100, Birge M. Clark and Walter Stromquist, were successful architects – in particular Clark, who did much of his work in Palo Alto and shaped the architectural character of that city. However, Building 100 is not one of their recognized works in San José as is, for example the H. M. Gousha building (PAST Consultants 2009:118). The architects of the remainder of the buildings are unknown, as are all of the builders (7), and the buildings do not have distinctive, significant, or important architectural qualities (8).

FINDINGS AND CONCLUSIONS

The Historic Resource Evaluation of the Harker School, Bucknall Campus at 4300 Bucknall Road in San José has determined that the buildings on the project area appear not eligible for the California Register because they are not significant under California Register Criteria 1, 2, 3 or 4. The campus also does not appear to be eligible as a historic district. Neither does it appear that any of the buildings at 4300 Bucknall Road possesses sufficient "historical, architectural, cultural, aesthetic, or engineering interest or value of an historical nature" to be designated as a San José City Landmark. Since the buildings and the campus are not historical resources, the proposed project would not adversely impact historical resources as defined in the CEQA Guidelines (14 CCR §15064.5).

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APPENDIX 1: DPR 523 FORMS

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

PRIMARY RECORD

Primary #
HRI #
Trinomial
NRHP Status Code 6Z

Other Listings

Review Code _____ Reviewer _____ Date _____

Page 1 **of** 30 ***Resource Name or #:** Bucknall School

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

***a. County** Santa Clara **and**

***b. USGS 7.5' Quad** San Jose West **Date** 2021 **T** 7S **R** 1W Rancho Quito M.D.**B.M.**

c. Address 4300 Bucknall Road City San José Zip 95130

d. UTM: Zone mE / mN

e. Other Locational Data: APN 403-59-012

***P3a. Description:** The Bucknall Campus of the Harker School at 4300 Bucknall Road is located in west San José, in a portion of the city sandwiched between Campbell and Saratoga. The school is bounded by Bucknall Road on the north, S San Tomas Aquino Road on the east, Rincon Avenue on the south, and a row of 10 single-family homes fronting on Weston Drive on the west. The surrounding neighborhood is residential and completely built out with primarily single-family homes built in the 1960s; the area across Bucknall Road to the north, however, features newer construction. There is some commercial development about 500 feet north of the school at the intersection of W Campbell Avenue and S San Tomas Aquino Road, and San Tomas Park is located about 750 feet southeast of the school.

The Campus Landscape

The Bucknall Campus is set on an 8.9-acre rectangular flat lot and consists of six buildings, two portables, recreational facilities, and three parking lots. There are four vehicular entrances to the campus – one accessing the northwest parking lot from Bucknall Road, one accessing the southwest parking lot from Rincon Avenue, one accessing a service road from S San Tomas Aquino Road that runs through the center of the campus to the Grades 1-3 basketball courts, and the main driveway. This driveway enters the campus from Bucknall Road and is U-shaped; the northeast staff parking lot connects with the east arm of the U, and there is an area landscaped with wood chips, lavender, Lily of the Nile, Ditch lily, and a mixture of trees including Bradford pears and redwoods within the arms of the U. [See Continuation Sheets]

***P3b. Resource Attributes:** HP15. Educational building

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

P5b. Description of Photo: 4300 Bucknall Road looking south from entrance on Bucknall Road 7/10/25



***P6. Date Constructed/Age and Source:**
☒ Historic ☐ Prehistoric ☐ Both
Between 1955 and 2000 (city permits and newspapers)

***P7. Owner and Address:**
The Harker School
500 Saratoga Ave
San José, CA 95129

***P8. Recorded by:**
Jennifer Ho, Archaeological/Historical Consultants
609 Aileen Street, Oakland, CA 94609
www.ahc-heritage.com

***P9. Date Recorded:** July 10, 2025

P10. Survey Type: Intensive

***P11. Report Citation**: Ho, Jennifer. 2025 *Historical Resources Evaluation Report: The Harker School, Bucknall Campus, 4300 Bucknall Road, San José, Santa Clara County, CA*. Archaeological/Historical Consultants, Oakland, CA.

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

BUILDING, STRUCTURE, AND OBJECT RECORD

***Resource Name or #** Bucknall School ***NRHP Status Code** 6Z
Page 2 **of** 30

B1. Historic Name: Bucknall School
B2. Common Name:
B3. Original Use: Educational B4. Present Use: Educational

***B5. Architectural Style:** Modernistic

***B6. Construction History:** Building 100 was constructed in 1955, and Building 200 in 1958. Building 300 and the library were built in 1965. Buildings 400 and 500, the swimming pool, current recreation areas, sheds, and portables date to c. 2000. The current landscaping was also done at this time.

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

***B8. Related Features:** Two portables and a number of sheds

B9a. Architect: Birge M. Clark & Walter S. Stromquist (Building 100) b. Builder: unknown

***B10. Significance:** **Theme** **Area**
Period of Significance **Property Type** **Applicable Criteria**

HISTORIC CONTEXT

City of San José

Seven Spanish expeditions passed through the Santa Clara Valley between 1769 and 1776, culminating in the foundation of Mission Santa Clara de Asís and the Pueblo of San José in 1777 by Father Tomás de la Peña and José Joaquín Moraga. The Pueblo of San José was California's first civil settlement – it was not associated with a Mission or a military outpost, although it was established to provide grain and other staples to the presidios in Monterey and San Francisco. The original townsite was moved in 1797 to the current location of downtown San José, about a mile further south and farther from the river, to avoid flooding (Arbuckle 1986:10-11). [See Continuation Sheets]

B11. Additional Resource Attributes:

***B12. References:** [See Continuation Sheets]

B13. Remarks:

***B14. Evaluator:** Jennifer

***Date of Evaluation:** August 2025

(Sketch Map with north arrow required.)

[See Sketch Map Page 30]

(This space reserved for official comments.)

***P3a. Description (Continued):**

Within the campus, concrete pathways connect the buildings, parking lots, and recreational facilities. Various areas of the campus are fenced off, primarily by black chain link fences. Throughout the campus, there are trees, shrubs, and hedges that commonly include Lily of the Nile, Japanese pittosporum hedges, Crepe myrtles, Chinese pistaches, redwoods, and maples.

The main landscaping features of the campus are as follows:

- The front entrance to the school is from the main driveway. A metal fence and gate line the driveway; the gate leads to a circular area between Buildings 100 and 200 that is planted with a young Crepe myrtle in the center and Japanese pittosporum alternating with Lily of the Nile. Low, curved, concrete bench walls are set at intervals around this landscape feature.
- Past this circular landscaping area, there is a black chain link fence between buildings 100 and 200. There are gates to enter the school at the center of the fence and by Building 200. Beyond the fence, Buildings 100 and 200 are connected by a covered walkway.
- A front lawn is located behind Building 100 in the northeast part of the campus.
- Outdoor areas with seating and tables are located in front of and behind Buildings 200 and 400, and behind Buildings 100 and 300.
- A pomegranate hedge interspersed with Chinese pistaches runs between the service road and Building 100; it is named "Leonard Way" after former Harker Primary School Division Head Sarah Leonard.
- A number of mature trees surround the library, including maple, Chinese elm, and redwoods along Bucknall Road.
- Twelve mature oaks are located on the west property line behind Building 300.
- Mature Coast redwoods line the southern and eastern sides of Rincon field, shielding it from Rincon Avenue and S San Tomas Aquino Road.
- A bronze statue in front of the library entrance depicts two children reading on a bench.



Circular landscaping at main entrance



Site plan of the Harker School, Bucknall Campus





Bucknall Road driveway (top); main entrance gate (bottom)



Service road with pomegranate hedge and seating





Front lawn with staff parking lot (left); library sculpture (right)

Recreation Facilities

Swimming Pool

The swimming pool was built c. 2000 and is located between Buildings 400 and 500. It is L shaped and measures 75 feet long and 80 feet wide. The pool area has two sets of metal bleachers, a storage shed, and pool equipment covered by a canopy.

Playgrounds

There are three playgrounds on campus, all of which have age-appropriate play equipment and have wood chips as ground covering. The kindergarten playground is located between Buildings 200 and 300; it is circular and features a concrete pathway used as a tricycle track around a play structure, with a sandbox, turf area, "tiny town" building façades, and a storage shed surrounding the track. Within the play area itself are two mature redwoods, and the playground is surrounded by oak trees.

The Grades 1-3 playground is rectangular in shape and located at the south end of the Grades 1-3 basketball courts. The Grades 4-5 playground is square in shape and located behind Building 400 next the seating area. There are an American sycamore and a Crepe myrtle next to the playground.

Courts and Field

The Grades 1-3 basketball courts are located between Buildings 300 and 400. The courts consist of three basketball courts as well as areas for wallball, four-square, and tetherball. The Grades 4-5 Basketball courts also have three courts and wallball and tetherball; they are located south of the swimming pool. Rincon Field is a grassy sports field measuring 450 by 190 feet. It takes up most of the southeast quadrant of the campus.



Swimming pool











Clockwise from top – Rincon field; Grades 1-3 playground; Kindergarten playground; Grades 1-3 basketball courts; wallball, seating, and Grades 4-5 playground behind Building 400

Buildings

Building 100

Building 100 is the oldest building on the campus, built in 1955. It is located to the west of the entry courtyard and contains the teachers' lounge, two storage rooms, offices, the testing room, 10 classrooms, bathrooms, the sprinkler room, and the uniform exchange. The one-story building is horizontal in plan along an east-west axis, one classroom in depth, and measures approximately 340 by 32 feet. The roof is divided into two sections; a shed roof with clerestory windows composes the main roof section, and north side of the roof is a flat strip with HVAC housing mounted on top. The shed roof is covered in tar and gravel, while the flat section appears to be covered in synthetic roofing material.

The front of the building faces south; here the eaves of the shed roof extend 10 feet to cover a concrete walkway. The eaves are supported by thin, round metal poles. On the rear (north) of the building, the eaves extend three feet, and on the west side, a walkway covering extends six and a half feet from the building and is supported by thin, round, metal poles. The entire building is clad in stucco; all doors are made of wood, some with partial glazing, and all windows are set in wood frames.

At the west end of the front (south) façade of Building 100, the breakroom door has two transoms. It is flanked by large, fixed windows, one to the left (west) and three to the right (east), all of which have operable hopper transoms. Each classroom has a door with a narrow, vertical light and a row of operable hoppers at ceiling level. There are banks of metal lockers outside the classroom. Towards the center of the front façade is a recessed area with the sprinkler room, uniform exchange room, and two bathrooms. The bathroom doors each have a sidelight and large transom of frosted glass.

On the rear (north) façade, the classrooms each have partially glazed doors with fixed transoms and rows of fixed windows with operable hopper transoms. An attached area enclosed by a chain link fence and covered in corrugated fiberglass is used as an art patio. There are also two small sheds adjacent to the building on this side.

The west side of Building 800 has a partially glazed door, two fixed windows, and a bulletin board. The building's east side is mostly obscured by a cinderblock enclosure with metal gates on its north and south sides. This enclosure is a later addition.



Building 100 front (south) façade (top); rear (north) façade (middle); west façade (bottom)











Clockwise from top – Building 100 rear façade; teacher's lounge; bathrooms; classroom doors on rear façade; front (south) walkway and classroom doors

Building 200

Building 200 was built in 1958, shortly after Building 100, and is very similar in style. It is located to the east of the entry courtyard and contains the main office and reception area, the nurse's office, the fire panel room, five classrooms, and bathrooms. The one-story building is L-shaped, with the short leg of the L (containing the main office) on the west, adjacent to the entry courtyard and front gate. The long leg of the L is one classroom in depth and measures approximately 160 by 32 feet along a northeast-southwest axis. The building is clad in stucco. All doors are made of wood, and all windows are set in wood unless noted below.

The roof of the office section is flat and covered in synthetic roofing material; the eaves project on the east side about 10 feet to cover the adjacent walkway and are supported by round metal poles. Elsewhere on the office section, the eaves project roughly three feet. The main office is accessed on the east side through partially glazed, paired doors with a transom. Flanking the entrance area are three groups of three windows, one group to the left (south) and two to the right (north); each window is fixed with an operable hopper transom. The north side has a door to the nurse's office, and the west side has a row of operable hoppers at ceiling level. The southeast corner of the office section was enclosed at a later date; it consists of a fully glazed aluminum door with transom on the east side and four large, fixed aluminum windows over a base of a metal panels (two on the east side and two on the south).

The classroom section of Building 200 is similar to Building 100, with the roof divided into two sections, a shed roof with clerestory windows and a flat strip with HVAC housing mounted on top. The shed roof is covered in tar and gravel, while the flat section appears to be covered in synthetic roofing material. The front of the classroom section faces south; here the eaves of the shed roof extend about 13 feet to cover a concrete walkway. The eaves are supported by round metal poles. On the rear (north) of the building, the eaves extend three feet.

On the front of the classroom section, each classroom has a door with a narrow, vertical light and a row of operable hoppers at ceiling level. At the west end, there is a recessed entrance to the bathrooms; each bathroom door each has a sidelight and two operable hopper transoms of frosted glass. Between the bathrooms is a door to a storage closet and a drinking fountain.

On the rear (north) of the classroom section, each classroom has a partially glazed door with transom and rows of fixed windows with operable hopper transoms. The bathrooms at the west end have operable hopper transoms of frosted glass. There is a shade structure attached to the rear of Building 200 at the west end which covers picnic tables.

The building's west side is mostly obscured by a cinderblock enclosure with metal gates its west side. This enclosure is a later addition.



Building 200 east side of office section (top); south façade (middle); west façade (bottom)







Building 200 rear (north façade; top); bathrooms (bottom right); west side of office section (bottom left)




Building 200: walkway on south side (left); doors to school office (right)

Building 300

Built c. 1965, Building 300 is located on the west side of the campus and contains nine classrooms, student and staff cafeterias, kitchens, and bathrooms. Made of steel post and beam construction, it is one-story, rectangular in plan, clad in stucco, and measures approximately 168 by 70 feet. The roof is gabled and covered in tar and gravel. The eaves are deep, projecting 8' 10" on the north, west, and south sides and 10' 2" on the east side where it extends to cover the walkway. Doors are wood, some with partial glazing and transoms, and all windows are set in aluminum.

The front (east) façade of the building faces the courts. Rows of large, fixed windows set over plywood panels run the entire length of the façade. At the south end of the east façade, there is a recessed entrance to the bathrooms; the men's and women's bathroom doors each have a sidelight and two transoms of frosted glass. Between these bathrooms is a door to a staff bathroom.

The rear (west) façade also has rows of large, fixed windows set over plywood panels. A metal shade structure covers picnic tables behind the cafeteria. The north façade is decorated with wood pictures of children playing, below which area blocks of cubbies. A small wall with an arched opening has been added at each end of the north façade. The south façade is partially obscured by the addition of a cinderblock enclosure. This area of the building was modified c. 2000 when the cafeteria and kitchens were added.



Building 300 front (east) façade



Building 300 north façade (top); rear (west) façade (middle); south façade (bottom left); front (east) façade (bottom right)

Library

The library was built around the same time as Building 300, c. 1965. It is situated to the west of the main entrance to the campus, north of Building 200. Made of steel post and beam construction, it is one-story in height and made of concrete and steel beam construction. The plan consists of a trapezoid (measuring 60 feet long by 35–70 feet wide) with a rectangular projection on the south side (measuring 20 by 50 feet) that houses offices and storage. The roof is low-pitched, gabled, and covered in tar and gravel. On the library section of the building, the eaves project between five and six feet on south, west, and east sides and approximately 2.5 feet on the north side. On the office/storage section, the eaves measure approximately 1.5 feet. Doors are wood, some with partial glazing and transoms, and all windows are set in aluminum.

The main entrance is situated on the south side of the library section of the building and consists of paired doors, which have a narrow vertical light that has been painted over. The east and west sides of the library section have rows of fixed windows at ceiling level set over plywood panels. The interior of the library section is one large room with an open ceiling and visible beams.



Library main entrance on south façade (top); north façade (bottom)



Library west façade (top); library interior (bottom)

Buildings 400 & 500

Buildings 400 and 500 are recent additions, built c. 2000 when the Harker School took over the campus. Building 400 is the largest building on campus; it is located in the center of the property and contains a cafeteria, gymnasium, office, gymnasium, 10 classrooms, storage, and a loading dock. Made of concrete and cinderblocks, it is two-stories, irregular in plan, with a flat roof covered in synthetic roofing material. Section of the building have roof visors with composition shingle. The most notable features of Building 400 are two towers flanking the main entrance on the building's north façade. The towers have hipped roofs covered in composition shingle.

Building 500 is located on the east side of the campus and contains 13 classrooms, bathrooms, storage rooms, and a mechanical room. It is one-story, rectangular in plan, and made of concrete construction. The roof is gabled and covered in composition shingle.







Building 400 front (north) façade (top); rear (south) façade (middle); Building 500 south façade (bottom)




Building 400 northeast corner (left); Building 500 northeast corner (right)

Other Structures

Other structures on the campus include the music portable, which is located just south of Building 500 and dates to c. 2010. A second portable and storage shed are located at the southwest corner of the campus next to the southwest parking lot.



Music portable

***B10. Significance (Continued):**

During the Spanish period, the pueblo remained small; however Mexican independence brought sweeping changes, including the secularization of the missions and more opportunities for settlers to acquire land. The pueblo's population grew to 524 by 1831; it had about 40 houses at that time. Most people raised cattle for hides and tallow or grew wheat. The next few decades saw an increasing number of American settlers arrive, helping to swell the population to 900 by 1845 (CSJ 2023:41).

In 1850, San José became one of the first incorporated cities in the new state of California and its first capital. Despite losing its status as state capital in 1851, the city grew quickly, reaching a population of 9,000 by 1870 (Arbuckle 1986:65). Its growth was fueled by California's vast numbers of gold rush immigrants, who after a time mining began to look for other opportunities and places to permanently settle. As an established city, San José offered housing, commercial businesses, and other urban services like schools, churches, and community groups. It was also surrounded by extensive agricultural lands, as much of the former Mexican rancho and pueblo lands were being split up and were available to purchase (or squat). Until the mid-1860s, most of the Pueblo Lands of San José continued to be used to graze beef cattle. However, a drought in 1864 began the transition from the open-range grazing of the previous decades to the new smaller farms and orchards that would characterize the Santa Clara Valley until World War II (CSJ 2023:56-57).

Nicknamed the "Valley of Heart's Delight" and the "Garden of the World," Santa Clara dominated fruit production in the United States from 1860–1960 (Todd 2023:2). The completion of the transcontinental railroad in 1869 led to rapid expansion of orchards in the region, since fruit could be quickly transported to distant markets via rail. The number of fruit trees in the valley doubled between the 1880s and 1890s, when it reached 4.5 million. Most were prune trees, but there were also peaches, apricots, pears, cherries, and plums (Arbuckle 1986:162). Horticultural expansion in the area continued into the 20th century, peaking in the 1920s when the number of trees reached 10 million and Santa Clara County grew a third of the world's plums. At that time, 86% of Santa Clara Valley was farms; there were 7,000 of them producing 250 million pounds of fruit a year (Todd 2023:2, 4; Arbuckle 1986:163). This abundance of fruit gave rise to the associated industries of fruit processing – canning and drying – along with other light manufacturing to support the fruit industry such as box, basket, and can production.

Downtown San José first developed as a commercial center for agriculture in the 1860s and by the 20th century had become a hub for one of the nation's premier fruit-growing and exporting regions. Extensive urban growth took place after WWI, including canneries such as American Can and Continental Can, agricultural machinery companies such as the Anderson-Barngrover Company, and financial institutions such as Bank of Italy (later Bank of America) and First National Bank of San José (Arbuckle 1986; Laffey 1992). These industries, and the residential development they spurred, helped expand and transform San José into a modern American city.

The advent of World War II led to growth of a more diverse industrial base in San José and the surrounding cities, with the development of Moffett Field and the Ames Aeronautical Laboratory (later NASA Ames Research Center) and the establishment of companies including Fairchild Semiconductor, Intel, IBM, General Electric, Kaiser Permanente Cement, and Hewlett-Packard. The defense industry continued to dominate the region's economy after the war, displacing fruit processing and leading to technological innovations that sowed the seeds for the later development of Silicon Valley (Payne 1987:173-175). New industrial and engineering jobs, combined with the post-war population boom, led to an unprecedented annexation campaign spearheaded by San José City Manager Dutch Hamann (1950-1969). The city grew from 95,000 residents and 17 square miles in 1950 to 500,000 residents and 137 square miles in 1970 (Arbuckle 1986; Todd 2023:91). Suburban housing and commercial and industrial development replaced orchards and fields in areas formerly dominated by agriculture. The Bucknall School campus was annexed in 1958 as part of the Cherry Lane No. 1 Annexation.

History of the Bucknall School

The Moreland School District, which encompasses the subject property, was established in the early 1850s and is California's oldest rural school district. The first school was located in the former home of Zechariah Moreland; this school remained the only school in the district for over a century until the post-WWII population boom led to a

desperate need for more schools in the area (Stell 1978; MSD n. d.).

Under the direction of superintendent Gussie Baker, the school district began expanding in the early 1950s, opening its second school, the El Quito Park School at Paseo Presado and Bucknall Road, in 1954 (Stell 1978). In 1952, the district purchased the 10-acre subject property, with the intention of building its third school on the site (Campbell Press 1952). The new school was to be called Escuela La Palma, however residents complained that the name was too complicated and voted to name it the Bucknall School (Campbell Press 1954; SJMN 1955b-c). Designed by Birge M. Clark and Walter S. Stromquist, construction on the school began in May 1955; it opened in October 1955. El Quito Park School was hosting double sessions of first and second grades for the first part of the school year. When Bucknall School opened, it held kindergarten, first grade, second grade, and special education classes (SJMN 1955b, d). A 1956 aerial photo shows Building 100 in its current configuration; the rest of the lot was vacant at that time (Aero Services Corporation 1956).

In 1957, Mrs. Baker announced that the Moreland School District had received funds from the State Department of Finance to build another wing at the Bucknall School (LGTSO 1957). The addition included four classrooms and an administrative unit and was completed in 1958 (SJMN 1957b; Werness 1958). This addition was Building 200, which is visible in its current configuration in a 1963 aerial photo, as well as the covered walkway connecting it to Building 100 and the U-shaped driveway on Bucknall Road (AEI Consultants 2025:827). Aerial photos show recreational space south of Buildings 100 and 200 and some landscaping on the campus in 1965; construction of Building 300, the library, and the northwest parking lot was in progress that year and completed by 1968 (Cartwright Aerial Surveys 1965; 1968).

Landscaping at the school appears to have been done in stages as trees were donated to the school. The Bucknall School PTA planted 58 shrubs in 1956 and donated 11 mulberry trees in 1963; the local Girl Scout troop donated two trees in 1957; Campbell Garden Club donated six cherry trees in 1956 and holly oak trees in 1967 (SJMN 1956, 1957a, 1963, 1967; Warner 1956).

Despite its proximity to Campbell, the subject property was annexed by the city of San José in 1958; this annexation was sandwiched between Saratoga and Campbell. The Moreland School District was no longer a rural district, boasting 2,700 students enrolled that year. The district estimated that the numbers would grow to 12,000 by the early 1960s; it eventually grew to 16 schools at its height (SJMN 1958; Stell 1978). As San José expanded, city and school district boundaries became more complex and confusing for many families. Children living on the west side of San Tomas Aquino Road attended Bucknall School (whether they lived in San José or Campbell) and those on the east side of San Tomas Aquino Road attended San Tomas Elementary in Campbell; others traveled almost a mile to Bucknall School instead of attending closer schools due to the way the boundary lines were drawn (Befame 1958).

Despite the oddities of the school catchment, the families of the Bucknall School were able to form a robust community. The school PTA was remarkably active – they were responsible for much of the landscaping improvements at the school and organized numerous events such as school carnivals, clothing drives, and fashion shows (SJMN 1964, 1966a, 1968, 1973; LGTSO 1973). The PTA also organized work parties to improve the school and provide teaching supplies, implemented a parent-volunteer teaching aide program, and ran the school library (SJMN 1966b, 1975).

By the 1970s, post-war population growth had stalled, and schools throughout California saw enrollment fall. Enrollment at the Moreland School District declined by almost 50 percent during this time period, and the district responded by closing schools, including six closed by 1980 (Stell 1978). By 1981, the Bucknall School had closed as an elementary school and was modified for use by the Simoneon Center for Child Development, a non-profit for children with neurological problems (Moreillon 1981). In 1983, Myschool, an experimental school, was located on the campus (SJMN 1983).

In 1997, the Harker School, a private San José school founded in 1972, took over the campus. The Harker School was expanding from K-8 to K-12 and, as part of the expansion, moved its elementary grades onto the Bucknall campus (Weimers 1997). The Harker School added Buildings 400 and 500 and recreational facilities, installed the current landscaping, and did internal modifications to the existing buildings (including creating a cafeteria, changing

room partitions, and more) between 1998–2001.

The Architects

Architects Birge M. Clark and Walter S. Stromquist designed the original Bucknall School building, now known as Building 100. Although they were not associated with the other buildings on campus, their original design was the model for Building 200, and clearly influenced the style of Building 300 and the library.

Birge Clark (1893-1989) grew up in Palo Alto and was the son of Stanford Art & Architecture professor, Arthur Clark. He received his Bachelor's degree in Architecture at Columbia University, and moved back to Palo Alto, where he opened his first office in 1922 (Koyl 1956:95; Repka 2024). Clark went on to design hundreds of commercial and residential buildings in Palo Alto and on the Stanford campus. His work was so prevalent in Palo Alto that it was "responsible for the remarkable visual coherence of post 1920's Palo Alto" (Boghosian and Beach 1979:66). Clark was known for what he called his signature "Early California Style," also known as Spanish Colonial Revival or Mission Revival. Over 30 of his works are listed on the Palo Alto Historic Resources Inventory and three are listed on the National Register of Historic Places (NRHP): Palo Alto Medical Clinic at 300 Homer Avenue, Palo Alto (1932); the Dunker House at 420 Maple Street in Palo Alto (1926); and the Norris House at 1247 Cowper Street in Palo Alto (1927). In addition to those works, he is also known for the Courtyard Building at 533-39 Ramona Street, Palo Alto (1927); 436-452 and 460-476 University Avenue, Palo Alto (1927); Hotel President at 480-498 University Avenue, Palo Alto (1929-1930); 532-536 Ramona Street, Palo Alto (1926); and the U.S. Post Office at 380 Hamilton Avenue, Palo Alto (1932) (Cerny 2007; PCAD n. d.; Winslow 1993).

In 1945, Clark formed a partnership with Walter S. Stromquist. Stromquist (1912-1980) received his degree in Architecture from U. C. Berkeley in 1937 and immediately began working as a draftsman for Clark that year. Their practice was based in Palo Alto, and their work included residences, public and private schools, office buildings, industrial and commercial buildings, warehouses, hospitals, and more. (PCAD n. d.; AIAA 1946). In 1957, Joseph Erlich and David F. Potter joined the firm as partners.

Clark and Stromquist's projects include Camden High School (1954), Benjamin Cory Grammar School (1949-50) in San José; Hewlett-Packard Headquarters at Stanford Industrial Park, Palo Alto (1956-57); Palo Alto Times Newspaper Plant (1948); H M Gousha Company Building in San José (1946); and the Hewlett-Packard Offices in Palo Alto (1954) (PCAD n. d.; Koyl 1956).

Midcentury School Architecture

By the 1930s, changes in educational theory, society, and technology converged to create radical changes in school design in the United States. In this period, the philosophy of progressive education entered the mainstream of school design (Burke and Governor 2008:69). Its focus on creative thinking, hands-on learning, and thematic curricula led progressive education advocates to push for a new school architecture that was child-centered and reflected children's perception of space. Moving away from rows of desks focused on the teacher, progressive modern classrooms sought to create flexible, child-focused spaces that permitted a variety of learning venues (large, small, formal, informal) and were adaptable throughout the day and year. Shared worktables for children, informal seating, open storage, and moveable chairs became mainstream in this period. School architects also sought to make the school a public resource by creating auditoria and multi-purpose rooms that could host community events (Hille 2011:17).

One of the first schools that adopted these characteristics was Acalanes Union High School, in Lafayette. Designed by a Fresno firm, Franklin and Kump, it was intentionally built in stages between 1939-1949. The buildings are arranged in a "finger plan" of rows of one-story classrooms connected by outdoor breezeways, whose roofs are supported by thin, round metal pipe posts (Goad 2017).

The financial constraints of the 1930s and World War II limited the construction of schools on the new plans pioneered by architects such as Richard Neutra and Franklin and Kump until after WWII, when the post-war population boom created a pressing need for more schools, especially in newly settled suburban areas. Nationwide, 20 billion dollars were spent on new schools from the end of the war through 1964 to accommodate enormous

increases in student populations, particularly in California and the sunbelt states (Ogata 2008:562; Ward 2015:3). In California, enrollment in public elementary and secondary schools increased from 1.2 million in 1939-40 to 3.2 million in 1959-60, creating conditions of severe overcrowding and requiring construction of thousands of new schools in a short period of time (Snyder 1993:51).

Post-war architects initially embraced the finger plan, which became a standard for post-war school planning in suburban California (Cerny 2007; Goad 2017; Ogata 2008: 567). However, in the 1950s an alternative to the finger plan emerged: the "cluster plan" in which clusters of classrooms are grouped around a shared central courtyard. This plan retained the single-story, indoor/outdoor emphasis, and views of the finger plan schools, but allowed for a more communal setting and smaller footprint. Many California schools were built in the 1950s using hybrid finger and cluster plans, however, by the 1960s, the cluster plan school had become the dominant type of school constructed in California (Ogata 2008; Sapphos Environmental 2014).

In summary, California's mid-century schools were often expressed as Modernist, single-story buildings containing large, open-plan classrooms with high ceilings and continuous fenestration. Covered breezeways with steel poles connect the various buildings. The overall effect is strongly horizontal and functional, lacking the vertical elements, external decoration, and monumental detail typical of pre-war school architecture.

CALIFORNIA REGISTER SIGNIFICANCE EVALUATION

Based on a built environment survey conducted July 10, 2025, and historical research, this evaluation finds that the buildings at 4300 Bucknall Road appear to be not eligible for the California Register of Historical Resources (CRHR).

Integrity Statement

The Bucknall School campus contains four buildings over 45 years of age (Buildings 100–300 and the library). None of the buildings have been moved, and modifications have been minor (with the exception of interior modifications). All of the buildings have good integrity of location, design, materials, and workmanship. When Building 100 was constructed in 1955, it was primarily surrounded by fields; however by 1965, the entire area was built out with single-family homes. and the shopping center has been set on a busy road with single-family homes to the north, east, and west since it was originally constructed. Buildings 100 and 200 (1958) therefore have poor integrity of setting, feeling, and association, while Building 300 and the library (both c. 1965) retain integrity of setting, feeling, and association due to their later construction.

The campus as a whole lacks integrity because of the modifications made when the Harker School bought the property, including the construction of new buildings, recreational facilities, and extensive landscaping.

CRHR Significance Evaluation

Criterion 1. The original Bucknall School (1955–c.1965) is associated with explosive post-WWII population growth seen around the country and the rapid expansion of school districts in the 1950s and 1960s as a result. The Moreland School District was one of many districts in the region and state holding double classes and constructing schools as quickly as possible; the Bucknall School was one of hundreds of schools built around the Bay Area region to accommodate increasing enrollment. The subject property does not possess special qualities that make it significant in this pattern of history, nor did research reveal any important events associated with the property. For these reasons, the buildings do not appear to be eligible under CRHR Criterion 1, either individually or as a district.

Criterion 2. Works on the history of San José and Campbell and research in local newspapers and other sources did not identify any significant principals, teachers, or students associated with the Bucknall School. It seems unlikely that school personnel or students would have historical importance under Criterion 2 of the CRHR, and accordingly the subject property does not appear to be eligible for the CRHR under this criterion.

Criterion 3. The Bucknall School was constructed in stages, which was common strategy in the 1950s and 1960s as school districts struggled to accommodate ever increasing numbers of students. The four buildings of the Bucknall School were completed between 1955–1965, but there is no indication that they were part of an overall campus design. The placement of buildings, parking lots, and other features was most likely functional. Landscaping was overseen by the PTA and seems to have been ad hoc, relying on various donations. There was no coherence or

intention in the campus design. Furthermore, the campus was drastically changed c. 2000 by the Harker School, with the addition of new buildings, landscaping, and recreational facilities. For these reasons, the campus as a whole does not appear to be eligible under CRHR Criterion 3.

The first building constructed on the campus, Building 100, is typical of mid-century school architecture and is based on the popular finger plan. Its shed roof with clerestory windows, covered walkways supported by metal poles, and continuous fenestration were features on common to schools of this period. It was designed by architects Birge M. Clark and Walter S. Stromquist of Palo Alto. Clark is recognized as a preeminent Palo Alto architect; many of his works are considered significant, including at least three listed on the NRHP. Although his later work, including that with Stromquist, ventured into Modernist styles, he was primarily known for his Spanish Colonial and Mission Revival buildings in Palo Alto. The Bucknall School has not achieved any recognition as an important example of Clark and Stromquist's works and was a typical school design of its time. For these reasons, Building 100 does not appear to be eligible under CRHR Criterion 3.

The architects of Buildings 200 and 300 and the library are unknown. Building 200 is closely modeled on Building 100, with only minor variations to accommodate the office section. Building 300 and the library clearly are designed to be somewhat congruent with Buildings 100 and 200, with similar deep eaves covering walkways and continuous fenestration, but the materials (such as aluminum windows and plywood panels) were updated and more economical. Again, none of these three buildings are distinctive, as they are typical of school buildings around the state from this time period. Neither do they possess high artistic values. Therefore, they do not appear to be eligible under CRHR Criterion 3.

Criterion 4. This criterion is usually used to evaluate archaeological sites. In some cases, a built environment resource may contain useful information about construction techniques or the use of materials by builders. However, all the buildings and structures at the Bucknall Campus were constructed using materials and techniques that were typical of their period. Therefore, the property does not appear to be eligible under CRHR Criterion 4.

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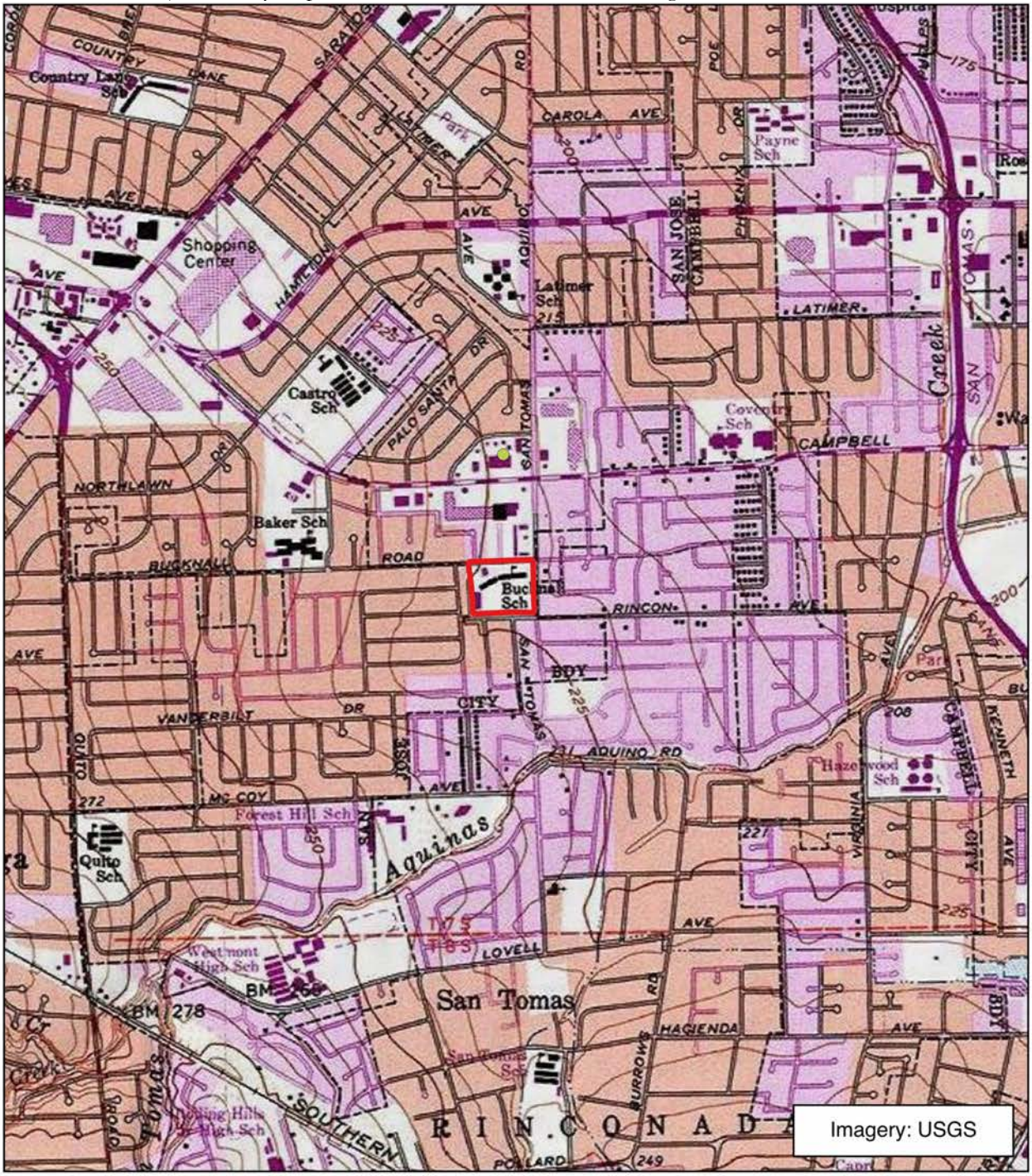
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Project Vicinity Map

Harker School, Bucknall Campus

1:20,000

0 0.5 1 mi

Legend

Project Area

State of California □ Natural Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary #
HRI#
Trinomial

Page 30 **of** 30 ***Resource Name or #** Bucknall School
***Drawn by:** Archaeological/Historical Consultants ***Date of map:** August 2025



Project Area Limits

Harker School, Bucknall Campus
San José

0 200 400 ft

1:1,700

Legend
Project Area