Appendix B1

Will Rogers Learning Community
Historic Resources Inventory Report

Will Rogers Learning Community Historic Resources Inventory Report

January 2022

HISTORIC RESOURCES GROUP

PREPARED FOR

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

Will Rogers Learning Community Historic Resources Inventory Report

HISTORIC RESOURCES GROUP

TABLE OF CONTENTS

1.0 Executive Summary 1

2.0 Introduction 3

3.0 Existing Conditions 6

4.0 Regulatory Review 14

5.0 Historic Context 25

6.0 Identification of Historic Resources 52

7.0 Conclusions 65

Bibliography 66

APPENDICES

Appendix A: Site Photographs

Appendix B: Sanborn Maps

Appendix C: Historic Aerials

Will Rogers Learning Community Historic Resources Inventory Report

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1.0 EXECUTIVE SUMMARY

The purpose of this historical resources inventory report is to determine if historic resources as defined by the California Environmental Quality Act (CEQA)[1] are present at Will Rogers Learning Community located at 2401 14th Street in Santa Monica, Los Angeles County, California. This report is intended to inform environmental review of future projects at the school.

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

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

Based on visual observation of the property, research of primary and secondary sources, and an analysis of the eligibility criteria for listing at the federal, state, and local levels, HRG has identified a potential historic district at Will Rogers Learning Community that is eligible for listing in the California Register and for designation at the local level. The potential historic district consists of thirteen (13) contributing buildings, three (3) site features, and one (1) additional feature with a period of significance from 1948 to 1950. Contributors to the potential historic district are as follows:

Buildings

- Building A, 1948
- Building B/C, 1948
- Building D, 1948
- Building E, 1948
- Building F, 1948
- Building G, 1948
- Building H 1948
- Building J, 1948

[1] California PRC, Section 21084.1.

- Building K, 1950
- Building L, 1948
- Building M, 1950
- Building N, 1950
- Building P, 1950

Site Features

- Courtyards, 1948
- 14th Street Quad, 1948
- Stone Planters, c. 1948

Additional Features

- "Will Rogers Elementary School" Sign, c. 1948

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

2.0 INTRODUCTION

2.1 Purpose

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

2.2 Project Team

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

2.3 Methodology

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

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

On June 24, 2021, a site visit was conducted by Paul Travis and Robby Aranguen. The site visit included all permanent buildings, structures, and objects that are 45+ years of age (constructed through the year 1976). Temporary buildings and structures, including portable buildings, were not included in the survey or evaluation. Existing conditions, character-defining features, and alterations were documented using digital photography.

2.4 Site Location and Description

Will Rogers Learning Community is located on a 5.5-acre site at 2401 14th Street in Santa Monica, Los Angeles County, California. The Will Rogers Learning Community campus occupies a single parcel (Assessor's Parcel Number [APN] 2484-038-900). The site is relatively flat. The location of the campus is shown below in Figure 1. Figure 2 shows permanent versus temporary/portable buildings on the campus.

[2] California PRC, Section 21084.1.

Figure 1. Location Map

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Figure 2. Permanent and Portable Building Map

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3.0 EXISTING CONDITIONS

Overview

Will Rogers Learning Community is located in the southcentral region of the City of Santa Monica, across 16th Street from John Adams Middle School. The campus was developed in the post-World War II era as the community of Santa Monica dramatically returned with G.I.s settling in the area and starting families. As the city population grew, the school district realized that more educational buildings were required. In 1948, the school district hired master architect Henry L. Gogerty to design the Will Rogers Learning Community campus. This earliest phase of construction centered the campus in the southwestern region of the parcel with International-style buildings on a cluster-plan school plant.

In 1949, architect Joe M. Estep added four additional buildings to the northeastern corner of the classroom buildings on campus. These additions were stucco-clad wood frame buildings. The building contractor was the Santa Monica firm of Roy J. Beck & Sons.[3] The classrooms opened by the beginning of the school year in 1950.[4]

The extant buildings were updated in the 1970s, and it appears that at least one portable building was installed at that time. Additional portable buildings were mostly completed at the campus in the 1990s. Renovations were completed at the school from 1992 through 2001.

3.1 Existing Buildings

At the time of this report the campus contains thirteen (13) permanent buildings, as well as athletic facilities, open spaces, and artworks. Existing buildings and features are listed below and are summarized in Table 1 ("Existing Conditions").

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

[3] "Application for Building Permit for Will Rogers Elementary," Building Department, City of Santa Monica, March 30, 1950.
[4] Cleland, *History*, 123.

Table 1. Existing Conditions

Year Built	Current Name	Building Use	Architectural Style/Description	Map Key
Buildings				
1948	Building A	Kitchen/Auditorium (Cafetorium)	International	A
1948	Building B/C	Library/Custodian Room	International	B
1948	Building D	Kindergarten	International	D
1948	Building E	Classrooms	International	E
1948	Building F	Classrooms	International	F
1948	Building G	Classrooms	International	G
1948	Building H	Classrooms	International	H
1948	Building J	Classrooms	International	J
1950	Building K	Classrooms	International	K
1948	Building L	Classrooms	International	L
1950	Building M	Classrooms	International	M
1950	Building N	Classrooms	International	N
1950	Building P	Classrooms	International	P
Site Features				
1948	Courtyards	--	(open space)	--
1948	14th Street Quad	--	(open space)	--
c. 1948	Stone Planters	--	(stone planters)	--
c. 1948	Hexagonal Bench	--	(wood bench)	--
c. 1970s	Handball Courts (2)	--	--	--
c. 1970s	Basketball Courts	--	--	--
c. 2000s	Children's Play Area	--	--	--
c. 2000s	Athletic Fields	--	--	--
Additional Features				
c. 1948	"Will Rogers Elementary School" Sign	--	(cast aluminum sign)	--
1996/ 1997	"National Blue Ribbon" Mosaic	--	(ceramic mosaic)	--
c. 1990s	"Will Rogers" Mural		(painted mural)	
c. 2000s	"Magical" Mural	--	(painted mural)	--
c. 2000s	"Stone" Mural	--	(painted mural)	--
2002	"Flower" Mural	--	(painted mural)	--
2008	"Garden" Mosaic	--	(ceramic mosaic)	--
2009	"Sun" Mosaic	--	(ceramic mosaic)	--
2011	Irma Lyons Plaque	--	(marble plaque)	--
2014	"Handprint" Mural	--	(painted mural)	--

Figure 3. Existing Site Plan

3.2 Buildings

Building A (Kitchen/Auditorium)

Building A was constructed in 1948 and designed by architect Henry L. Gogerty as the kitchen and auditorium. It was originally referred to as the "Cafetorium".

Sited along 14th Street in the southwestern region of the campus, Building A is a one- to one-and-a-half-story building that is generally rectangular in plan. It is clad in smooth stucco and capped by a flat roof with metal coping. The building is composed of two volumes; the southern volume serves as the auditorium and is slightly taller than the northern volume. Fenestration is composed of grouped steel and aluminum-frame, fixed and awning windows. Entrances display single and double metal slab and glazed industrial doors. The primary (western) façade is characterized by a band of steel awning windows and large, metal louvered vents. The north façade features the primary entrance to the building with its overhanging canopy and cast aluminum windows. A ribbon of large steel-frame fixed windows along this façade is set above an original stone planter. The building is connected to Building B/C via the building's awning. Additional features include metal roof vents and wall-mounted lights.

Building B/C (Library/Custodian Room)

Building B/C was constructed in 1948 and designed by architect Henry L. Gogerty as the Library and Custodian Room; the buildings were connected via an addition circa 1950.

Located in the central region of the campus along 14th Street and immediately northwest of Building A, Building B/C is irregular in plan. The one-story building is clad in smooth stucco and capped by a flat roof with metal coping. Fenestration is composed of bands of steel-frame awning and clerestory windows. Entrances display metal slab doors. The building is connected to Building A via the primary entrance's canopy. The north façade features large bands of clerestory windows for natural light and opens onto the central courtyard. Additional features include metal wall vents and wall-mounted lights.

Building D (Kindergarten)

Building D was constructed in 1948 and designed by architect Henry L. Gogerty as the Kindergarten.

Situated west of Building J, Building D is rectangular in plan and one story in height. It is clad in smooth stucco and is capped by a low-slope gable roof. Fenestration is composed of grouped steel-frame fixed, clerestory, and awning windows. Entrances display single and double metal slab doors. The primary (south) and north façades feature expansive bands of clerestory windows. The east façade is connected with Building J via a covered hallway. Additional features include louvered metal wall vents, and roof- and wall-mounted lights.

Buildings E, F, G, H, and J (Classrooms)

Buildings E, F, G, H, and J were constructed in 1948 and designed by architect Henry L. Gogerty as classrooms. The buildings were identically designed and for this reason are collectively described below.

Situated in the central region of the campus, Buildings E, F, G, H, and J were designed as classroom wings on the campus. The buildings are one-story in height, rectangular in plan, and clad in smooth stucco scored to resemble panels. They all feature flat roofs with metal coping and currently are topped with solar panels. The buildings have expansive bands of steel-frame awning windows along their northern façades. Their southern façades feature canopied outdoor corridors with flat roofs and wide eaves upheld by paired pipe columns. Single bands of awning and clerestory windows are located above and beneath the canopy. Each wing connects at its east and west façade to the canopy, which runs around the cluster of buildings. Entrances display single and double metal slab doors, some with rectangular lights. All buildings open onto central, paved courtyards created by the wings. Additional features include metal wall vents and wall-mounted lights.

Building K (Classroom)

Building K was constructed in 1950 and designed by architect Joe M. Estep as a classroom, serving as an extension to Building J.

Situated east of Building J, Building K is a one-story building with a rectangular plan. It is clad in smooth stucco and capped by a flat roof. Fenestration is almost completely absent, with only a few steel-frame awning windows sited along the building's west façade. Entrances display single and double metal slab doors. A metal awning is situated along the building's north façade. Additional features include metal wall vents and wall-mounted lights.

Building L (Classroom)

Building L was constructed in 1948 and designed by architect Henry L. Gogerty as a classroom.

Situated east of Building E, Building L is a one-story building with a rectangular plan. It is clad in smooth stucco and capped by a flat roof. Fenestration is limited to bands of steel-frame awning windows along the building's north and south façades. Entrances display single and double metal slab doors. A metal canopy is situated along the building's south façade. Additional features include metal wall vents and wall-mounted lights.

Buildings M, N, and P (Classrooms)

Buildings M, N, and P were constructed in 1950 and designed by architect Joe M. Estep as classrooms, serving as extensions to the original classroom wings.

Situated in the eastern-central region of the campus, Buildings M, N, and P were designed as classroom extensions for the original classroom wings on the campus. The

buildings are one story in height, rectangular in plan, and clad in smooth stucco. They all feature flat roofs with metal coping. The buildings have expansive bands of steel-frame awning windows along their eastern façades. Their western façades are attached to the classroom wings via the canopy. Entrances display single and double metal slab doors, some with rectangular lights.

3.3 Features

Courtyards

Four courtyards are situated between the wings of the plan at the school. The courtyards are characterized by open space and circulation patterns that date to the beginnings of the campus (circa 1948). The courtyards include the central paved patios and the canopies that wrap around the cluster plan.

14th Street Quad

This open space dates to the beginnings of the campus (circa 1948) and has been modified over time. Situated west of Buildings A and B/C, the open space flanks the main pedestrian entry from 14th Street. The setback is generally consistent and is landscaped with grassy lawns and mature trees of various species.

Hexagonal Bench

The hexagonal bench is situated around a mature tree in the 14th Street Quad. The bench is wood and metal and possibly dates to circa 1948, although research was unable to verify this date.

Stone Planters

The stone planters are original to the design of Building A and are visible in historical photographs. The planters date to circa 1948 and are approximately 1 foot in height. They wrap around the south and west façades of Building A.

Handball Courts

There are two handball courts on the school campus with a total of five concrete walls. These handball courts appear to date to circa the 1970s. They are located in the northeastern and northwestern regions of the campus.

Basketball Courts

The basketball courts appear to date to circa the 1970s. Situated next to the handball courts, the facility includes three asphalt-paved outdoor courts, each with two baskets composed of metal backboards and support poles.

Athletic Fields

The athletic fields were originally lawns that have been sectioned over time as various regions of the campus were incrementally paved. They are situated in the northeastern and northwestern regions of the campus and appear to have received their current configuration in the 2000s.

Children's Play Area

The children's play area appears to be relatively contemporary and was likely installed in the 2000s.

3.4 Additional Features

"Will Rogers Elementary School" Sign

A cast aluminum sign reading "Will Rogers Elementary School" is situated on a canopy over the original main entrance of Building A. This sign dates from the school's 1948 construction and appears to have been retained during subsequent building alterations.

"National Blue Ribbon" Mosaic

Designed in 1996-1997, the "National Blue Ribbon" mural commemorated the award received from the U.S. Department of Education. The mural reads, "We never met a kid we didn't like."

"Will Rogers" Mural

This painted wall mural adorns the north and east façades of Building K. The mural appears to date to the 1990s.

"Magical" Mural

The "Magical" mural reads, "there's nothing more magical than learning," and shows popular television characters. It was likely painted in the 2000s.

"Stone" Mural

This stone mural features several rocks inscribed with words. There is no title or didactic, but it was likely created in the 2000s.

"Flower" Mural

Designed in 2002 by Jean Busch, the "Flower" Mural is located on Buildings A and B/C. It is dedicated to the artist's great grandchildren Aliza Jane, Sean, and Casey.

"Garden" Mosaic

Designed in 2008, the "Garden" mural is dedicated to past Principal Julie Di Chiro for "helping our children flourish and grow." It depicts various flowers and plants on Building A.

"Sun" Mosaic

The "Sun" mosaic was designed in 2009 and is dedicated to past Principal Irma Lyons. The mosaic is situated on Building B/C near the main entrance.

"Irma Lyons" Plaque

Completed in 2011, the "Irma Lyons" marble plaque is dedicated in honor of past Principal Irma Lyons by the class of 2011. It reads, "Come sit and share a smile."

"Handprint" Mural

Completed in 2014, the "Handprint" mural reads, "You're off to great places! Today is your day! Your mountain is waiting, so get on your way!" It was completed by the class of 2014.

4.0 REGULATORY REVIEW

4.1 Historic Resources under CEQA

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

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

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

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

- *Mandatory historical resources* are resources "listed in, or determined to be eligible for listing in, the California Register of Historical Resources."
- *Presumptive historical resources* are resources "included in a local register of historical resources, as defined in subdivision (k) of Section 5020.1, or deemed significant pursuant to criteria set forth in subdivision (g) of Section 5024.1" of the Public Resources Code, unless the preponderance of the evidence demonstrates that the resource is not historically or culturally significant.
- *Discretionary historical resources* are those resources that are not listed but determined to be eligible under the criteria for the California Register of Historical Resources.[5]

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

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

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

- Included in a local register of historic resources.

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

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

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

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

4.2 Historic Designations

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

National Register of Historic Places

The National Register of Historic Places is an authoritative guide to be used by Federal, State, and local governments, private groups and citizens to identify the Nation's cultural resources and to indicate what properties should be considered for protection from destruction or impairment.[6] The National Park Service administers the National Register program. Listing in the National Register assists in preservation of historic properties in several ways including: recognition that a property is of significance to the nation, the state, or the community; consideration in the planning for federal or federally assisted

[6] 36CFR60, Section 60.2.

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

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

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

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

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

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

D. That have yielded, or may be likely to yield, information important in prehistory or history.[7]

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

California Register of Historical Resources

The California Register is an authoritative guide in California used by State and local agencies, private groups, and citizens to identify the State's historic resources and to indicate what properties are to be protected, to the extent prudent and feasible, from substantial adverse change.[8]

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

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

1. Associated with events that have made a significant contribution to the broad patterns of local or regional history or the cultural heritage of California or the United States.
2. Associated with the lives of persons important to local, California or national history.
3. Embodies the distinctive characteristics of a type, period, region or method of construction or represents the work of a master or possesses high artistic values.
4. Has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California or the nation.

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

- California properties formally determined eligible for (Category 2 in the State Inventory of Historical Resources), or listed in (Category 1 in the State Inventory), the National Register of Historic Places.
- State Historical Landmarks No. 770 and all consecutively numbered state historical landmarks following No. 770. For state historical landmarks preceding No. 770, the Office of Historic Preservation (OHP) shall review their eligibility for the California Register in accordance with procedures to be adopted by the State Historical Resources Commission (commission).
- Points of historical interest which have been reviewed by the OHP and recommended for listing by the commission for inclusion in the California Register in accordance with criteria adopted by the commission.[9]

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

- Individual historic resources.
- Historic resources contributing to the significance of an historic district.
- Historic resources identified as significant in historic resources surveys, if the survey meets the criteria listed in subdivision (g).
- Historic resources and historic districts designated or listed as city or county landmarks or historic properties or districts pursuant to any city or county ordinance, if the criteria for designation or listing under the ordinance have been determined by the office to be consistent with California Register criteria.
- Local landmarks or historic properties designated under any municipal or county ordinance.[10]

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

City of Santa Monica

In 1976, the City of Santa Monica (City) adopted the Landmarks and Historic District Ordinance.[11] The ordinance includes criteria and procedures for designating City of Santa Monica Landmarks, Structures of Merit, and Historic Districts. Landmarks may include structures, natural features, or any type of improvement to a property that is found to have particular architectural or historical significance to the City. Landmarks are considered to have the highest level of individual historical or architectural significance locally. Structures of Merit are historic resources with a more limited degree of individual significance. In 1992, the City became a Certified Local Government (CLG) and has continued its involvement in the state's program under the Office of Historic Preservation.

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

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

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

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

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

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

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

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

4.3 Historic Significance

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

Historic significance is defined as the importance of a property to the history, architecture, archaeology, engineering, or culture of a community, state, or the nation.[12] *It is achieved in several ways:*

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

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

4.4 Historic Integrity

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

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

characteristics that existed during the property's historic period."[13] The National Park Service defines seven aspects of integrity: *location*, *design*, *setting*, *materials*, *workmanship*, *feeling*, and *association*. These qualities are defined as follows:

- *Location* is the place where the historic property was constructed or the place where the historic event occurred.
- *Design* is the combination of elements that create the form, plan, space, structure, and style of a property.
- *Setting* is the physical environment of a historic property.
- *Materials* are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property.
- *Workmanship* is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.
- *Feeling* is a property's expression of the aesthetic or historic sense of a particular period of time.
- *Association* is the direct link between an important historic event or person and a historic property.[14]

4.5 Period of Significance

The National Park Service defines *period of significance* as "the length of time when a property was associated with important events, activities or persons, or attained the characteristics which qualify it for… listing" in National, State or local registers. A period of significance can be "as brief as a single year… [or] span many years." It is based on "specific events directly related to the significance of the property," for example the date of construction, years of ownership, or length of operation as a particular entity.[15]

4.6 Historic Districts

Standard preservation practice evaluates collections of buildings from similar time periods, places, and historic contexts as *historic districts*. The National Park Service defines a historic district as "a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development."[16] A historic district derives its significance as a single unified entity.

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

According to the National Park Service, "a district can comprise both features that lack individual distinction and individually distinctive features that serve as focal points. It may even be considered eligible if all of the components lack individual distinction, provided that the grouping achieves significance as a whole within its historic context. In either case, the majority of the components that add to the district's historic character, even if they are individually undistinguished, must possess integrity, as must the district as a whole."[17] Resources that have been found to contribute to the historic identity of a district are referred to as *district contributors*. Properties located within the district boundaries that do not contribute to its significance are identified as *non-contributors*.

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

In Los Angeles, many historically significant school campuses have been identified as eligible for listing as historic districts. *The Los Angeles Unified School District (LAUSD) Historic Context Statement* provides a framework for evaluating school plants in Los Angeles. The context statement's themes identify character-defining features for districts. The designation for group, rather than individual, eligibility can also reflect the building programs of specific eras. For example, the context statement's theme "Post-1933 Long Beach Earthquake School Plants," notes that "eligible properties under [the] theme may be a single building … or a grouping (campus) of buildings constructed during the period of significance." The context statement also identifies the theme "Educating the Baby Boom: The Postwar Modern, Functionalist School Plant," as "most often apply[ing] to a campus evaluated as a historic district."[18]

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

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

Heights, eligible for its association with the Japanese American community, to Venice High School, eligible for its post-1933 Long Beach Earthquake construction.[19]

4.7 Future Project Guidance

CEQA Thresholds

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

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

The State CEQA Guidelines indicate that a project would normally have a significant impact on historical resources if it would result in a substantial adverse change in the significance of a historical resource. A substantial adverse change in significance occurs if the project involves "physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be materially impaired."[20]

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."[21]

Secretary of the Interior's Standards

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

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

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

regulatory presumption that they would have a less than significant adverse impact on a historic resource.[22]

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

> *Generally, a project that follows the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings or the Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings (1995), Weeks and Grimmer, shall be considered as mitigated to a level of less than a significant impact on the historical resource.*[23]

The statutory language above references the Secretary of the Interior's standards and guidelines for four distinct historic "treatments," including: (1) preservation; (2) rehabilitation; (3) restoration; and (4) reconstruction. The specific standards and guidelines associated with each of these possible treatments are provided on the National Park Service's website regarding the treatment of historic resources.[24] For analytical purposes, a threshold decision must be made regarding which "treatment" standards should be used to analyze a project's potential effect on historic resources. According to the National Park Service, the "rehabilitation" standards (the Rehabilitation Standards) are most frequently applied for the majority of historic buildings. The Rehabilitation Standards acknowledge the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character.

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

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

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

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

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

Following are quotations from the National Park Service guidance.

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

"Plan the new addition in a manner that provides some differentiation in material, color, and detailing so that the new work does not appear to be part of the historic building. The character of the historic resource should be identifiable after the addition is constructed."[25]

Rehabilitation Standards for Historic Districts

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

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

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

5.0 HISTORIC CONTEXT

5.1 History of Santa Monica[26]

Early History

Human occupation of the Los Angeles Basin dates to approximately 12,000 to 13,000 years ago.[27] Native American groups including the Chumash and Tongva occupied the Santa Monica and Malibu region of the basin.[28] 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."[29]

Colonial Period

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

Despite this early exploration, the area was not further colonized until the arrival of the first land expedition in 1769, led by Gaspar de Portolá. Portolá traveled across Alta California from San Diego to Monterey, establishing a system of missions one day's journey apart throughout the territory. He is said to have arrived in present-day Santa Monica on August 3rd. A few years later, on February 22, 1776, explorer Juan Bautista de Anza made camp "on a fine stream under the oak trees in the vicinity of today's Malibu Creek State Park."[30]

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."[31] 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

[26] 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.
[27] 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.
[28] The Tongva are also referred to as "Kizh" and "Gabrielino."
[29] Bean and Smith, 538.
[30] *Malibu Complete, edited by Chuck Chriss, 2005-2008: http://www.malibucomplete.com/mc_history.php.*
[31] Basten, Fred E. Paradise by the Sea: Santa Monica Bay. General Publishing Group, Inc., 1997. (8)

Topanga Canyon. (The Alvarado-Machado lands later passed into the hands of Ysidro Reyes and Francisco Marquez.) In 1828, Don Francisco Sepulveda received possession of "a place called San Vicente," which stretched from Santa Monica Canyon south to present-day Pico Boulevard, and from the coast inland to what is now Westwood and including all of the land that would become the original townsite of Santa Monica.[32] The area was slowly populated and developed with an adobe by Ysidro Reyes in 1839. The rancho had herds of grazing cattle, horses, and sheep.

The 1840s brought several land disputes in Santa Monica between Sepulveda and the Reyes and Marquez families. The argument was not settled until 1851, the year after California achieved statehood. At that time, the Board of Land Commissioners deeded Sepulveda the 30,000 acres known as "Rancho San Vicente y Santa Monica." The Reyes and Marquez families received approximately 6,600 acres known as the "Boca de Santa Monica."[33]

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.[34] 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.[35] The streets were numbered, and the avenues were named for the Western states.

Baker and Jones envisioned Santa Monica as a prosperous industrial port, with a dedicated rail line linking the mines of Colorado and Nevada to a long wharf in Santa Monica Bay. Construction of the wharf and the rail line commence in early 1875. Jones and Baker organized the Los Angeles & Independence Railroad (LA&I), a steam-powered rail line that extended sixteen miles along a private right-of-way between the Santa Monica waterfront to 5th and San Pedro streets in downtown Los Angeles. The railroad was completed in a little over ten months, opening on October 17th.[36]

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

The official founding of Santa Monica dates to July 15th, 1875, when the first town lots were sold via auction.[37] The town's immediate growth was rapid; in less than nine months it had 160 homes and over one thousand inhabitants.[38] However, hopes to establish Santa Monica as the region's primary commercial shipping center were short-lived. In the early 1880s, Southern Pacific undermined the LA&I railroad by cutting their passenger and freight rates so drastically that both the local railroad and wharf were forced to operate at a loss from the moment they began operations. Eventually, both enterprises were acquired by Southern Pacific, who later abandoned the port project in favor of a site in San Pedro.[39] 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.[40]

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.[41] 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.[42] 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

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

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

Despite economic struggles, the years between the Great Depression and World War II were busy years in Santa Monica. Several arms of Roosevelt's "New Deal" program, including the Public Works Administration (1933; PWA) and Works Progress Administration (1935; WPA), were heavily involved in Santa Monica during this period. After the Long Beach Earthquake of 1933 devastated the City, public aid helped the City rebuild.[43] The PWA/WPA helped to build several structures and buildings throughout in the city, including the Santa Monica Post Office (1938), Colorado Avenue Viaduct (1939), Olympic Boulevard Storm Drain (1940), and the Santa Monica Municipal Airport (1941). The WPA and Federal Art Project (FAP) were also responsible for various public art projects, including a mural in the Santa Monica Public Library (1935) and sculptures installed in Pacific Palisades Park (1934) and Santa Monica High School (1937). The Art Deco-style City Hall (1938), designed by Donald Parkinson with terrazzo mosaics by local artist Stanton Macdonald-Wright, was also constructed using WPA funds.

In the years leading up to the United States entry into the war in December 1941, a series of dramatic shifts began. Thousands of people migrated to Southern California from other parts of the country. The rapid influx of Douglas Aircraft and other defense workers exacerbated Southern California's already intense need for housing. In 1940, the population of Santa Monica was 53,500.[44] 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.[45] 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.[46]

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

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

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

Southern California's postwar population boom and rise in consumer culture spurred retail and commercial development throughout the region. Santa Monica was no exception. During the post-war years, Santa Monica continued to expand as a residential community, as a resort and hub of "space age technological development,"[47] and in the provision of healthcare and financial services for Los Angeles' westside. Large-scale commercial development in the postwar era was largely concentrated along Wilshire and Santa Monica Boulevards.

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

Transportation also changed in the post-war years. Named the Olympic Freeway while still in the planning stages, the portion of Interstate 10 in Santa Monica between Bundy and the McClure Tunnel opened to traffic January 29, 1965. As a part of the National System of Interstate and Defense Highways (now known as the Eisenhower Interstate System), route planning was done at a Federal level, with less concern for existing neighborhoods and buildings. By 1958, Interstate 10's present configuration had been determined, generally following the old Los Angeles & Independence Railroad right-of-way from the eastern city limit to about 20th Street and running between Olympic and Michigan Avenues to the McClure Tunnel, cutting through established, less affluent residential neighborhoods. Construction began in downtown Los Angeles and progressed westward.[48]

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

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

5.2 History of the Santa Monica-Malibu Unified School District (SMMUSD)[49]

Early Schools, 1875-1902

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

The district's first public school was held in the Presbyterian Church located at 3rd Street and Arizona Avenue. The school opened on March 6, 1876, with fifty-two students in attendance, and an administrative staff consisting of one teacher, one principal, and one janitor.[50] 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.[51]

Early Development

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

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

[49] 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.
[50] Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." *History of Education Journal*, Vol. 5, No. 1, Autumn, 1953. (7)
[51] "Century of History in Santa Monica, 1875-1975," *Santa Monica Evening Outlook*, May 17, 1975, 22D.

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

In 1890, the South Side School was built in the southern reached of Santa Monica at 4th and Ashland Streets. A continuous growth of population by the turn of the century led to the demolition of the school in 1902 and its replacement with a larger, 8-room building. A fire destroyed the school in 1908, although it was quickly rebuilt as a brick building and named the Washington School (1908, Robert Farquhar). The Santa Monica School District sold the fire damaged building, which was moved to 2001 Fourth Street and repurposed as the Phillips Chapel Christian Methodist Episcopal (CME) Church, the first African American church in the Ocean Park district.[52]

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.[53] 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.[54] 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

[52] Alison Rose Jefferson, "African American Leisure Space in Santa Monica: The Beach Sometimes Known As the 'Inkwell,' 14900s-1960s," *Southern California Quarterly* 91, no. 2 (Summer 2009): 161-162.
[53] 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)
[54] Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (54)

building boom that would erect eight schools in eighteen years. Lincoln High School contained five classrooms, an assembly hall, and physical laboratories.[55]

Unification and Expansion, 1903-1933

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

In 1903, Santa Monica became a city of the fourth class, thereby entitling it to maintain its own schools. Thus, the school district became the Santa Monica City School District.[56] 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.[57] The following year, the city expanded further by annexing the community of Ocean Park to the south.[58]

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.[59] 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.*[60]

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

[55] "Santa Monica," *Los Angeles Times*, Jun 11, 1898, 15.
[56] McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (26)
[57] Ibid. (15)
[58] Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (35)
[59] 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.
[60] Milton, "A Historical Study of the Santa Monica City Schools," *7.*

second utilized the rest of the school facility for specialized subjects. Then, halfway through the day, the two groups would switch places and study subjects. The system was praised by leaders of the Progressive Education Movement including John Dewey and Evelyn Dewey and was thought to achieve a more humanistic and democratic education while also providing administrative efficiency.[61]

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

By 1910, Lincoln High School was overcrowded, and plans were drafted for a new high school.[62] 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."[63] "Red tapestry bricks with wide cement joints" were a featured component of the design. Composed of three buildings, the Academic (or main) building, the Science Household and Fine Arts Building facing Fremont Avenue, and the Manual Arts building along Michigan Avenue, the intent was to have all rooms facing the south or east to have "disappearing windows" to maximize ventilation and light. The original design also called for "outdoor school rooms."[64] Landscaping featured lush plantings and tropical palm trees that lent an exotic air to the campus. Subsequent additions to the campus included a gymnasium and a health unit (c. 1913) and a printing plant (1918). On May 20, 1921, an open-air theater (a.k.a., the Memorial Bowl) was dedicated to honor the dead of World War I.

1920s Expansion

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

[61] 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).
[62] Louise Gabriel, "History of Santa Monica, Part IV," *Los Angeles Times*, August 8, 1985, K8.
[63] "Stately Buildings in Santa Monica's Magnificent New Polytechnic High School," *Los Angeles Times*, May 21, 1911, V1.
[64] "New Polytechnic High School," *Los Angeles Times*.

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

During this period, Santa Monica was first in spending on high school education among cities in Southern California.[65] 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 School (1923) at 725 Ocean Park Boulevard; the new McKinley Elementary School (1923, Allison & Allison)[66] at 24th Street and Santa Monica Boulevard; Madison Elementary School (1926, Francis David Rutherford) on the site of the old Lincoln High School at 10th Street and Arizona Avenue; Lincoln Junior High School (1923-1924) at 1425 California Avenue; the Garfield School at 1740 7th Street, and Franklin Elementary School (reportedly built with beach sand) at 2400 Montana Avenue. Additions to the Grant School were made in 1924 by local architect Francis David Rutherford.[67] A six-room addition by Allison & Allison was made to the John Adams Middle School in 1920.[68]

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

Innovation and Reform, 1933-1945

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

Long Beach Earthquake of 1933

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

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

single event has affected Santa Monica schools as much [as the earthquake]."[69] Although a cursory inspection had Santa Monica students returning to classrooms immediately, inspections by architects and engineers suggested otherwise. On March 13, 1934, the state commission inspected the city's schools and called for their immediate closure. A study of the damage to school buildings resulting from the Long Beach Earthquake showed that the main elements of weakness in school buildings were a failure to provide for lateral thrust; a heterogeneity of construction materials; weak roof construction; lack of proper anchorage between floors and walls; and masonry ornamentation.[70]

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

Within thirty days of the Long Beach Earthquake, the California State Legislature passed the Field Act, one of the first pieces of legislation that mandated earthquake-resistant construction in the United States.[71] 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.[72] Thus, the Long Beach Earthquake ushered in a period of widespread school renovation and reconstruction that would transform many area schools, including those in Santa Monica.

In the fall of 1933, a bond issue of $400,000 for the rehabilitation of schools in the district was defeated. In April of 1934, the entire school population of the district (approximately 6,000 students) were moved from their regular buildings into "tents" –

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

temporary structures with wood floors with canvas tops and sides that could be rolled up for light and ventilation.[73]

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.[74] 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."[75] Brick construction was largely replaced in lieu of reinforced concrete and wood buildings, which could better withstand lateral forces.[76]

The Santa Monica schools that were able to be reconstructed were completed under the State Emergency Relief Act (SERA), which furnished the funds for all labor gratis to the district as a work relief provision during the depression. Schools that were able to be rehabilitated often had their second stories removed.[77]

In 1934, the school district hired the architectural firm of Marsh, Smith, and Powell to prepare plans and specifications for new school buildings.[78] 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."[79] Brick construction was largely replaced in lieu of reinforced concrete and wood buildings, which could better withstand lateral forces.[80]

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

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

architectural trends of the 1930s, as decorative period revival designs were replaced with a more simplified, modernist aesthetic.[81] The resulting remodels displayed smooth concrete or stucco exteriors, flat roofs, recessed windows, rounded corners, or other curved elements, as well as shallow relief panels and interior murals.

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

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

Much of the reconstruction activity that took place between 1935 and 1940 was accomplished with the assistance of the federal Public Works Administration (PWA) and Works Progress Administration (WPA) and supplemented by local funds. In 1935, the Santa Monica City School District received $1,500,000 in federal funds, along with $290,000 in local school bonds, to repair or rebuild ten elementary, junior high and high school campuses.[82] By far, the largest project was the complete rehabilitation and modernization of Santa Monica High School. By 1936, it was clear that existing funds would not be sufficient to complete the project at the high school, so an additional $250,000 in bond money was approved by voters for this purpose. When the high school campus was finally complete, the WPA and Board of Education had spent more than $1,225,000.

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

In 1937, with funding from the WPA, an auditorium (1937, Marsh, Smith & Powell; City of Santa Monica Landmark #47) was constructed for Samohi students and as a municipal hall for the community. The hall's elegant Streamline Moderne style design

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

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

In 1937, the Santa Monica Technical School opened on the old Grant School site. In a move toward a more specialized, vocational education that would help ease the problems created by the Depression, the school initially offered courses in cosmetology, carpentry and industrial sheet metal. SaMo Tech, as the school became known, expanded during the war when the defense industry needed additional manpower; new classes were offered in aircraft manufacturing, shipbuilding and other industrial fields. At the peak of the war effort, classes were offered in three shifts, 24-hours a day, seven days per week. Between 1940 and 1945, over 40,000 students passed through SaMo Tech.[83]

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.[84]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, Parkinson & Parkinson, Henry L. Gogerty, and Joe M. Estep, among others.

Postwar Modernism, 1946-1970

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

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

Modernism and Functional School Plants

By the postwar years, the child-centered school plant first championed in the 1930s was adopted as standard design. Architecture reflected new humanist teaching theories, and schools were standardized to function for children's needs. As a result, schools became increasingly modern, eschewing the period revival and historical design vocabularies of earlier decades. Postwar schools in Southern California were designed to "feel decentralized, nonhierarchical, approachable, informal, and child-centered."[85] Specifically, many schools were designed to have one-story massing, ample lighting and ventilation, and an indoor-outdoor spatial feeling. These design elements, which were ubiquitous in the post-war era, were developed in the 1930s with the creation of the "Santa Monica Plan." Typical construction materials in post-war development included plywood, glass, and steel. In addition to style and material, schools from this period also underwent a revolution in site plan, design, and layout. One new design principal in the postwar years was the finger-plan school. The finger-plan design featured a central corridor from which wings projected; this maximized the amount of fresh air and light for each wing. Over time, the simple finger-plan school adopted several variations including double-loaded hallways and zigzag building plans. In the 1950s, contrastingly, school plants increasingly adopted the cluster-plan style. The cluster-plan emphasized low massing and indoor-outdoor accessibility but grouped wings as modular units surrounding a common courtyard. This helped compact the campus and provided cost savings in construction.[86]

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.[87]

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.[88] The area served by the new district included 8.3 square miles within the city limits, as well as 65 square miles in the then-unincorporated community of Malibu.

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

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

District were racially imbalanced.[89] These schools were Cabrillo, Edison, Franklin, Muir, Point Dume, Roosevelt, Webster, Will Rogers, and Malibu Park Junior High School. Madison and John Adams schools were also added to the list shortly thereafter. Rather than redrawing boundary lines or busing students to achieve racial balance, the Board of Education first decided to concentrate on helping disadvantaged students. The schools with the highest number of economically and educationally disadvantaged students -- Edison, Washington, and Muir -- received additional help from the district.[90]

Additionally, the School District's Racial and Advisory Committee organized a 126-member committee to find "community solutions" for the imbalance of five Santa Monica's Elementary Schools, including Edison, Franklin, Muir, Will Rogers, and Roosevelt. The *Report of the Citizen's Advisory Committee on Ethnic and Racial Balance,* published in 1972, identified five areas for improvement: transportation, increase the number of minority group faculty and staff, increase community involvement, in-service training for current teachers, and integration of students from various racial and ethnic backgrounds in schools.[91] The school district eventually enacted some busing and hired more teachers of varied racial and ethnic backgrounds.[92]

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

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

5.3 Will Rogers Learning Community

Development Narrative

Will Rogers Learning Community (previously known as Will Rogers Elementary School) was approved by the Board of Education in January 1947. The school occupies Block 42, lots 3 to 10 and 13 to 15 of the East Santa Monica Tract, a large irregularly-shaped tract first subdivided in 1887.[93] It is possible the school district purchased the land at the same time it acquired the adjacent block for the John Adams Middle School campus in

[89] The state guidelines state that if the percentage of students of one or more minority group in a school differs by over 15% from that of all the schools in a district, then the school is racially and ethnically imbalanced; "State Tells S.M. to Correct School Racial Imbalance," *The Los Angeles Times*, December 21, 1969.
[90] "S.M. Schools Will Concentrate on Aid for Disadvantaged," *The Los Angeles Times*, November 16, 1969.
[91] Santa Monica Unified School District, *Report of the Citizen's Advisory Committee on Ethnic and Racial Balance*, (Santa Monica: 1972), 2.
[92] Ken Fanucchi, "Voluntary Busing Plan Attracting Few Pupils," *The Los Angeles Times*, September 2, 1973.
[93] Historic Resources Group and Architectural Resources Group, *City of Santa Monica Historic Resources Inventory Update Historic Context Statement*, March 2018, 80.

1934. The County assessor records show a variety of individual lot owners until 1933-1934, after which no names are recorded.[94] The lots appear to have been improved before the school's development project began. An aerial photograph from 1947 reveals lots 8 and 9 to be heavily planted with trees, and there are all but three lots that contain some structures and buildings. Compared to the uniform density and absence of trees on the adjacent blocks, these lots appear rural or at minimum, informally planned.

The East Santa Monica Tract was one of the earliest tracts to be established in Santa Monica, yet, like the rest of this southeast corner of Santa Monica known as Sunset Park, it developed slowly until the late 1930s. As of 1935, John Adams Middle School was serving the intermediate grades in Sunset Park but younger children in the area went to school outside their neighborhood. As the number of families increased in Sunset Park, this led to overcrowding in the McKinley, Grant and John Muir schools in the southern and central sections of the city. Between 1938 and 1948, the population of elementary students alone increased from 3,366 students to 4,965 students; the new 1,600 students that were added to the school system in the WWII era growth stressed the already overburdened school system.[95]

With pressure from parents and civic organizations, a bond election took place in 1946 that authorized a $3,500,000 expansion of the local school system.[96] Sunset Park residents benefited enormously: John Adams Middle School gained a new auditorium, gymnasium, and shop building; the new campus of Santa Monica College was funded for the first time; and the Will Rogers Learning Community was to be built.[97] Between 1946 and 1949, over 43 new elementary schools were hired for the ten elementary schools in the school district.[98]

Construction History

Named for the actor, humorist, and Santa Monica-area resident, Will Rogers, the Will Rogers Learning Community was built in 1948. Prominent architect Herbert L. Gogerty (1894-1990) designed the original plans for the school in the International style of architecture. Gogerty was assisted by architect, J. Cy Berry, and by structural engineer, Julian T. Stafford.[99] According to Historian and past-Principal Donald M. Cleland in 1952:

> *The Will Rogers Elementary School, as finally constructed, was a new departure in schoolhouse design and demonstrated the fact that standardization of classroom units and prefabrication of steel window frames*

[94] Tract maps and tax assessment records, Volume 5, Book 17, Page 95, East Santa Monica Tract (1887), Blocks 41 to 46. Santa Monica History Museum, accessed August 19, 2021.
[95] Walter Edward Sparks, "A Proposed Handbook for New Elementary teachers in the Santa Monica City Schools," Master's thesis, University of Southern California, June 1949, 2.
[96] Donald M. Cleland, *A History of the Santa Monica City Schools*, February 1952, 122.
[97] Ibid.
[98] Sparks, 3.
[99] "Will Rogers Elementary School, Santa Monica City School District," H.L. Gogerty Organization, Architects and Engineers, plans dated April 20, 1948, collection of SMMUSD.

> *and ceiling trusses could pare costs. The building consists of five five-room units of reinforced concrete construction built on concrete slab floors. On one side the rooms open to covered corridors connecting all of the units, and on the opposite site to a paved work area.*
>
> *Bilateral lighting is another unique feature of the Will Rogers classrooms. A balance of natural light is achieved by low V-type ceilings which allow maximum light from the north through a solid wall of clear glass sections, and from the south through opaque glass sections shielded by adjustable metal louvers. Artificial light is seldom needed, even on gray days.*[100]

The school opened on April 18, 1948, with an enrollment of 672 students from kindergarten through the sixth grade. At the time of its opening, there were eight buildings, including the five classroom buildings that formed the nucleus of the campus, known today as Buildings E, F, G, H, and J. The one-story buildings were arranged in a cluster plan with paved surfaces between them. Sheltered, canopied corridors were attached to the south side of each building. On the south-facing wall above the flat canopy of the arcade clerestory windows were installed for day-long exposure to natural light. On the north-facing wall of each building, large banks of steel framed windows were installed near the eaves. The library was situated within Building G, and Building L was the eastern extension of Building E.

The original campus also included four buildings on its primary façade on Fourteenth Street. Building A, a "cafetorium," was a large open space that served the dual purpose of cafeteria and auditorium. Retractable lunch tables and benches were stored in a wall cavity when the requirements of an auditorium were called for.[101] The school's offices were situated in Building B which was adjacent to the cafetorium. The main entrance to the school was situated between Buildings A and B. Gogerty's plan also included kindergarten Buildings C and D, connected by a covered "activity porch."

Within a year of the school's opening, additional classrooms were needed. In 1949, Santa Monica architect Joe M. Estep designed four stucco clad wood frame additions for the northeast end of each of the original Buildings, K, M, N and P.[102] The building contractor was the Santa Monica firm of Roy J. Beck & Sons.[103] The classrooms were open by the beginning of the school year in 1950.[104] Alterations to original Buildings B and G were undertaken in 1970, based on plans by architect Robert Hyle Thomas.[105]

[100] Donald M, Cleland, A History of the Santa Monica Schools 1876-1951, unpublished doctoral dissertation, University of California, Los Angeles, February 1952.
[101] Ibid.
[102] "4 Class Room Addition to Will Rogers Elementary School, Santa Monica, Calif., Santa Monica City School District," Joe M. Estep Architect, plans dated February 9, 1950, collection of SMMUSD.
[103] "Application for Building Permit for Will Rogers Elementary," Building Department, City of Santa Monica, March 30, 1950.
[104] Cleland, *History*, 123.
[105] "Will Rogers Elementary School 1970 Additions," Robert Hyle Thomas, Architect AIA, plans dated August 10, 1970, collection of SMMUSD.

Several temporary, portable buildings were added to the northern and eastern edges of the campus in the 1990s. From 1993 to the early 2000s, several buildings were updated at the campus.

Pre-History

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

Colonial Period

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

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

1822 California becomes Mexican territory.

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

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

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

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

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

Early Development & Establishment of the Schools

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

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

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

The Santa Monica School District is established.

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

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

Site Development

1887	East Santa Monica Tract is established.
1930s	Douglas Aircraft Company of Santa Monica expands operations at Clover Field, in southeast Santa Monica.
	The school district acquires Block 42, lots 3-10 and a fraction of 11 if Tract 4284.
1934	Topographic maps show East Santa Monica Tract as sparsely built compared to the rest of Santa Monica.
1947	Aerial photograph of future site shows that lots are heavily planted and contain some buildings and structures.

Development of Will Rogers Learning Community

1948	Will Rogers Learning Community opens.
	Campus architect Henry L. Gogerty designs Buildings A, B, D, E, F, G, H, J, and L.
1950	Architect Joe M. Estep designs and builds Buildings M, N, P, and K. Roy J. Beck & Sons is the contractor for the buildings. Value of construction at $32,916.
1970	Alterations to Buildings B (Administration) and G (Library) are undertaken based on plans by architect Robert Hyle Thomas.

Historic Images

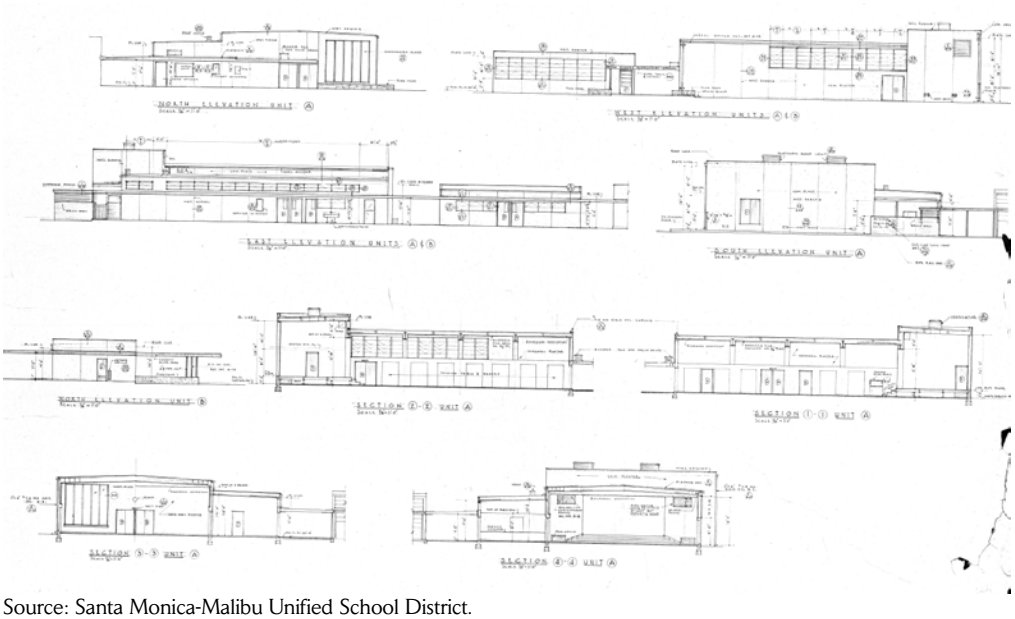
Advertisement for Smoot-Holman at Will Rogers Learning Community, 1950.

Source: *Architect and Engineer*, Volumes 180-183, 1950, 37.

Will Rogers Learning Community Campus, c. 1948.

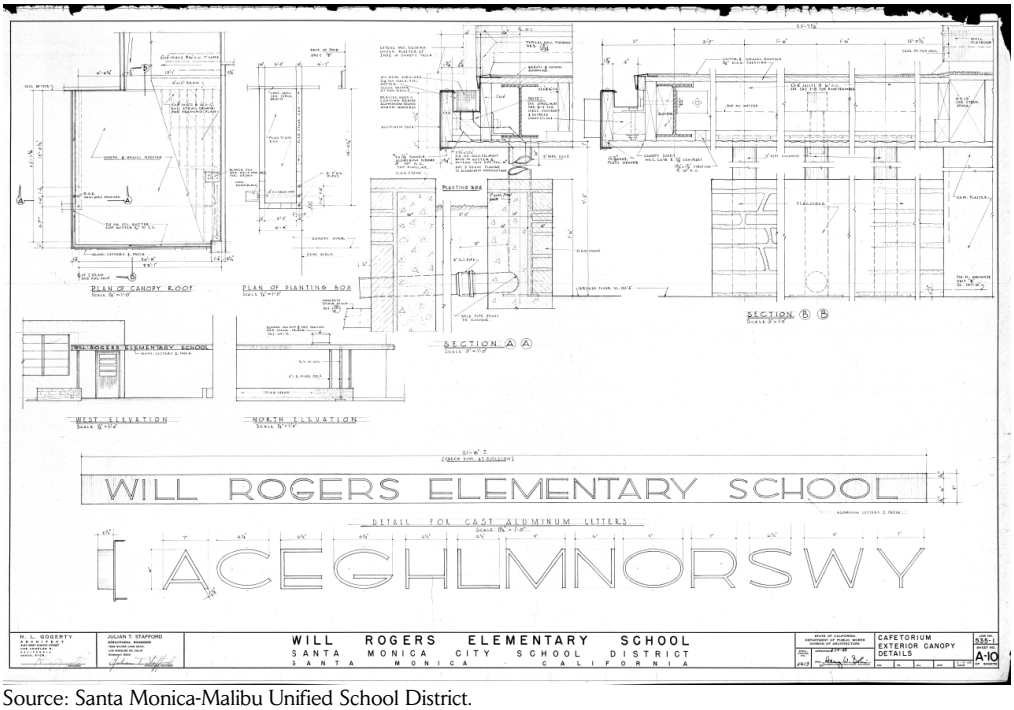
Source: Santa Monica Conservancy.

Building Plans by Henry L. Gogerty, 1948.



Source: Santa Monica-Malibu Unified School District.

Building Plans by Henry L. Gogerty, 1948.



Source: Santa Monica-Malibu Unified School District.

5.4 Architectural Styles[106]

International Style

The International Style – an architectural aesthetic that stressed rationality, logic, and a break with the past – emerged in Europe in the 1920s with the work of Le Corbusier in France, and Walter Gropius and Ludwig Mies van der Rohe in Germany. The United States became a stronghold of Modern architecture after the emigration of Gropius, Mies, and Marcel Breuer. Two Austrian emigrants, Richard Neutra and Rudolph Schindler, helped introduce modern architecture to Southern California in the 1920s. Their buildings were minimalist in concept, stressed functionalism, and were devoid of regional characteristics and nonessential decorative elements. In 1932, the Museum of Modern Art hosted an exhibit, titled simply "Modern Architecture," that featured the work of fifteen architects from around the world whose buildings shared a stark simplicity and vigorous functionalism. The term International Style was coined by Henry Russell Hitchcock and Philip Johnson in their exhibit catalog.

The early impact of the International Style in the United States was primarily in the fields of residential and small-scale commercial design. The economic downturn of the

[106] The architectural styles presented here are excerpted and adapted from the "City of Santa Monica Historic Resources Inventory Update Historic Context Statement," prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, March 2018.

Depression, followed by World War II, resulted in little architectural development during this period. It was not until the postwar period that Americans embraced Modernism, and its full impact on the architectural landscape is observed. Within the International Style, two trends emerged after World War II. The first emphasized the expression of the building's function, following the early work of Walter Gropius, who created innovative designs that borrowed materials and methods of construction from modern technology. He advocated for industrialized building and an acceptance of standardization and prefabrication. Gropius introduced a screen wall system that utilized a structural steel frame to support the floors and which allowed the external glass walls to continue without interruption.

The second postwar trend in the International Style is represented by Mies van der Rohe and his followers. Within the Miesian tradition there are three subtypes: the glass and steel pavilion, modeled on Mies' design for the Barcelona Pavilion (1929); the skyscraper with an all-glass curtain wall like his Seagram Building (1954) in New York; and the modular office building like his design for Crown Hall (1955) at the Illinois Institute of Technology (IIT). While "form follows function" was the mantra of Gropius, "less is more" was the aphorism of Mies. He focused his efforts on the idea of enclosing open and adaptable "universal" spaces with clearly arranged structural frameworks, featuring pre-manufactured steel frames spanned with large sheets of glass.

Character-defining features include:

- Rectangular massing
- Balance and regularity, but not symmetry
- Clear expression of form and function
- Steel frame structure used as an organizing device
- Elevation of buildings on tall piers (piloti)
- Flat roofs
- Frequent use of glass, steel, concrete, and smooth stucco
- Horizontal bands of flush windows, often meeting at corners
- Absence of ornamentation

5.5 Architects and Design Professionals

Henry L. Gogerty

Henry L. Gogerty (1894-1990) was born in Zearing, Iowa and received his degree in architecture and engineering from the University of Illinois. In 1916, he worked as a junior draftsman in Cedar Rapids, Iowa, before leaving to join the U.S. Army. From 1917 to 1918, Gogerty served as the superintendent of Airport Construction for the Army, Signal Corps.[107] In 1920, he moved to Long Beach where he worked for various architectural firms as a senior draftsman, until opening his own firm in 1923.

[107] "Henry L. Gogerty," http://pcad.lib.washington.edu/person/1414/

From 1924 to 1928, Gogerty and Carle Jules Weyl worked as partners on several notable projects.[108] Together they designed the Hollywood Playhouse (currently known as the Avalon Hollywood), a Spanish Baroque style Theatre (1926-1927). In 1928, Weyl ended his partnership with Gogerty, and Gogerty subsequently continued to work as an independent architect until his retirement in 1968. Gogerty also served as the Advisory Architect of the Sierra Nevada Regional Council of the National Advisory Council on School Building Problems in 1938.

Over his lifetime, Gogerty designed over 350 schools and industrial projects in Southern California.[109] Some of his notable local designs include the Susan Miller Dorsey Senior High School (1939), Compton School District (1952); Gardena High School (1956), Antelope Junior College (1959), Covina Valley University School District (1960); and South Hills High School (1963).[110] Gogerty was particularly adroit at designing unique school plants with wings and courtyards. His building designs ranged from radiating, Airport-influenced plants like the one at Susan Miller Dorsey Senior High School (1939) to early cluster plan schools, like Will Rogers Learning Community (1948), to serpentine plants like that at Antelope Valley Join Union High School District (1956).[111]

In addition to school buildings, Gogerty designed the Grand Central Airport Hangar and Main Terminal in Glendale (1928-1929) and the cargo plane assembly buildings for Hughes Aircraft Plants in Culver City and Fullerton (1942; 1957-1958).[112] Hughes Aircraft was considered an engineering achievement in wood framing.[113]

Gogerty received the American Institute of Architects' national achievement award in the science of construction for designing and developing gliding acoustical walls to allow flexible classroom construction.[114] Gogerty was a member of the American Institute of Architects from 1941 until his death in 1990.

At Will Rogers Learning Community, Gogerty designed Buildings E, F, G, H, and J in 1948.

Joe M. Estep

Santa Monica architect, Joe M. Estep (1888-1959) expanded Will Rogers Learning Community. Estep was born in 1888 in Ohio. After moving to Los Angeles circa 1910, Estep joined with architect Arthur R. Kelly to form Estep and Kelly in 1923. The firm mostly specialized in building single-family residences, including the Arthur Letts Jr.

[108] American Institute of Architects, "Henry L. Gogerty Membership File," https://content.aia.org/sites/default/files/2018-09/GogertyHenryL.pdf
[109] "Henry L. Gogerty; Architect Who Designed Gliding Classroom Walls," *Los Angeles Times*, April 6, 1990.
[110] "Henry L. Gogerty," http://pcad.lib.washington.edu/person/1414/
[111] "The Very Picture of Determination," *Los Angeles Times,* May 13, 2007, page 77; "Big Education Plant," *Los Angeles Times,* August 7, 1955, page 119.
[112] "Gogerty, Henry L. (AIA)," *1962 American Architects Directory*, R.R. Bowker LLC, 1962 (253), AIA Historical Directory of American Architects, https://aiahistoricaldirectory.atlassian.net (accessed October 2021).
[113] "Henry L. Gogerty," *Los Angeles Times*, April 6, 1990.
[114] "Henry L. Gogerty," *Los Angeles Times*, April 6, 1990.

Residence (1927) and the W. B. Cline Residence (1930).[115] The firm dissolved circa 1938.

In 1938, Estep briefly joined with Donald B. Parkinson to design the Santa Monica City Hall (1938). After this project it appears that Estep began practicing architecture on his own. In 1948, he designed the Elks Temple Lodge in Santa Monica.[116]

In the mid-1950s, Estep was hired by the Culver City Board of Education to design several school buildings in the district. Estep designed the multi-use room and cafeteria at the Betsy Ross School (1953/1954); additions at Culver City High School (1956); and the campus of the Baldwin Hills Elementary School (1957).[117]

Joe M. Estep's early career was mostly focused on residential commissions. In the 1940s and 1950s, he pivoted his career to focus on school construction. Most of his commissions during this time were for minor additions, alterations, and infill construction for existing campuses. It appears that he only designed one school campus, that of Baldwin Hills Elementary School in Culver City.

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

Robert H. Thomas

Robert Hyle Thomas was born in Los Angeles in 1910. Thomas had had a significant career designing schools in San Bernardino County throughout the 1950s and 1960s.[118] He was the district architect for the Apple Valley school district and from his office in Apple Valley, he completed branch projects in Indio and Victorville for Security First National Bank.[119] His practice extended to Los Angeles from the late 1960s to the 1970s when Thomas designed several buildings for the General Telephone Company including plants in Malibu and Marina del Rey.[120] In 1972, Thomas was recognized with an honor award by the Southern California Chapter of the American Institute of Architects for his General Telephone building in Playa del Rey.[121]

Thomas was responsible for alterations to Buildings B and G at the Will Rogers Learning Community in the 1970s.

[115] "H-Shape Idea Used in Plan," *Los Angeles Times,* May 15, 1938, page 76; "Joseph Morgan Estep (Architect), *PCAD,* http://pcad.lib.washington.edu/person/2191/ (accessed October 2021).
[116] "Ground Broken for Elks Lodge," *Evening Vanguard,* November 4, 1948, page 1.
[117] "Local School Board Calls for Plans on El Rincon, El Marino Classrooms," *Evening Vanguard,* December 10, 1953, page 1; "Shape of Things to Come," *Evening Vanguard,* August 2, 1954, page 2; "Estep to Design School Buildings," *Evening Vanguard,* March 7, 1957, page 1.
[118] "Legal Advertisement," lists Robert Hyle Thomas as the architect for the Helendale school addition, *San Bernardino County Sun*, April 18, 1957, 18; "Mariana School in Apple Valley to be Dedicated At P-T-A. Meeting Tonight; Has Novel Floor Plan," *Daily Press* (Victorville, California), November 13, 1958, 6; "District plans 3rd building," *Daily Press* (Victorville, California), September 29, 1965, 1.
[119] "Contract is Awarded Riverside Builder for Security-First Bank at Victorville," *San Bernardino County Sun*, January 31, 1958, 17; and "Indio Bank," *Los Angeles Times*, June 21, 1959, 117.
[120] "Phone Building," *Los Angeles Evening Citizen News*, December 1, 1965, 40; "Two Meckler Projects Done," *Los Angeles Times*, August 12, 1973, 87.
[121] "Dinner Honors Twenty Southland Architects," *Los Angeles Times*, December 10, 1972, 168.

6.0 IDENTIFICATION OF HISTORIC RESOURCES

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

6.1 Previous Historic Evaluations

In 1993, an evaluation by Leslie Heumann & Associates identified a potential Santa Monica Public Schools Thematic District. This potential thematic district identified six school campuses citywide as potential contributors; the Will Rogers Learning Community was not identified as a contributing campus to this potential district.[122]

In 2008, PCR Services Corporation completed a draft historic resources evaluation for the school. PCR found the Will Rogers Learning Community ineligible for listing in the National Register, California Register or for local designation. The findings of the report were not adopted by the school district.[123]

In 2018, the City of Santa Monica completed a Citywide Historic Resources Inventory Update.[124] This update determined that Will Rogers Learning Community appeared eligible for listing as a Santa Monica Landmark. According to the update:

> *2401 14th Street (Will Rogers Elementary School) appears eligible for listing as a Santa Monica Landmark. The property is an excellent example of International Style architecture as applied to an institutional building. Constructed between 1948 and 1950, it exhibits distinctive characteristics that are associated with the style as expressed by its form, massing, composition, and architectural details. The property is also significant for representing broad patterns of institutional history in Santa Monica after World War II. Its construction reflects the expansion of public educational facilities to accommodate substantial population growth in the post-World War II period.*[125]

The school was ascribed a current status code of 5S3, "appears to be individually eligible for local listing or designation through survey evaluation."[126]

[122] State of California Department of Parks and Recreation Historic Resources Inventory form, Santa Monica Public Schools Potential Thematic District. Leslie Heumann & Associates, 1992.
[123] "Draft Historic Resources Evaluation Report for the Santa Monica-Malibu Unified School District Measure BB Program," Prepared for the Santa Monica-Malibu Unified School District by PCR Services Corporation, July 2008.
[124] "City of Santa Monica Citywide Historic Resources Inventory Update Survey Report," Prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, August 2018.
[125] Individual Resources, "City of Santa Monica Citywide Historic Resources Inventory Update Survey Report," Prepared for the City of Santa Monica by Architectural Resources Group and Historic Resources Group, August 2018.
[126] "California Historical Resource Status Codes," Office of Historic Preservation, March 1, 2020.

6.2 Historic District Assessment

The buildings and features of the Will Rogers Learning Community campus have been considered collectively for their potential eligibility for listing in the National Register of Historic Places (NRHP), the California Register of Historical Resources (CRHR), and/or listing at the local level as a historic district.

As noted in Section 4.6 of this report, the National Park Service defines a *historic district* as "a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united historically or aesthetically by plan or physical development."[127] Additionally, school campuses are noted as a potential example of a historic district. Because the Will Rogers Learning Community campus contains a grouping of related buildings and features, and was originally developed as a junior high school, consideration of this property as a potential historic district is an appropriate analytical framework for its evaluation.[128]

Historic Significance

Criteria A/1/1

Will Rogers Learning Community is significant under NRHP Criterion A, CRHR Criterion 1, and City of Santa Monica Criterion 1 within the context of the post-World War II institutional development of Santa Monica. The school represents broad patterns of institutional history in Santa Monica when a rapidly growing population forced the expansion and growth of the school district. The school is located in the neighborhood of Sunset Park, which developed slowly through the 1930s with students in the area attending elementary schools outside of the neighborhood. After World War II, the population expanded rapidly, which led to the overcrowding of neighboring schools including McKinley, Grant, and John Muir Elementary Schools. Will Rogers Learning Community was funded by a 1946 bond to help support the growing population of the Sunset Park neighborhood. The elementary school subsequently served as an anchor institution for the neighborhood, serving the students nearby. As such, Will Rogers Elementary School reflects the rapid growth of the City, neighborhood of Sunset Park, and the school district during this period of development.

The East Santa Monica Tract was one of the earliest tracts to be established in Santa Monica, yet, like the rest of this southeast corner of Santa Monica known as Sunset Park, it developed slowly until the late 1930s. As of 1935, John Adams Middle School was serving the intermediate grades in Sunset Park but younger children in the area went to school outside their neighborhood. As the number of families increased in Sunset Park, this led to overcrowding in the McKinley, Grant and John Muir schools in the southern and central sections of the city. Between 1938 and 1948, the population of elementary students alone increased from 3,366 students to 4,965 students; the new

[127] *National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation*. Washington D.C.: National Park Service, U. S. Department of the Interior, 1997. (5)
[128] Ibid.

1,600 students that were added to the school system in the WWII era growth stressed the already overburdened school system.[129]

With pressure from parents and civic organizations, a bond election took place in 1946 that authorized a $3,500,000 expansion of the local school system.[130] Sunset Park residents benefited enormously: John Adams Middle School gained a new auditorium, gymnasium, and shop building; the new campus of Santa Monica College was funded for the first time; and the Will Rogers Learning Community was to be built.[131] Between 1946 and 1949, over 43 new elementary schools were hired for the ten elementary schools in the school district.[132]

Criteria C/3/4-5

Will Rogers Learning Community is also significant under NRHP Criterion C, CRHR Criterion 3 and City of Santa Monica Criteria 4 and 5 for its design. The 1948-built school campus embodies the distinctive characteristics of a type, period, and method of construction, notably that of International-style buildings from the post-war period as applied to an elementary school campus. The school was designed in a cluster-plan and feature outdoor canopied corridors, expanses of clerestory and awning windows, smooth stucco exterior, and flat roof with metal coping. Early buildings at the campus dating to 1948 were designed by renowned architect Henry L. Gogerty. Buildings completed in 1950 by Joe M. Estep similarly exhibit elements of the International style of architecture and adhered to the original plan and design vocabulary that was established by the Gogerty-designed school plant. Regarding the eligible quad and courtyards, it is the spatial organization, rather than the landscaping, that is significant and continues to convey the designs envisioned by Henry L. Gogerty and Joe M. Estep

The period of significance for Will Rogers Learning Community spans from 1948 to 1950. This timeframe includes the original period of development for the campus following the culmination of World War II. Contributing features are those buildings that were constructed during the period of significance and retain their integrity.

Buildings & Features Dating from the Period of Significance

The following table identifies buildings and features dating from the period of significance (1948-1950) that are extant on the Will Rogers Learning Community campus today:

[129] Walter Edward Sparks, "A Proposed Handbook for New Elementary teachers in the Santa Monica City Schools," Master's thesis, University of Southern California, June 1949, 2.
[130] Donald M. Cleland, *A History of the Santa Monica City Schools*, February 1952, 122.
[131] Ibid.
[132] Sparks, 3.

Table 2: Features Included in the Potential Historic District

Current Feature Name	Year Built	Integrity	Status
Buildings			
Building A	1948	Fair	Contributor
Building B/C	1948	Fair	Contributor
Building D	1948	Good	Contributor
Building E	1948	Good	Contributor
Building F	1948	Good	Contributor
Building G	1948	Good	Contributor
Building H	1948	Good	Contributor
Building J	1948	Good	Contributor
Building K	1950	Good	Contributor
Building L	1948	Fair	Contributor
Building M	1950	Good	Contributor
Building N	1950	Good	Contributor
Building P	1950	Good	Contributor
Site Features			
Courtyards	1948	Good	Contributor
14th Street Quad	1948	Fair	Contributor
Stone Planters	1948	Very Good	Contributor
Additional Features			
"Will Rogers Elementary School" Sign	1948	Very Good	Contributor

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

Figure 4. Potential Historic District Map

Will Rogers Learning Community Historic Resources Inventory Report

Assessment of Integrity

Will Rogers Learning Community contains a cohesive concentration of thirteen contributing buildings, two contributing site features, and one contributing additional feature that dates from the period of significance and has been identified as the potential historic district. These contributing resources within the boundaries of the potential historic district remain in their original locations in the southwestern region of the site, retaining spatial relationships and circulation patterns that have remained unchanged since the late 1940s. Although the campus was incrementally developed in the 1970s and 1990s, development did not interrupt the generally cohesive grouping of early buildings. Instead, later development occurred on the outskirts of this grouping, with the construction of temporary, portable buildings.

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

- Location: The buildings constructed during the period of significance remain in their original locations in the southwestern region of the campus. Therefore, the potential historic district retains integrity of *location*.
- Design: The potential historic district retains most of the character-defining features of its original construction and subsequent development during the period of significance. Buildings constructed during the period of significance include International style buildings that are representative property types typical of design in the years following World War II. In addition, the four courtyards that contributing buildings face onto are also important features of the site, and reflect the importance given to natural light and ventilation in school design from that period. Despite some alterations, a majority of the essential physical features reflecting the original design and organization of the property as a school from the late 1940s to early 1950s remain intact within the potential historic district. Therefore, the potential historic district retains integrity of *design*.
- Setting: The potential historic district is located in the southwestern region of the school property. Since the period of significance, the school has undergone periodic development, with the installation of several temporary, portable buildings. The property continues to function as a school and newer buildings have been constructed for similar uses and functions; as a result, the potential historic district's immediate surroundings have retained the historic character and identity of a public elementary school. The surrounding area of Santa Monica has a whole has experienced consistent development since the school's establishment in the area in 1948. However, the school's surrounding property uses of residential, educational, and commercial development remain intact. Thus, the potential historic district retains integrity of *setting*.

- **Materials:** The potential historic district retains most of its original materials. Contributors typically retain some physical elements from the period of significance, including original cladding, some original windows and doors, and detailing such as outdoor corridors. However, all contributors have been altered to some degree. Common alterations include infill additions and replacement of some original doors and windows. Therefore, the potential historic district's integrity of *materials* has been compromised.
- **Workmanship:** The potential historic district retains the physical evidence of workmanship. This includes the contributors' general massing, construction methods, and aesthetic principals. Moreover, most exterior cladding and even detail work have been retained. Overall, the buildings continue to retain substantial physical evidence of period construction techniques, including original finishes and design elements that reflect the character and identity of the potential historic district as the work of notable architects. Therefore, the potential historic district retains integrity of *workmanship*.
- **Feeling:** The potential historic district retains most of the character-defining features of its original construction, including representative building types as well as spatial relationships and circulation patterns that are typical of campuses from this time. These essential physical features continue to convey the original aesthetic and historic sense of a small public school completed in the late 1940s and early 1950s. Thus, the potential historic district retains integrity of *feeling*.
- **Association:** Because the potential historic district retains integrity of *location*, *design*, *setting*, *workmanship,* and *feeling*, it retains sufficient integrity to convey its significance as an International-style public school built during the rapid growth of Santa Monica in the post-World War II years. Therefore, the potential historic district retains integrity of *association*.

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

Integrity of Contributing and Non-Contributing Resources

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

Very Good

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

- Retain most or all of the seven aspects of integrity
- Exhibit the character-defining features of a distinct architectural style or type

- May exhibit minor alterations, including the replacement of some windows and/or entrance doors or the replacement of roofing material

Good

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

- Retain most or all of the relevant aspects of integrity; likely retains integrity of design and/or workmanship[133]
- May exhibit some character-defining features of a distinct architectural style or type
- May exhibit some degree of alteration, including the replacement of windows, entrance doors, railings, cladding, and/or roofing material, with generally compatible substitutes
- May include subsequent additions that do not disrupt the overall building form

Fair

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

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

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

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

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

Evaluation of Eligibility

Evaluation of the Potential Historic District for the National Register

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

Evaluation of the Potential Historic District for the California Register

The potential historic district appears to be significant under California Register Criteria 1 and 3 for its association with the development of International-style buildings by master architects following the post-World War II expansion in Santa Monica. It is important as a group of resources that dates from the school's early development from the late 1940s to early 1950s.

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

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

The potential historic district appears to be significant for local listing under Criteria 1, 2, 3, 4, and for its association with the development of International-style buildings by master architects following the post-World War II expansion in Santa Monica. It is important as a group of resources that dates from the school's early development from the late 1940s to early 1950s.

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

6.3 Character-Defining Features

Character-defining features are distinctive elements and physical features that convey the historical appearance of a property and are required for it to convey its historical significance. According to Preservation Brief 17, there is a stepped process to identifying character-defining features.[134] The first step involves assessing the distinguishing physical aspects of the building as a whole. This second step involves examining the building more closely. While on their own each of the elements above may not convey historical significance, in combination they define the property and convey the associations for which it is significant. Table 3 is included below to provide the character-defining features of each contributing resource to the potential historic district.

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

Table 3: Character-Defining Features

Contributing Feature	Shape/Form	Roof	Openings	Projections	Trim and Secondary Features	Materials	Setting
Building A	• Rectangular plan • 1- to 1.5-story height • Two volumes	• Flat roof with metal coping • Metal flat roof of canopied corridor	• Original door and window openings; single and grouped	• Primary entrance canopy • Canopied outdoor corridor	• "Will Rogers Elementary School" sign • Original stone planter	• Smooth stucco exterior	• Setback from 14th Street • Location and proximity to other contributing buildings
Building B/C	• Irregular plan • 1-story height	• Flat roof with metal coping • Metal flat roof of canopied corridor	• Original door and window openings; single and grouped	• Primary entrance canopy • Canopied outdoor corridor • Shelter between building and Building D	• "Will Rogers Elementary School" sign	• Smooth stucco exterior	• Setback from 14th Street • Location and proximity to other contributing buildings
Building D	• Rectangular plan • 1-story height	• Flat roof with metal coping • Metal flat roof of canopied corridor	• Original door and window openings; single and grouped	• Canopied outdoor corridor • Shelter between building and Building B/C	--	• Smooth stucco exterior	• Setback from 14th Street • Location and proximity to other contributing buildings
Buildings E, F, G, H, and J	• Rectangular plan • 1-story height	• Flat roof with metal coping	• Original door and window openings;	• Canopied outdoor corridor	--	• Scored smooth stucco exterior	• Location and proximity to other

Contributing Feature	Shape/Form	Roof	Openings	Projections	Trim and Secondary Features	Materials	Setting
		• Metal flat roof of canopied corridor	single and grouped				contributing buildings
Building K	• Rectangular plan • 1-story height	• Flat roof with metal coping • Metal flat roof of canopied corridor	• Original door and window openings; single and grouped	• Canopied outdoor corridor • Awning along north façade	--	• Smooth stucco exterior	• Location and proximity to other contributing buildings
Building L	• Rectangular plan • 1-story height	• Flat roof with metal coping • Metal flat roof of canopied corridor	• Original door and window openings; single and grouped	• Canopied outdoor corridor	--	• Smooth stucco exterior	• Location and proximity to other contributing buildings
Buildings M, N, and P	• Rectangular plan • 1-story height	• Flat roof with metal coping • Metal flat roof of canopied corridor	• Original door and window openings; single and grouped	• Canopied outdoor corridor	--	• Smooth stucco exterior	• Location and proximity to other contributing buildings
Courtyards	• Rectangular shape • Circulation path	• Metal flat roof of canopied corridor	--	--	--	--	• Interspatial relationship between buildings
14th Street Quad	• Rectangular shape	--	--	--	--	--	• Setback from 14th Street • Proximity to Buildings A, B/C, and D

6.4 Assessment of Individual Resources

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

As noted in Section 4.3 of this report, the National Park Service defines *historic significance* as "the importance of a property to the history, architecture, archaeology, engineering, or culture of a community, state, or the nation."[135] Historic significance can be achieved through a property's association with important events, activities or patterns; association with important persons; distinctive physical characteristics of design, construction, or form; or potential to yield important information.

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

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

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

7.0 CONCLUSIONS

Based on visual observation of the property, research of primary and secondary sources, and an analysis of the eligibility criteria for listing at the federal, state, and local levels, HRG has identified a potential historic district at Will Rogers Learning Community that is eligible for listing in the California Register and for designation at the local level. The potential historic district consists of thirteen (13) contributing buildings, three (3) site features, and one (1) additional feature with a period of significance from 1948 to 1950. Contributors to the potential historic district are as follows:

Buildings

- Building A, 1948
- Building B/C, 1948
- Building D, 1948
- Building E, 1948
- Building F, 1948
- Building G, 1948
- Building H 1948
- Building J, 1948
- Building K, 1950
- Building L, 1948
- Building M, 1950
- Building N, 1950
- Building P, 1950

Site Features

- Courtyards, 1948
- 14th Street Quad, 1948
- Stone Planters, c. 1948

Additional Features

- "Will Rogers Elementary School" Sign, c. 1948

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

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APPENDIX A. SITE PHOTOGRAPHS

Buildings

Main Entrance, Buildings A and B.
East view.

Building A.
Southeast view.

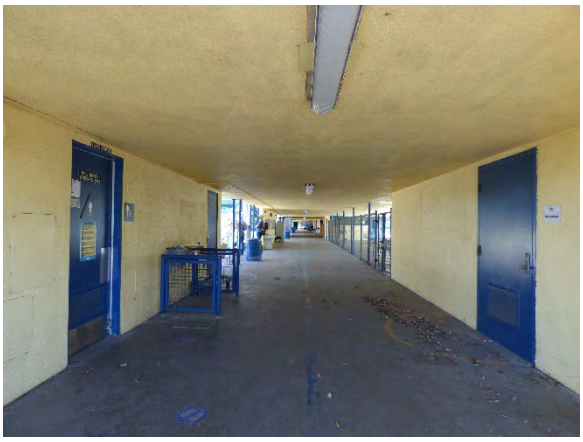
Building A.
East view.

Building B/C.
North view.

Shelter, Buildings B/C and D.
West view.

Building D and Shelter.
East view.

Building D.
Southwest view.



Covered hallway, Buildings D and J.
Southeast view.

Building E.
Northeast view.

Building F.
Southeast view.

Building G.
Northeast view.

Building G.
Southeast view.

Building H.
Northeast view.

Building H.
Southeast view.

Building J.
Northeast view.

Buildings J and H.
East view.

Building J.
Southwest view.

Covered hallway, Buildings J and K.
Southeast view.

Building K.
South view.

Building K.
West view.

Buildings P and K.
South view.

Buildings P, L, M, and N.
South view.

Detail, concrete pads. Building J.
South view.

Detail, clerestory windows. Building J.
Northwest view.

Features

14th Street Quad.
North view.

Hexagonal Bench, c. 1948.
West view.

Stone Planters, c. 1948.
South view.

Handball Courts.
East view.

Handball Courts and Basketball Courts.
Northwest view.

Athletic Field and Children's Play Area.
West View.

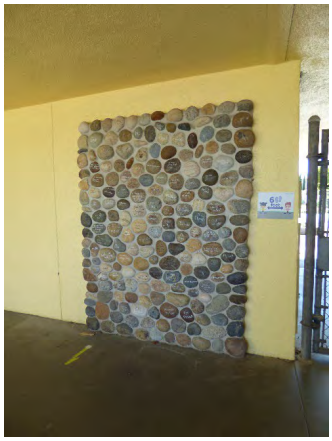
Additional Features

"Will Rogers Elementary School" Sign, c. 1948.

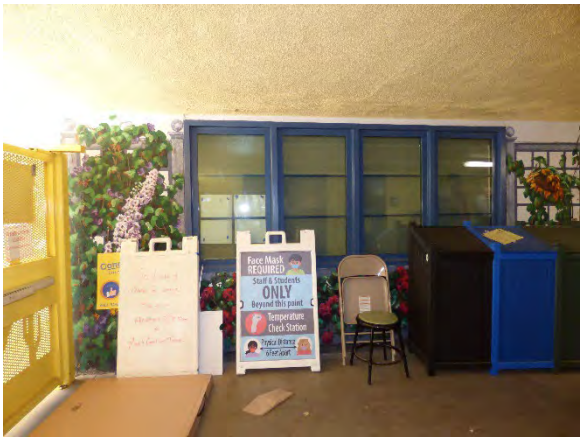
"National Blue Ribbon" Mural, 1996/1997.

"Will Rogers" Mural, c. 1990s.

"Magical" Mural, c. 2000s.



"Stone" Mural, c. 2000s.



"Flower" Mural by Jean Busch, 2002.

"Flower" Mosaic, 2008.

"Sun" Mosaic, 2009.

"Irma Lyons" Plaque, 2011.

"Handprint" Mural, by Class of 2014, 2014.

APPENDIX B. SANBORN MAPS

Sanborn map, 1950.

Source: LAPL, 2021.

APPENDIX C. HISTORIC AERIALS

Historic aerial, 1938.

Source: EDR, 2021.

Historic aerial, 1952.

Source: EDR, 2021.

Historic aerial, 1964.

Source: EDR, 2021.

Historic aerial, 1972.

Source: EDR, 2021.

Historic aerial, 1981.

Source: EDR, 2021.

Historic aerial, 1994.

Source: EDR, 2021.

Historic aerial, 2002.

Source: EDR, 2021.

Historic aerial, 2012.

Source: EDR, 2021.