



Santa Monica High School Campus Plan Historic Resources Technical Report *July 2018*

HISTORIC RESOURCES GROUP

PREPARED FOR

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

**Santa Monica High School Campus Plan
Historic Resources Technical Report**

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1.0 INTRODUCTION

The purpose of this technical report is to determine if historic resources as defined by the California Environmental Quality Act (CEQA)¹ are present in the Santa Monica High School Campus Plan Project Site (“Project Site”) and, if so, to identify potential impacts to historic resources caused by the proposed Santa Monica High School Campus Plan Project (“Proposed Project”). This report is intended to inform environmental review of the Proposed Project.²

Under CEQA the potential impacts of a project on historic resources must be considered. The purpose of CEQA is to evaluate whether a proposed project may have a significant adverse effect on the environment and, if so, if that effect can be reduced or eliminated by pursuing an alternative course of action or through mitigation measures.

The impacts of a project on an historic resource may be considered an environmental impact. CEQA states that:

*A project that may cause a substantial adverse change in the significance of an historical resource is a project that may have a significant effect on the environment.*³

Thus, an evaluation of project impacts under CEQA requires a two-part inquiry: (1) a determination of whether the project site contains or is adjacent to a historic resource or resources, and if so, (2) a determination of whether the proposed project will result in a “substantial adverse change” in the significance of the resource or resources. This report investigates the Santa Monica High School site to determine if historic resources exist within its boundaries, and analyzes project impacts for any adverse change in the significance of such resources.

This report contains:

- A review of the existing properties located within the Project Site.
- A review of previous evaluations of properties within the Project Site through historic survey, environmental review, or other official actions.
- Identification and evaluation of any potential historic resources within the Project Site.
- Review of the required consideration of historic resources within the Project Site under the California Environmental Quality Act (CEQA).

¹ California PRC, Section 21084.1.

² Two planning level build-out concepts were developed, the “Blue Concept” and the “Gold Concept,” with each concept providing alternate approaches to accomplish the overall planning goals. Ultimately, the “Blue Concept” was selected as the preferred concept, and is the Proposed Project for the purpose of this analysis. The “Gold Concept” is a project alternative.

³ Ibid.

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This report was prepared using primary and secondary sources related to the history and development of Santa Monica, as well as the Project Site's development as a high school. Documents that were consulted include:

- Historical periodicals
- Historical photographs and aerial images
- Historical building plans
- Sanborn Fire Insurance maps
- Previous surveys
- Previous environmental reviews
- Local histories
- Historic context statements
- Santa Monica Historic Resources Inventory
- California State Historic Resources Inventory, Los Angeles County
- Santa Monica Municipal Code

Research, field inspection, and analysis were performed by Paul Travis, AICP, Principal; and Kari Fowler, Senior Preservation Planner, both of whom are qualified professionals who meet or exceed the *Secretary of the Interior's Professional Qualification Standards*. Additional assistance was provided by Robby Aranguren, Planning Associate/GIS Specialist; and intern Christopher Purcell.

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2.0 PROPOSED PROJECT⁴

2.1 Project Overview

Given that the Santa Monica High School campus was first developed over 100 years ago and has since undergone many changes, the current campus layout does not meet the needs of Samohi's academic curriculum and often conflicts with desired classroom organization. The primary goal of the Samohi Campus Plan ("Campus Plan") is to provide the best possible secondary school environment in a reconceived campus to shape a model high school for approximately 3,100 students. The Campus Plan is intended to provide a high-quality 21st-century learning environment for the next 100 years. It plans for expanded and enhanced facilities for academia, performance arts and programs, physical education/athletics, and campus services.

Consistent with CEQA Guidelines Section 15124(b), a clear statement of objectives and the underlying purpose of the project are to be discussed. The following is a statement of the project objectives based on information provided by the Lead Agency, the Santa Monica–Malibu Unified School District (SMMUSD):

- Improve learning by replacing undersized and inflexible facilities with larger spaces that accommodate diverse learning styles and allow for variable uses.
- Provide enhanced support spaces, such as libraries, cafeteria, labs, and other student services, that promote whole child development.
- Maintain the House communities that provide for decentralized administration and aid in more personal care of students and families.
- Improve the arts and athletic facilities in support of both the school and community's educational, cultural, and recreational enhancement.
- Reorganize open space to support the House communities and foster intra-campus circulation.
- Improve access, circulation, and drop-off and increase on-campus parking.
- Establish a logical and fiscally feasible sequence of phased development.
- Ensure that the campus remains whole at the end of each phase.

2.2 Project Location and Setting

Project Location

The Project Site encompasses the campus of Santa Monica High School, located at 601 Pico Boulevard in the City of Santa Monica in Los Angeles County. As shown in Figure

⁴ Description of the Proposed Project as provided by the Lead Agency.

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1 (“Project Location Map”) below, the campus is situated just south of Interstate 10 (I-10, Santa Monica Freeway), and approximately 3.5 miles southwest of Interstate 405 (I-405, San Diego Freeway). I-10 becomes State Route 1 (SR-1, Pacific Coast Highway) approximately 800 feet west of the campus. The Pacific Ocean is located approximately one-half mile to the southwest. The Project Site is situated about a mile southeast of downtown Santa Monica, and walking distance from Third Street Promenade, Santa Monica Place, Santa Monica Pier, Santa Monica Civic Auditorium, and Santa Monica City Hall.

The 26-acre campus spans five parcels (APNs 4290-005-900, 4290-006-904, 4290-007-902, 4290-008-901, and 4290-003-901). It is irregularly-shaped and is bordered generally by Olympic Boulevard on the north; 7th Court Alley, Michigan Avenue and 7th Street on east; Pico Boulevard on the south; and 4th Street on the west. The property at the southeast corner of 4th Street and Olympic Boulevard, occupied by a DoubleTree hotel and a City of Santa Monica office building, are not part of the Project Site.

Project Setting

The Project Site is located in an urbanized area that is developed with a diverse mix of land uses, including multi-family residential, commercial, and civic. To campus’ northern of the campus is Interstate 10 (I-10, Santa Monica Freeway). The area east of the Project Site is developed with a gas station and a two-story mixed-use commercial building along Lincoln Boulevard, and one-and two-story multi-family residential buildings along Michigan Avenue and 7th Street. Land uses to the south, across Pico Boulevard, include including two- to three-story apartment buildings, two-story commercial mixed-use buildings, and a 10-story hotel called Le Meridien. 4th Street, on the campus’ western boundary, is developed with a large surface parking lot which serves the adjacent Santa Monica Civic Auditorium, as well as a five-story parking structure (with ground-story retail) that provides parking for the Santa Monica Civic Center to the north and west. The property at the southeast corner of 4th Street and Olympic Boulevard is developed with an 8-story hotel, currently DoubleTree Suites by Hilton, as well as a three-story office building occupied by the City of Santa Monica.

Major arterials in the Project Site vicinity including Olympic Boulevard and Colorado Avenue to the north; Lincoln Boulevard to the east; Pico and Ocean Park boulevards to the south; at 4th Street, Main Street, and Ocean Avenue to the west.

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Figure 1. Project Location Map



Base map: Bing Maps, © 2016.

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2.3 Project Description⁵

The objective of the Campus Plan is to establish an overall campus layout of all facilities in order to develop a “road map” to guide the siting of future campus projects. The Campus Plan for the existing 26-acre campus defines the redevelopment or renovation of nearly all campus facilities – apart from Barnum Hall and the Innovation Building – phased over a 25-year planning horizon.

Two planning level build-out concepts, the “Blue Concept” and the “Gold Concept,” were developed and presented to the SMMUSD. The planning concepts provided alternate approaches to accomplish the planning goals, while defining site use and massing. The SMMUSD and Campus Plan Committees provided their guidance to proceed with the Blue Concept as the selected planning concept.

The SMMUSD determined that the Blue Concept best met the needs of Samohi and the Project objectives. As shown in Figure 2 (“Blue Concept” (Proposed Project) Site Plan) below, the Blue Concept would serve to reorganize the campus functions and open space. The campus entry would be shifted southward along 7th Street on axis with Barnum Hall, and the campus would be organized such that academic functions would be located toward the eastern portion of the campus and athletic functions would be located to the western portion of the campus, including the development of a new football/soccer/track and field stadium.

The Blue Concept would result in a regrading of Prospect Hill to provide universal access to all students and faculty. The reconfiguration of the campus would increase the density of the site, creating a new identity and legibility to the campus. The campus would be expanded internally to include a football field/track stadium, semi-subterranean parking structure, natatorium (aquatic) complex, a new quad between Michigan Avenue and Olympic Boulevard, and a new quad aligned with the Greek Theater and English Building.

The Proposed Project would be implemented in nine (9) phases and would result in the demolition of approximately 302,704 square feet of existing classroom buildings, the development of approximately 341,436 square feet of new buildings, and 545,226 square feet of new structured parking and athletic fields. Additionally, the existing English/Humanities Building would be renovated and repurposed. The Greek Amphitheater’s concrete radial seating area and stage would be renovated as well. The buildout would result in the total construction of approximately 886,662 square feet of new parking structures, fields, and other non-academic facilities on the Samohi campus. The table and site plan below summarize the proposed phasing of redevelopment.

⁵ This description of the Proposed Project has been excerpted from the Project Description provided by the Lead Agency. This project description describes the preferred “Blue Concept” (Proposed Project).

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Campus Redevelopment Phasing Summary

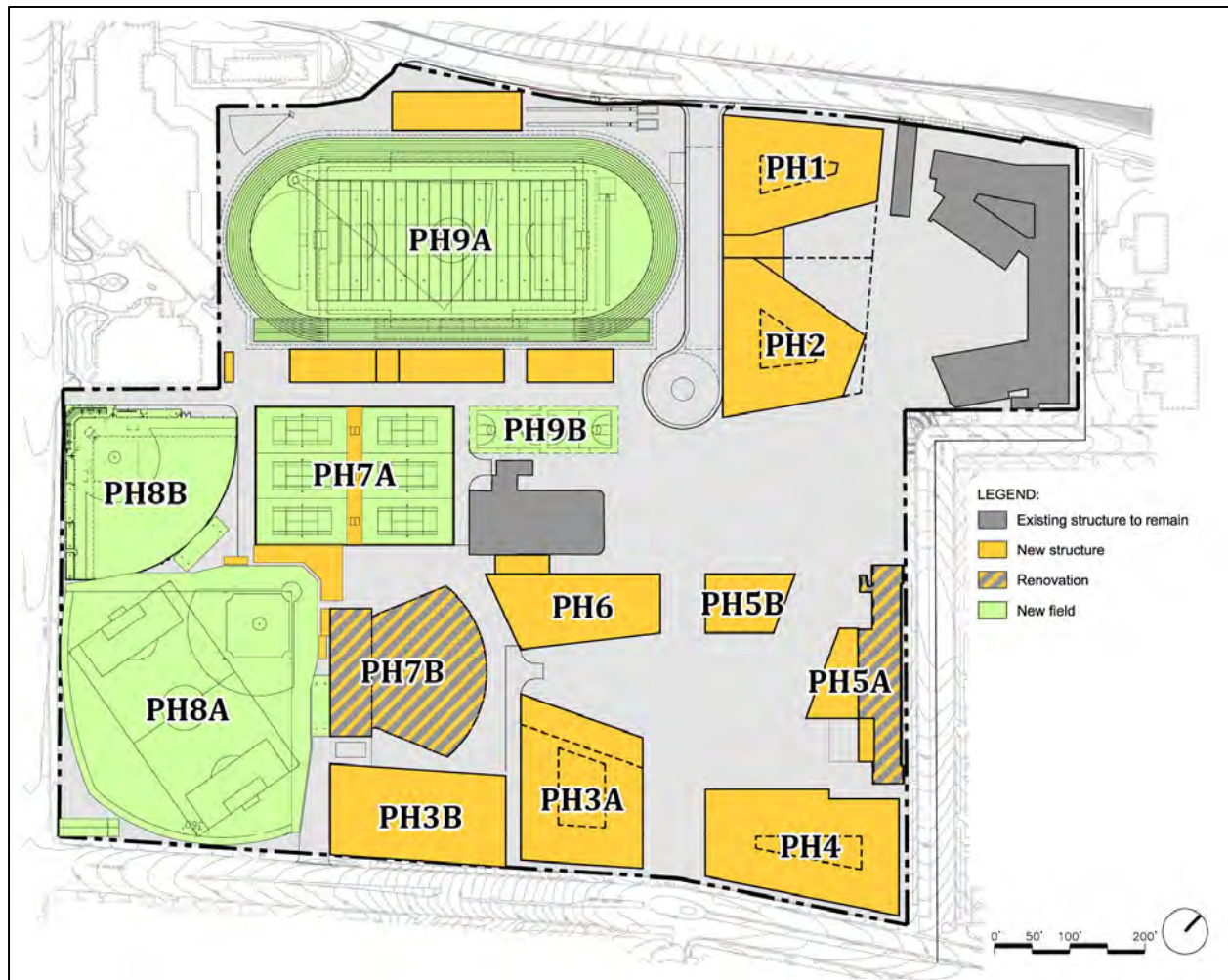
Phase	Existing Building/ Facilities	Demo of Existing Buildings (GSF)	New Building/ Facilities	New Construction/ Renovation	New Structured Parking & Athletic Fields/ Facilities (GSF)
Phase 1 & 2	Technology Building (A) Science Building (B)	93,208	Food service Physical science labs Classrooms (Houses O and M) Pool – 50-meter pool and exterior decks Structured parking	245,000	Structured Parking - 192 spaces
Phase 3A	History (G) Cafeteria (K)	56,247	Classrooms/library	58,077	--
Phase 3B	Pool (N) South Gym (P)	51,580	Gold Gym	54,847	--
Phase 4	Language/Library (F)	49,144	Classrooms, Visual Arts Dept. and one House, and one future House office suite	62,878	28,000 (Structured parking: 80 spaces)
Phase 5A	English/Humanities (D) Art (E)	11,339	Student Services, Humanities Center, and Infant and Toddler Center	5,580	--
Phase 5B	Business (C)	24,960	Student Center and art gallery	13,278	--
Phase 6	Administration (J)	15,656	Performing arts and music	26,144	--
Phase 7A	Music (L) North Gym (M)	62,267	Blue Gym and tennis courts	58,029	49,476 (tennis courts)
Phase 7B	Greek Amphitheatre (Q)	200	Greek Amphitheatre Renovation of concrete radial seating with approx. 4,500 seats	40,802	
	Greek Amphitheatre (Q) Stage	N/A	Greek Amphitheater Addition to stage house	9,693	
Phase 8A	Baseball field/softball/ soccer	370	Baseball field	--	134,940 (field)
Phase 8B	See softball above	--	Softball field	--	51,200 (field)
Phase 9A	Football field & track	--	Football stadium and track 1-1/2 levels structured parking under the football stadium	17,688 (support structures)	179,350 (Stadium with 3,500 seats) 267,750 (Structured Parking: 639 spaces)
Phase 9B	Basketball courts	--	Basketball courts	--	13,860 (basketball courts)
Total Phase 1-9		302,704		341,436	545,226
Grand Total	886,662				

Source: SMMUSD 2018.

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Figure 2. “Blue Concept” (Proposed Project) Site Plan



Source: CY Architects/R. L. Binder FAIA Architects, LLP.

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Phase 1 & 2

Construction and development of Phase 1 & 2 would occur concurrently. Phase 1 & 2 would involve the demolition of the approximately 93,208 square feet of existing buildings, including the existing Technology Building (A), Science Building (B), Old Utility Building (U), and the Demonstration Garden. Upon demolition of the Science Building, construction of a new five-level classroom building would commence (PH1&2 Building). A new 50-meter pool would be constructed to the north of the PH1&2 Building, along Olympic Boulevard. The new PH1&2 Building (Discovery Building) would include the new pool support room (lockers and equipment area); the new Distribution Center and loading dock; and approximately 192 parking spaces, with 72 spaces on the semi-subterranean level and 120 on the second subterranean level. Building level 1 would include the new cafeteria and the physical science labs. Building levels 2 and 3 would include space for two Houses, including House offices, support, classrooms, and computer labs. Additionally, there would be an outdoor science classroom developed on the roof of the PH1&2 Building. The expansion of the Centennial Quad would be completed during this phase.

Phase 1 & 2 would also result in the removal of the existing retaining wall on the northwest side of the Technology Building, adjacent to Olympic Boulevard, to lower the existing surface parking area to match the approximate grade of the new 6th Street. The existing retaining wall to the south of the Technology Building would also be removed.

Phase 1 & 2 would relocate 6th Street and the circle to the northeast. The new 6th Street would improve the existing entry and construct a new driveway along Olympic Boulevard to the northeast, and would be approximately 30 feet wide and approximately 400 feet long. These driveways would provide access to the new subterranean parking area, the Distribution Center, Barnum Hall loading, and the surface parking lot to the west of the new building.

Phase 3

Phase 3 would include demolition of 110,539 square feet of the existing History Building (G), Drake Pool Building (N), South Gym (P), and Cafeteria (K). Two new buildings would be constructed as part of Phase 3: the PH3A Building and the new Gold Gym (PH3B Building). The PH3A Building would be a three-level, 58,077-square-foot classroom and administrative building located along the southern perimeter of the campus, adjacent to Pico Boulevard. The PH3A Building would include the library and a House. The PH3B Building would be a two-level, 54,847-square-foot building containing the new gym and classrooms, and would be located to the southwest of the PH3A Building. In addition, during Phase 3, the Phase 5 Quad would be partially completed to provide accessible entrances to the existing Business (C), Art (E), Language (F), and English (D) buildings.

Additionally, Prospect Hill, in the area of the existing History Building (G), would be substantially graded (approximately 15 feet of cut) to provide enhanced accessibility for

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the campus, and allow for the Phase 5 Quad to provide for accessible access to the existing Language (F), Business (C), and Art (E) buildings. Grading would also occur in the area of the PH3B Building.

Phase 4

Phase 4 would result in the demolition of the existing 49,699-square-foot Language Building/Library (F). Construction would result in a four-level, 62,878-square-foot classroom building with a semi-subterranean vehicle and bicycle parking structure. The semi-subterranean level would include 28,000 square feet with 80 parking spaces. The 3,700-square-foot, 200-space bicycle parking area would be located between the PH3A Building and the PH4 Building. The PH4 Building would include the Visual Arts Department and one House, and one future House office suite. The Administration Building Textbook Room would be permanently relocated to the New Distribution Center.

The grade at the northern edge of the new PH4 Building would be excavated down from approximately 120 feet to approximately 105 feet. The new building would include ramps and/or stairs to the proposed Phase 5 Quad area.

Phase 4 would include a new access drive from 7th Street to the new 80-space structured parking area, as well as a new drop-off area within the parking structure. The Pico Boulevard access would also be widened to meet the new building.

Phase 5

Phase 5 would result in the demolition of the existing 11,339-square-foot Art Building (E), and the 24,960-square-foot Business Building (C). During Phase 5, the existing English Building (D) will be renovated and expanded to become the Admin and Student Services Building (PH5A Building). The PH5A Building would include 33,963 square feet of renovation and 5,580 square feet of expansion; be three levels; and include Student Services, Infant and Toddler Center, and Humanities Center. A new 13,278-square-foot, two-level building (PH5B Building) would be constructed west of the renovated PH5A Building and house the Student Center and Art Gallery. Phase 5 would also result in the completion of the Phase 5 Quad.

Phase 6

Phase 6 would result in the demolition of the existing 15,656-square-foot Administration Building (J). New construction would result in the development of a two-story, 26,144-square-foot classroom building (PH6 Building) that would house the Music Department and be connected with an enclosed link to the existing Barnum Hall (H). The area to the east of the proposed PH6 Building would be graded for development of the Phase 6 Quad.

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Phase 7

Phase 7 would result in the reconstruction of the Greek Amphitheatre seating and stage (Q) that would allow for seating and accessibility upgrades in compliance with the Americans with Disabilities Act (ADA). The renovation of the seating and stage would meet the Secretary of the Interior's Standards for the Treatment of Historic Properties. Additionally, Phase 7 would result in the demolition of the existing Music Building (L), North Gym (M), and the two and one-half outdoor basketball courts, for a total of 62,267 square feet of demolition. Phase 7 would also result in the construction of a new Blue Gym (PH7A), a three-level, 58,029-square-foot gymnasium with six tennis courts located on the roof level. Phase 7 also would result in 40,802 square feet of renovation to the Greek Amphitheatre seating and 9,693 square feet of new construction for the Greek Amphitheatre stage house (PH7B Building). There will be a transition area between the area between the theater stage and the Blue Gym down to the track and field level. In addition, the area north of the Blue Gym adjacent to the softball field will need a retaining wall to transition pedestrians along Michigan Avenue. The grading between the Greek Amphitheatre and the Blue Gym would result in approximately 12 feet of cut.

Phase 8

Phase 8 would involve the demolition of the existing tennis courts and retaining wall, the Baseball/Softball/Soccer Field (Sealy Field), and the Football Field/Track. Phase 8 would relocate the baseball and softball fields from the western to the southern portion of the campus, where the existing football field is currently located. The baseball field would serve as a multi-purpose field for soccer and baseball, with the outfield configured with Pico Boulevard and 4th Street. The 51,200-square-foot softball field would be located along 4th Street, adjacent to the City of Santa Monica Planning Department building at 1717 4th Street. Light poles at Sealy Field may be relocated to new baseball and softball fields.

Phase 9

Phase 9 would result in a new 179,350-square-foot football/soccer/lacrosse stadium to be constructed along Olympic Boulevard, adjacent to the existing DoubleTree Hotel. The football stadium would include seating for 3,500 spectators, as well as 17,688 square feet of support structures, including locker rooms, a coaches' offices, concessions, restrooms, and ticket booth. Two outdoor basketball courts between the stadium and Barnum Hall would also be constructed. A semi-subterranean parking structure would be developed under the football stadium as part of Phase 9. The parking structure would be 267,750 square feet with two levels and 639 parking spaces. The parking structure would be accessed from Olympic Boulevard.

Buildout Pedestrian Circulation

Pedestrian and bicycle access to campus is planned from 7th Street, Olympic Boulevard, and 4th Street. Vehicle delivery access will be upgraded and separated from bicycle and

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pedestrian access on Pico Boulevard, as well as from the alley east of the campus. The separation of vehicular, bicycle, and pedestrian circulation is intended to reorganize campus access and lead to greater security, safety, and use. Campus directional signage will be added to each Samohi entry to improve wayfinding.

Open Space and Landscaping

The project would create defined, usable open space that enhances and expands the Centennial Quad and would develop a second, similar courtyard south of the existing Science Building (B). Plazas will be incorporated into the Michigan Avenue and 6th Street Promenades in addition to the gathering space nodes. The Michigan Avenue Promenade will connect to a plaza that fronts the existing Barnum Hall (H), which can serve as pre- and post-function space for the auditorium. The perpendicular 6th Street Promenade forms a plaza that aligns with the original campus axis to serve as a student body performance and event space.

Landscaping would be developed to shape the campus entrance along 7th Street, and maximize circulation for students moving to and from buildings. The landscaping plan allows for special planting zones conceptually tied to the space typologies. Seating throughout would create smaller areas for gathering and rest while each House would have a plaza area that can be used for functions and gatherings. The concept would include low-water plantings beneath new and existing trees that bring nature into the campus with groves and allées (tree-lined paths) throughout. The plan would create House-specific landscape areas that can be used as outdoor classrooms and learning gardens. Foliage-lined plazas and walkways would aid circulation as well as offer space to interact with others and the landscape. Several mature trees would be removed as part of the Campus Plan construction and implementation.

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3.0 EXISTING CONDITIONS

3.1 Site Description

Overview

The Santa Monica High School campus occupies an irregularly-shaped 26-acre site. The site retains much of its natural topography, with the site sloping downward toward the west. The campus contains nineteen (19) buildings, as well as multiple athletic facilities, open spaces, and artworks. Existing buildings and features are listed below in chronological order, and are keyed to Figure 3 (“Existing Site Plan”) and summarized in Table 1 (“Existing Conditions”). Current site photographs can be found in Appendix A.

3.2 Buildings

History Building (G)

This building was constructed in 1913 as the Academic & Administration Building, designed in the Renaissance Revival style by Allison & Allison. In 1937, it was retrofitted and remodeled in the PWA Moderne style;⁶ the architect is unknown. Additional modifications were made in 1960 by John C. Lindsay & Associates, AIA.

Sited atop a hill at the center of the campus, the building is irregular in plan and two stories plus a basement level. It is clad in smooth stucco, and capped by a flat roof with low parapets. Fenestration is composed of grouped steel-frame fixed, awning and hopper windows. Entrances display single and double metal slab doors. The primary (west) façade features horizontal scoring at the parapet. The main entrance is recessed between two curving walls clad with patterned blocks with a stylized wave design.⁷ Additional features include a wall-mounted clock, metal and stucco wall vents, roof- and wall-mounted lights, and wall-mounted lettering. It is linked to the Art Building via an enclosed patio, and to the Business and Language buildings via enclosed walkways and stairways.

Business Building (C)

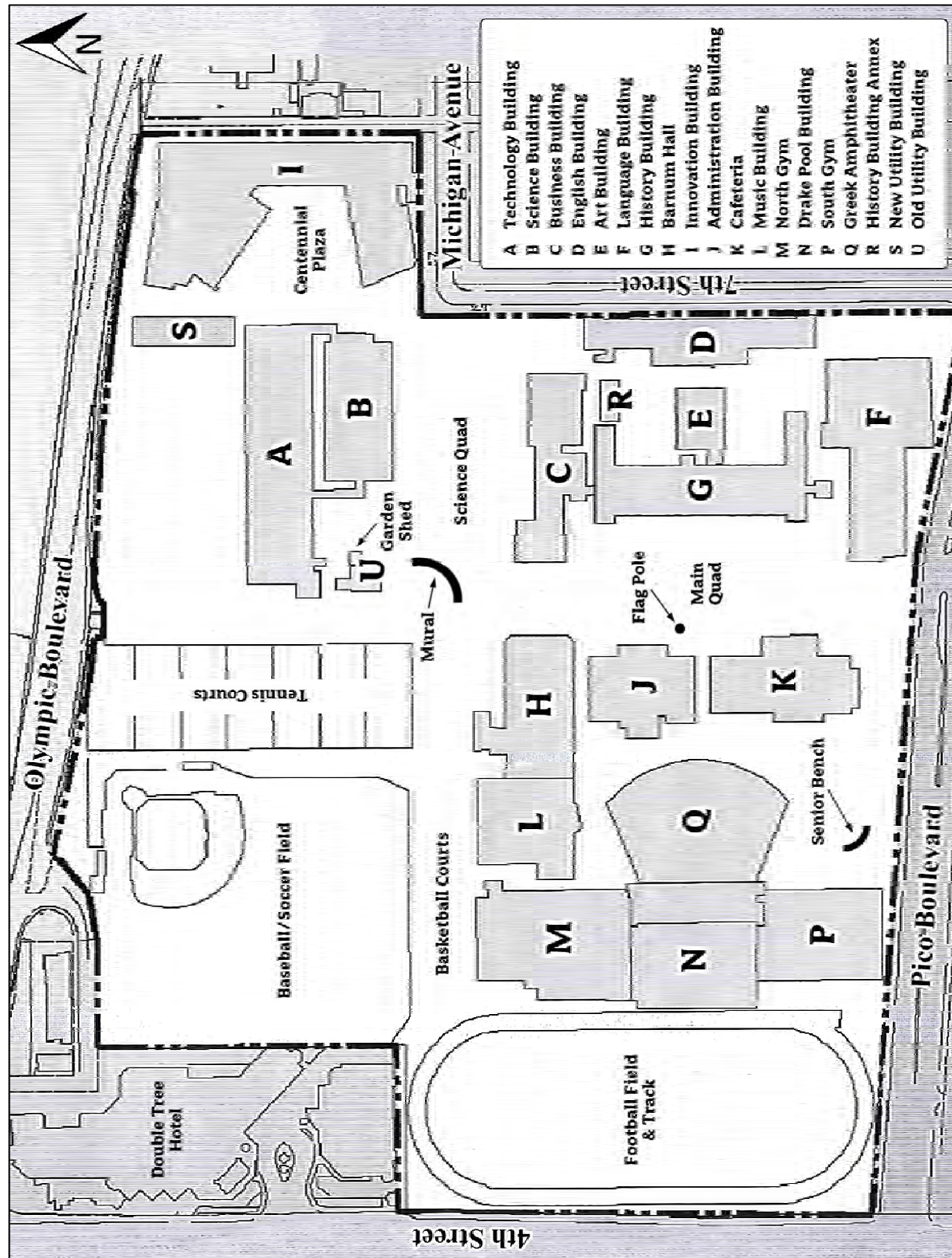
This building was constructed in 1913 as the Manual Arts & Commerce Building, designed in the Renaissance Revival style by Allison & Allison. In 1930, Francis D. Rutherford designed multiple room additions. In 1937, it was retrofitted and remodeled in the PWA Moderne style; the architect is unknown. In 1960, additional modifications were made by John C. Lindsay & Associates, AIA, converting it from a shop building to a business building.

⁶ As described below, accounts vary as to how severely the existing campus buildings were damaged in the 1933 Long Beach earthquake, and how extensive their needed repair. Some sources state that the existing brick structures were reinforced with steel and reclad in concrete; others indicate that the brick facing was removed and the façade stuccoed over; still others suggest the original brick buildings were essentially rebuilt on existing foundations.

⁷ These patterned blocks also appear in the foyer of Barnum Hall and as the backdrop to “The Viking” Fountain Sculpture (see below).

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Figure 3. Existing Site Plan



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Situated north of the History Building, the Business Building is irregular in plan and two stories plus a basement level. It is clad in smooth stucco, and capped by a flat roof with low parapets. Fenestration is composed of grouped steel-frame fixed, awning and hopper windows. Entrances display single metal slab doors. Additional features include a metal exterior staircase, metal and stucco wall vents, roof- and wall-mounted lights, and wall-mounted lettering. It is linked to the History Building via an enclosed stairway.

Greek Amphitheater (Q)

This building was constructed in 1921 as the Santa Monica Memorial Open Air Theater, designed by Allison & Allison. The stage area has been modified over time. In 1969, the seating area was enlarged by Balch-Hutchason-Perkins Architects, AIA, increasing the seating capacity to approximately 4,000.⁸

The amphitheater features a radial plan, with curved rows of concrete seating. The two lower seating sections are divided by brick-paved walkways, while the uppermost area is separated by a concrete walkway. Rows are accessed via concrete steps. The seating area is enclosed by curving brick walls and metal balustrades. A semi-circular greensward and shallow pool extending from the stage. The stage is an open concrete platform bounded by the Drake Pool Building and the North and South gyms. The rear exterior of the amphitheater is formed by a concrete block retaining wall, much of which is covered with vines. Commemorative metal plaques appear throughout, including those honoring Santa Monicans who perished in the First and Second World Wars.

English/Humanities Building (D)

This building was constructed in 1924 as the Library/Student Center, designed in the Renaissance Revival style; the architect could not be verified.⁹ In 1936, it was retrofitted and remodeled in the PWA Moderne style by Marsh, Smith & Powell. In 1960, additional modifications were made by John C. Lindsay & Associates, AIA. In 1969, the original library was converted into classrooms; the architect is unknown.

Situated east of the History Building along 7th Street, it is irregular in plan and two stories plus a basement level. It is clad in textured stucco, and capped by a flat roof with low parapets. Fenestration is composed of grouped aluminum-frame fixed and awning windows. Entrances display double metal slab doors. The primary (east) façade features horizontal scoring at the parapet. Two 7th Street entrances have been infilled, but retain

⁸ Sources differ regarding the original seating capacity of the amphitheater, with estimates ranging from 2,500 to 3,600. The current seating capacity also differs among sources, ranging from 4,000 to 4,500.

⁹ Based upon the date and original appearance of this building, it seems likely that it was designed by Allison & Allison; however, this could not be confirmed.

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their elaborated rounded-arched surrounds. Additional features include metal wall vents, and roof- and wall-mounted lights.

Art Building (E)

This building was constructed in 1937 as the Art Wing, designed in the PWA Moderne style; the architect is unknown.¹⁰ Situated east of the History Building, the Art Building is rectangular in plan and two stories plus a basement level. It is clad in smooth stucco, and capped by a flat roof with low parapets. Fenestration is composed of grouped steel-frame fixed, awning and hopper windows. Entrances display single metal slab doors. Additional features include metal and stucco wall vents, wall-mounted lights, and wall-mounted lettering. It is linked to the History Building via a semi-enclosed patio.

Barnum Hall (H)

This building was constructed in 1938 as the Auditorium, designed in the PWA Moderne style by Marsh, Smith & Powell. Beginning in 1999, the building underwent a multi-year renovation. In 2002, a rear addition was constructed, connecting the auditorium to the adjacent Music Building; the architect is unknown.

Situated north of the Administration Building and east of the Music Building, it is rectangular in plan and one story plus a basement level. It is clad in smooth stucco, and capped by a flat roof with low parapets. On the primary (east) façade, the main entrance is sheltered beneath a rounded canopy with a grooved fascia and set on slender metal support poles. A central ticket booth clad in polychromatic tile is flanked on each side by two sets of wood double doors. Each door displays a porthole window with etched glass depicting a nautilus shell. Built-in concrete planters with poster cases and terra cotta tile paving define the recessed entrance. Above the canopy, a large grid of steel-frame windows allows natural light into the foyer. Centered on the façade is “Comedy, Tragedy, Music,” a 4x3-foot cast-stone bas-relief depicting stylized Greek comedy and tragedy masks and musical instruments, designed by artist Olinka Hrdy.¹¹ Beneath the bas-relief, lettering spells out “Barnum Hall.”

The side elevations each have an exterior stairway enclosed by a stucco wall and a rounded canopy over the top landing. A one-story side addition on the north façade is clad in textured stucco and contains addition building entrances. The upper portion of the roof features horizontal scoring at the parapet. The stage tower displays a wall-mounted clock flanked by horizontal bands. Barnum Hall is attached to the Music Building to the west.

¹⁰ Research suggests that the auditorium wing of the original Academic & Administration Building was demolished following the Long Beach Earthquake, and that the Art Wing was constructed over the existing basement, which housed the cafeteria. A new auditorium building would be constructed the following year (today's Barnum Hall). Presumably, the basement continued to serve as the cafeteria until a new Cafeteria building was constructed in 1960.

¹¹ Some sources credit this piece to Ella Buchanan and Stefan de Vriendt, but this appears to be erroneous.

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Barnum Hall contains two notable interior features. A fire curtain mural entitled “*Entrance of the Gods into Valhalla*,” designed by artist Stanton Macdonald-Wright, was completed in 1938. Situated in the foyer is “*Landing of the Vikings in Vinland*,” an 8x8-foot tile mosaic completed in 1939, also by Macdonald-Wright.¹²

North Gym (M)

This building was constructed in 1938 as the Boys’ Gymnasium, designed in the Renaissance Revival style; the architect is unknown. In 1960, it was enlarged and remodeled in the Mid-Century Modern style by John C. Lindsay & Associates, AIA.

Situated north of the Drake Pool Building, it is irregular in plan and two stories plus a basement level. The exterior is composed of painted concrete panels and piers. The building is capped by a flat roof with low parapets; solar panels occupy the rooftop. The building is essentially windowless, with a few small aluminum-frame windows at the northwest corner. Entrances display double metal slab doors. Additional features include an exterior metal staircase, flat canopies over some entrances, metal wall vents, roof-mounted lights, and wall-mounted lettering. An elevator addition projects from the northwest portion of the building. The west façade features a painted wall mural of a Viking, and the words “Home of the Vikings.”¹³

History Building Annex (R)

This building was constructed circa 1940¹⁴ as the History Building Annex, and is utilitarian in its design; the architect is unknown. Situated east of the History Building and south of the Business Building, it is rectangular in plan and one story. It is clad in textured stucco and capped by a flat roof with low parapets. Fenestration consists of single and paired wood-frame windows (operation unknown), as well as some vinyl sliders. Entrances display single metal slab doors. Additional features include metal wall vents and wall-mounted lights.

Science Building (B)

This building was constructed in 1956 as the Science & Homemaking Building, designed in the Mid-Century Modern style by Frederic Barienbrock and Andrew Murray. Situated south of the Technology Building, it is rectangular in plan and two stories. It is capped by a flat roof with low parapets; the roof slab overhangs the north and south facades. A projecting roof volume is clad in corrugated metal. The east and west facades are composed of concrete panels with vertical scoring. The north and south facades are recessed and display continuous ribbons of steel-frame fixed, awning and hopper

¹² Some sources identify the mosaic’s dimensions as 15x17 feet, but this appears to be erroneous. The foyer also contains two panels composed of patterned blocks with a stylized wave design. These patterned blocks also appear around the main entrance of the History Building as noted above, and as the backdrop to “The Viking” Fountain Sculpture (see below).

¹³ A new Viking logo was painted on this façade in 2017.

¹⁴ A campus plan dated 1926 shows a building at this location, labeled “canteen.” It is unclear if this is the existing History Building Annex (R), as it does not appear on two subsequent 1935 campus plans.

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windows with enameled spandrels between the upper and lower floors. Entrances display single and double metal slab doors, some with rectangular lights. Additional features include wall-mounted lights, and wall-mounted lettering. A two-story addition on the east façade projects above the roofline and is clad in textured stucco. The Science Building is linked to the Technology Building on the east and west facades via enclosed stairways.

Technology Building (A)

This building was constructed in 1960 as the Industrial Arts Building, designed in the Mid-Century Modern style by John C. Lindsay & Associates, AIA. Situated north of the Science Building, it is rectangular in plan and two stories plus a basement level. It is clad in textured stucco and capped by a flat roof with low parapets. Fenestration consists of continuous ribbons of aluminum-frame fixed and awning windows on the north and south facades, with additional windows punctuating the east and west facades. Entrances display single and double metal slab doors, some with rectangular lights. Additional features include wall-mounted lights. A two-story addition on the west façade projects above the roofline and is clad in textured stucco. The Technology Building is linked to the Science Building on the east and west facades via enclosed stairways. At the time of the field visit, the Technology Building appeared to be vacant and was surrounded by a construction fence.

Administration Building (I)

This building was constructed in 1960 as the Student Services Building, designed in the Mid-Century Modern style by John C. Lindsay & Associates, AIA. Situated south of Barnum Hall and north of the Cafeteria, it is irregular in plan and one story plus a basement level. The building's exterior is composed of stuccoed concrete panels with vertical scoring and concrete block walls, and it is capped by a flat roof with low parapets. Fenestration is minimal, consisting of steel-frame awning clerestory windows. Entrances display single and double metal slab doors, some with rectangular lights. Exterior walkways are sheltered beneath corrugated metal panels suspended from steel beams. Additional features include roof-mounted lights, and wall-mounted lettering.

Cafeteria (K)

This building was constructed in 1960, designed in the Mid-Century Modern by John C. Lindsay & Associates, AIA style. Situated south of the Administration Building, it is irregular in plan and one story. The building's exterior is composed of stuccoed concrete panels with vertical scoring and concrete block walls, and it is capped by a flat roof with low parapets. Fenestration is limited to the west façade, and consists of a continuous ribbon of steel-frame fixed and awning windows. A walk-up order counter features fixed and sliding aluminum windows recessed beneath a flat canopy. Entrances display single and double metal slab doors, some with rectangular lights. Exterior walkways are sheltered beneath corrugated metal panels suspended from steel beams. A series of poster cases are affixed to the steel beams along the building's north façade. An

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additional poster case is mounted on the east facade. Additional features include roof-mounted lights, and wall-mounted lettering.

Music Building (L)

This building was constructed in 1960, designed by John C. Lindsay & Associates, AIA in the Mid-Century Modern style. In 2002, a rear addition was constructed, connecting the Music Building to the adjacent Barnum Hall and adding new orchestra and band rooms; the architect is unknown.

Situated west of Barnum Hall, it is irregular in plan and two stories. The building's exterior is composed of textured stucco concrete panels with vertical scoring and concrete block walls. It is capped by a flat roof with low parapets. Fenestration is limited to the upper story, and consists of a continuous ribbon of steel-frame windows. Entrances display single and double metal slab or fully-glazed doors. The main entrance is sheltered beneath a rounded canopy with a grooved metal fascia. Additional features include an exterior metal stairway, wall-mounted lights, and wall-mounted lettering. The Music Building is attached to Barnum Hall to the east.

South Gym (P)

This building was constructed in 1960 as the Girls' Gymnasium, designed in the Mid-Century Modern style by John C. Lindsay & Associates, AIA. Situated south of the Drake Pool Building, it is rectangular in plan and two stories plus a basement level. The exterior is composed of painted concrete panels and piers. The building is capped by a flat roof with low parapets. The building is essentially windowless, with one aluminum-frame windows on the north facade. Entrances display double metal slab doors, some sheltered by a corrugated metal canopy. Additional features include an exterior metal exterior staircase, metal wall vents, wall-mounted lights, and wall-mounted lettering. An elevator addition projects from the northeast portion of the building.

Old Utility Building (U)

This building was constructed in 1960 as the Driver Training Garage & Transformer Vault. It is utilitarian in its design; the architect could not be verified.¹⁵ Situated south of the Technology Building and west of the Science Building, it is irregular in plan and one story. The exterior is composed of textured stucco and concrete block walls. The building is capped by a flat roof with low parapets and an extended canopy spanning the primary (west) façade. Garage entrances are enclosed with vertical wood panels punctuated by slab wood double-doors. North of the garage building is a transformer vault, enclosed by concrete block walls and chain-link fencing.

¹⁵ Based upon the date and appearance of this building, it seems likely that it was designed by John C. Lindsay & Associates, AIA; however, this could not be confirmed.

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Drake Pool Building (N)

This building was constructed in 1971 as the Natatorium, containing a 25-meter swimming pool. Designed by Balch-Hutchason-Perkins Architects, AIA, it is utilitarian in its design. Situated between the North and South gyms, it is rectangular in plan and one story. The exterior is composed of alternating panels of painted concrete and split-face concrete block, punctuated by projecting concrete beams. The building is capped by a flat roof with low parapets. There is no fenestration. Entrances display double metal slab doors with rectangular lights. Additional features include metal wall vents, and wall-mounted lettering.

Language Building/Library (F)

This building was constructed in 1972. Designed by Allison, Rible, Robinson & Ziegler Architects, it is utilitarian in its design.¹⁶ In 2002, a two-story, eight-room addition was constructed; the architect is unknown.

Situated south of the History Building, it is irregular in plan and two stories. The exterior is clad in textured stucco with vertical scoring. The north façade has a second-story overhang; the east façade features projecting piers and a stucco canopy sheltering the ground story. The building is capped by a flat roof with low parapets. Fenestration consists of aluminum fixed and awning windows. Entrances display double metal slab doors, some with rectangular lights. Additional features include metal wall vents, wall- and soffit-mounted lights, and wall-mounted lettering. An enclosed stairway addition occupies the west façade.

Innovation Building (I)

This building was constructed in 2015. Contemporary in its design, it was designed by R.L. Binder FAIA Architects. Situated at the northeastern-most corner of the campus, it is three stories and irregular in plan, oriented around a central paved courtyard known as Centennial Quad. The building's exterior is clad in smooth stucco, and it is capped by a flat roof with low parapets. Fenestration is composed of banded floor-to-ceiling windows, as well as grouped aluminum-frame windows. Additional features include exposed metal x-bracing, exterior corridors and stairways, and large metal screens.

New Utility Building (S)

This building was constructed in 2016. Utilitarian in its design, it was designed by R.L. Binder FAIA Architects. Situated north of the Technology Building, it is rectangular in plan and one story. The exterior is composed of exposed concrete with vertical, horizontal and diagonal scoring. The southernmost portion of the building is capped by a flat roof with low parapets; the remainder of the structure is covered with metal screens attached to metal beams. The building has no fenestration. The north façade contained a recessed vestibule with vending machines and enclosed with a large metal

¹⁶ This building replaced the original Fine Arts & Household Science Building, constructed in 1913 by Allison & Allison.

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roll-up gate. The east and west facades display several single and double metal slab doors, as well as a roll-up metal door. A wood sliding door occupies the north façade along Olympic Boulevard. Additional features include wall-mounted lights.

3.3 Site Features

Campus-wide Features

Concrete block walls and metal balustrades are visible throughout the campus. Pedestrian circulation between and among the buildings is provided via open concrete walkways, stairways and ramps. Enclosed pedestrian bridges, walkways and stairways provide for additional circulation between some buildings.

Vehicular access is via asphalt-paved roadways. Limited surface parking areas occur east of the History Building, north of Barnum Hall, and along 6th Street, which terminates on the south at a vehicular turn-around circle. The campus has capacity for 185 vehicles.

The campus perimeter is defined primarily by concrete walls, concrete block walls, and chain-link fencing. The area around the recently-completed Innovation Building displays stucco-clad walls, metal fencing with vertical balusters, and passenger loading areas composed of built-in concrete benches and metal canopies. A red brick retaining wall occurs at the south side of the Football Field/Track, along Pico Boulevard just east of 7th Street.

Football Field/Track

Originally known simply as the Athletic Field, this athletic facility dates to the beginnings of the campus (circa 1913). Situated at the westernmost end of the campus (along 4th Street), the facility includes a football field covered in artificial turf, surrounded by a quarter-mile rubber track. A high jump pit and hammer throw area are located beyond the western end zone; a shotput area and long jump pit are located beyond the eastern end zone. A freestanding metal scoreboard sits at the northwest corner of the site. Additional features include metal bleachers and benches, and pole-mounted flood lights.

Main Quad

This open space dates to the beginnings of the campus (circa 1913), and has been modified over time. Situated west of the History Building, this area is characterized by its downward-sloping topography. The quad is terraced with concrete and concrete block retaining walls. It is traversed by a series of concrete walkways, stairways and switchback ramps. Metal handrails appear throughout. Landscaped areas are planted with grass and mature trees of various species, including palm, jacaranda, fig, and ficus. A tile mosaic depicting a Viking appears on a concrete landing just west of the History Building. Additional features include lunch tables, potted plants, trash receptacles, and a flag pole topped by a globe.

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Senior Bench Park

This open space dates to the beginnings of the campus (circa 1913), and has been modified over time. Situated south of the Greek Amphitheater, this area is traversed by diagonal concrete walkways. It is landscaped with grassy lawns and mature trees of various species. The area is named for a curved bench that it situated in the space (see below).

Baseball/Softball/Soccer Field

Originally known as the Baseball Field, this athletic facility dates to the postwar expansion of the campus (circa 1955). Situated at the northwestern corner of the campus, the facility includes a large grassy field with dirt for the baseball/softball infield and warning track. Additional features include two concrete block dugouts, protective netting on wooden support poles, and wood and metal bleachers.¹⁷

Tennis Courts

This athletic facility dates to the postwar expansion of the campus (circa 1955). Situated east of the Baseball/Softball/Soccer Field, the facility includes seven outdoor hard courts, surrounded by concrete retaining walls and metal chain-link fencing.

Science Quad

This open space dates to the postwar expansion of the campus (circa 1955), and has been modified over time. Situated between the Science and Business buildings, this area is traversed by diagonal concrete walkways. It is landscaped with two rows of mature trees, including four Moreton Bay fig trees set in concrete planters. Grassy lawns have reverted to dirt due to the drought. Additional features include lunch tables and trash receptacles.

Demonstration Garden

This garden dates to 1997. Situated west of the Science Building, its includes a wood and fiberglass potting shed and several raised planting beds surrounded by wood-and-wire fencing.

Basketball Courts

This athletic facility dates to approximately 2003. Situated south of the Baseball/Softball/Soccer Field, the facility includes three asphalt-paved outdoor courts, each with two baskets composed of metal backboards and support poles.¹⁸

Centennial Quad

This open space dates to 2015, completed as part of the Innovation Building. Serving as an open plaza around which the Innovation is oriented on three sides, it is hardscaped with concrete of various colors and textures, creating patterns of concentric circles.

¹⁷ In 2017, the field was renovated to include a softball field with dugouts, bullpen areas, and field lighting.

¹⁸ In 2017, the basketball courts were reconfigured to include two full-size courts and one half-court.

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Concrete planters are planted with young trees and shrubs. Additional features include built-in concrete seating and pole lights.

3.4 Additional Features

Owl Statue

A cast-stone statue of an owl that was originally situated on the roof of the Academic & Administration Building (now the History Building) is now in storage in Barnum Hall. This statue dates from the Academic & Administration Building's original construction by Allison & Allison in 1913. When the building was retrofitted and remodeled following the Long Beach Earthquake, it was salvaged as a remnant of the school's original design. It is currently sealed in a wooden crate stored in Barnum Hall's piano cage.

Brick Wall

A low brick retaining wall along the southern side of the Football Field/Track appears to be a remnant of the campus' original brick perimeter wall (circa 1913). It is situated along Pico Boulevard, just east of 4th Street.

"Westward II" Mural¹⁹

Designed in 1935 by artist Conrad Buff, this painted mural was originally installed in the first library, located in the English Building.²⁰ It is currently sealed in cardboard and hanging backstage in Barnum Hall. Research suggests it was completed as part of a Federal Art Project under the WPA.²¹

"Santa Monica High School" Sign

A metal sign reading "Santa Monica High School" that was originally situated on a canopy over the main entrance of the Academic & Administration Building (now the History Building) is now situated at the southeastern-most corner of the campus. This sign dates from the Academic & Administration Building's 1937 retrofit and remodel following the Long Beach Earthquake, and appears to have been salvaged during subsequent building alterations. It is currently mounted on two metal support poles set in a grassy area near the corner of 7th Street and Pico Boulevard.

¹⁹ Sources identify this art piece as a "mural" painted for the original library. According to the SMMUSD, the canvas is currently stretched onto a frame and stored in Barnum Hall, making it a moveable art piece. It is unclear if this piece was originally on a frame or if it was stretched onto a frame when it was salvaged from the original library.

²⁰ Research suggests that this mural was salvaged around 1970, when the library was relocated from the English Building to the Language Building and the original library space was converted to classrooms.

²¹ Poulton, Donna L. and Vern G. Swanson. *Painters of Utah's Canyons and Deserts*. Layton, UT: Gibbs Smith, 2009. Sources differ as to whether "Westward II" was completed as a Federal Art Project under the WPA. However, based upon the date of the mural, Buff's association with the WPA's Public Works of Art Project during the Great Depression, and the various other Federal Art Project pieces on the Santa Monica High School campus, it appears likely that "Westward II" was also completed under the WPA. Therefore, for the purposes of this analysis, this painting is presumed to be a WPA art piece.

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“Comedy, Tragedy, Music” Relief

Centered on the primary (east) façade of Barnum Hall, this art piece is a 4x3-foot cast-stone bas-relief depicting stylized Greek comedy and tragedy masks and musical instruments. Designed by artist Olinka Hrdy, it was completed in 1937 as part of a Federal Art Project under the WPA.²²

“Senior Bench”

“Senior Bench” is a 30-foot curved wood and concrete bench set on a concrete slab. Both the slab and the back side of the bench are adorned with petrachrome mosaics depicting ocean life. Designed in 1937 by artist Grace Clements as part of a Federal Art Project under the WPA, the bench is situated in a landscaped area south of the Greek Amphitheater referred to as Senior Bench Park.

“The Viking” Fountain Sculpture

This 7-foot-tall cast-stone sculpture is situated between the History and Art buildings, in a semi-enclosed space referred to as the Art Patio. This art piece was designed in 1937 by artist John Palo-Kangas as part of a Federal Art Project under the WPA. The sculpture is set upon a rectangular concrete basin which has been capped.²³ The backdrop for the sculpture is composed of patterned blocks with a stylized wave design.²⁴

“Workers” Relief

This 5x5-foot carved wood bas-relief depicting four working men is currently situated above the Library circulation desk in the Language Building. This art piece was completed in 1937 as part of a Federal Art Project under the WPA; the artist is unknown. It was originally installed over the circulation desk in the first library, located in the English Building.

“Entrance of the Gods into Valhalla” Mural

This fire curtain mural hangs above the stage of Barnum Hall. This art piece was designed by artist Stanton Macdonald-Wright and completed in 1938 as part of a Federal Art Project under the WPA.

“Landing of the Vikings in Vinland” Mosaic

This 8x8-foot tile mosaic adorns the foyer of Barnum Hall.²⁵ This art piece was designed by artist Stanton Macdonald-Wright and completed in 1939 as part of a Federal Art Project under the WPA.

²² Some sources credit this piece to Ella Buchanan and Stefan de Vriendt, but this appears to be erroneous.

²³ The original water basin at the base of the sculpture was semi-circular and clad in polychromatic tile. According to the SMMUSD, the basin was altered from its original configuration at some point, and capped around 2009. It is unclear if the original basin was removed and replaced with the existing basin, or if the original basin remains intact within the existing basin.

²⁴ These patterned blocks also appear in the foyer of Barnum Hall and around the main entrance of the History Building, as noted above.

²⁵ Some sources identify the mosaic’s dimensions as 15x17 feet, but this appears to be erroneous.

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"Peace and Justice" Mural

This painted wall mural adorns a curved concrete block wall situated at the vehicular turn-around circle at the southern terminus of 6th Street. Research suggests the mural was created in the early 1990s, artist(s) unknown.

Table 1. Existing Conditions

Year Built	Current Name	Historic Name	Architectural Style/Description	Map Key
Buildings				
1913	History Building	Academic & Administration Building	PWA Moderne	G
1913	Business Building	Manual Arts & Commerce Building	PWA Moderne	C
1921	Greek Amphitheater	Santa Monica Memorial Open Air Theater	--	Q
1924	English/Humanities Building	Library/Student Center	PWA Moderne	D
1937	Art Building	Art Wing	PWA Moderne	E
1938	Barnum Hall	The Auditorium	PWA Moderne	H
1938	North Gym	Boys' Gymnasium	Mid-Century Modern	M
c. 1940	History Building Annex ²⁶	History Building Annex	Utilitarian	R
1956	Science Building	Science & Homemaking Building	Mid-Century Modern	B
1960	Technology Building	Industrial Arts Building	Mid-Century Modern	A
1960	Administration Building	Student Services Building	Mid-Century Modern	J
1960	Cafeteria	Cafeteria	Mid-Century Modern	K
1960	Music Building	Music Building	Mid-Century Modern	L
1960	South Gym	South Gym	Mid-Century Modern	P
1960	Old Utility Building	Driver Education Garage/Transformer Vault	Utilitarian	U
1971	Drake Pool Building	Natatorium	Utilitarian	N
1972	Language Building/Library	Language Building/Library	Utilitarian	F
2015	Innovation Building	Innovation Building	Contemporary	I
2016	New Utility Building	New Utility Building	Utilitarian	S
Site Features				
c. 1913	Football Field/Track	Athletic Field	--	--
c. 1913	Main Quad	--	--	--
c. 1913	Senior Bench Park	--	--	--
c. 1955	Baseball/Softball/Soccer Field	Baseball Field	--	--
c. 1955	Tennis Courts	--	--	--
c. 1955	Science Quad	--	--	--
1997	Demonstration Garden	--	--	--
c. 2003	Basketball Courts	--	--	--

²⁶ A campus plan dated 1926 shows a building at this location, labeled "canteen." It is unclear if this is the existing History Building Annex (R), as it does not appear on two subsequent 1935 campus plans.

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Year Built	Current Name	Historic Name	Architectural Style/Description	Map Key
2015	Centennial Quad	--	--	--
Additional Features				
1913	Owl Statue	--	(cast-stone statue)	--
1913	Brick Wall	--	(remnant brick wall)	--
1935	"Westward II" Mural	--	(painted mural)	--
1937	"Santa Monica High School" Sign	--	(metal sign)	--
1937	"Comedy, Tragedy, Music" Relief	--	(cast-stone bas-relief)	--
1937	"Senior Bench"	--	(bench with petrachrome mosaic)	--
1937	"The Viking" Fountain Sculpture	--	(cast-stone sculpture)	--
1937	"Workers" Relief	--	(wood bas-relief)	--
1938	"Entrance of the Gods into Valhalla" Mural	--	(fire curtain mural)	--
1939	"Landing of the Vikings in Vinland" Mosaic	--	(tile mosaic)	--
c. 1990	"Peace and Justice" Mural	--	(painted mural)	--

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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.²⁷

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

²⁷ *League for the Protection of Oakland's Architectural and Historic Resources vs. City of Oakland*, 52 Cal. App. 4th 896, 906-7 (1997).

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- 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 or the California Register, 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.²⁸ 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

²⁸ 36CFR60, Section 60.2.

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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.²⁹

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.³⁰

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

²⁹ 36CFR60, Section 60.3.

³⁰ California PRC, Section 5023.1(a).

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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.³¹

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.³²

³¹ California PRC, Section 5023.1(d).

³² California PRC, Section 5023.1(e).

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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.³³ 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 characteristics that existed during the property’s historic period.”³⁴ 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.

³³ *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)

³⁴ *Ibid.*

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- *Association* is the direct link between an important historic event or person and a historic property.³⁵

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.³⁶

4.6 Historic Districts

Standard preservation practice evaluates collections of buildings from similar time periods 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.”³⁷ A historic district derives its significance as a single unified entity.

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.” Examples of districts include business districts, college campuses, large estates, farms, industrial complexes, residential areas, and rural villages.³⁸

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*.

³⁵ *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)

³⁶ *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)

³⁷ *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)

³⁸ Ibid.

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5.0 HISTORIC CONTEXT

5.1 Development Narrative

Pre-History

For more than ten thousand years prior to the arrival of the Europeans, much of the Los Angeles Basin was occupied by various native American tribes. The area now occupied by the City of Santa Monica was long inhabited by the Tongva, whom the Spaniards would later call the *Gabrieleños* for their association with Mission San Gabriel. These Shoshonean-speaking hunter-gatherers established numerous villages throughout the area along local rivers and near the coast, including in and around Santa Monica Canyon.

Colonial Period

In 1542, the first Europeans arrived in California with an expedition led by Juan Rodriguez Cabrillo, a Portuguese navigator sailing under the flag of Spain. As Cabrillo's expedition sailed along the coast of Southern California, he gave names to a number of local features, including San Pedro Bay and the Channel Islands. Cabrillo is believed to have dropped anchor in what is now Santa Monica Bay on October 9th.

While Cabrillo claimed this territory for Spain, it was not colonized until the arrival of the first land expedition in 1769, led by Gaspar de Portolà. Portolà's party traversed the Alta California lands 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.

When California became Mexican territory in 1822, the Santa Monica area was still unoccupied, an "unclaimed mesa covered with wild grass."³⁹ In 1827, Xavier Alvarado and Antonio Machado were given a provisional grant to "a place called Santa Monica," referring to the land stretching from Santa Monica Canyon north to Topanga Canyon. (The Alvarado-Machado lands will later pass into the hands of Ysidro Reyes and Francisco Marquez.) The following year, Don Francisco Sepulveda was given 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.⁴⁰ By the 1830s, the first residences are established in the area, as the rancho lands are stocked with grazing cattle, horses and sheep.

The ownership of the Santa Monica lands was in dispute throughout the 1840s, as the Reyes and Marquez families challenged Sepulveda's claim. The argument was not settled until 1851, the year after California achieved statehood, when the Board of Land

³⁹ Basten, Fred E. *Paradise by the Sea: Santa Monica Bay*. General Publishing Group, Inc., 1997. (8)

⁴⁰ Ibid. (8-10)

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Commissioners deeded Sepulveda the 30,000 acres known as “Rancho San Vicente y Santa Monica.” The Reyes and Marquez families received the 6,600 acres known as “Boca de Santa Monica.”⁴¹

Early Development

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.⁴² 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.⁴³ 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.⁴⁴

The official founding of Santa Monica dates to July 15th, 1875, when the first town lots were sold via auction.⁴⁵ The town’s immediate growth was rapid; in less than nine months it had 160 homes and over one thousand inhabitants.⁴⁶ 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

⁴¹ Basten, Fred E. *Paradise by the Sea: Santa Monica Bay*. General Publishing Group, Inc., 1997. (10)

⁴² Cleland, Donald M. *A History of the Santa Monica Schools 1876-1951*. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (11)

⁴³ McFadden, Patricia Marie. “A History of Santa Monica Schools.” Master Thesis, University of Southern California, August 1961. (11-12)

⁴⁴ Water and Power Associates website, <http://waterandpower.org/>. Accessed January 2017.

⁴⁵ *Souvenir Program, Laying of Cornerstone and Dedication of Grounds, Santa Monica High School*. April 11, 1912.

⁴⁶ Cleland, Donald M. *A History of the Santa Monica Schools 1876-1951*. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (14)

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favor of a site in San Pedro.⁴⁷ 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:

*And as long as the people of Los Angeles and the interior could escape to Santa Monica during the torrid summer days, and tourists and health-seekers could find here an ideal spot for brief rests or more permanent homes, the place would still prosper.*⁴⁸

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. Pacific Electric's trolleys linking Santa Monica to Los Angeles began running in 1896, further stimulating residential and commercial development. New residential subdivisions sprang up and the town of Ocean Park became part of Santa Monica.⁴⁹

Establishment of Schools

The Santa Monica schools actually predate the city by more than a decade. In December of 1875, within months of recording its first subdivision, Santa Monica organized a board of trustees to establish a school district. The district's original domain spanned some 30,000 acres, from La Ballona Rancho on the southwest, Malibu Rancho on the northwest, and everything in between.⁵⁰ Santa Monica's first public school opened on March 6, 1876, in rooms of a Presbyterian church at the corner of 3rd Street and Arizona Avenue. The school began the year with fifty-two students in attendance, and an administration staff consisting of one teacher, one principal, and one janitor.⁵¹ By the end of the first month, the school's enrollment had jumped to seventy-seven.⁵² Soon, the trustees proposed a \$5,000 bond to fund the construction of a new school building.

Santa Monica's first dedicated school building opened on September 11th, 1876. The two-story, wood-frame structure was erected at 6th Street near Arizona Avenue on two lots donated by town founders Colonel Baker and Senator Jones. The origins of a high

⁴⁷ McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (14)

⁴⁸ Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (20)

⁴⁹ Santa Monica Conservancy website, <http://www.smconservancy.org/>. Accessed December 2016.

⁵⁰ Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (8)

⁵¹ Ibid. (8)

⁵² Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (34)

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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. So while 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

The high school continued to occupy rooms in the 6th Street School building until 1898.⁵⁵ However, as early as 1895, Santa Monica residents approved a \$15,000 bond to erect a dedicated high school at 10th Street and Oregon Avenue (now Santa Monica Boulevard). The new high school, known as Lincoln High School, opened in the Spring of 1898, and the building was dedicated at the graduation exercises in June of that year.⁵⁶ In its first fifteen years, the high school program expanded dramatically. When the first high school was organized in 1891, only one course of study was offered. By 1907, the school offered three courses leading to college entrance and one commercial course. With the introduction of manual training and domestic science, as well as greater emphasis on music and art, the curriculum became less rigidly academic.⁵⁷

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. Two years later, Lincoln became a fully accredited high school, graduating seventy-eight students.⁵⁸ By 1907, the population of Santa Monica had jumped to 7,200 residents.⁵⁹ The following year, the city expanded further by annexing the community of Ocean Park to the south.⁶⁰

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)

⁵⁵ Ibid. (54)

⁵⁶ Hotchkiss, Frank. "SM's Schools: A Tradition of Quality." *Santa Monica Evening Outlook Centennial Edition*, May 17, 1975. Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (31) Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (60)

⁵⁷ Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (60-61)

⁵⁸ McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (26)

⁵⁹ Ibid. (15)

⁶⁰ Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (35)

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Development of Santa Monica High School

Beginning with the construction of Lincoln High School in 1897, Santa Monica embarked on a school building boom that resulted in eight new schools in eighteen years. The high point of this activity was the construction of a new Santa Monica High School. By 1910 it was widely agreed that the high school had outgrown its current building and that a new campus was needed. Representatives from the Santa Monica City Council, Santa Monica Bay Chamber of Commerce, and Santa Monica Board of Trade met with the Board of Education to discuss holding a bond election to fund the construction of a new campus. On January 24th, 1911, voters approved \$200,000 in school bonds to be used for this purpose.⁶¹

On October 17th, 1911, the board acquired some fourteen acres atop what was known as Prospect Hill – bounded by 4th and 7th streets, between Michigan and Fremont (now Pico Boulevard) avenues – at a cost of \$45,487 for the construction of a new high school campus.⁶² The site was selected both for its natural attributes as well as its location. The hill was a desirable site for development due to its topography, rising 120 feet above sea level at its crest, thereby providing views of the entire city. Additionally, the site was large enough to meet the existing needs of the high school, and to allow for future development. Finally, the site was situated midway between the communities of Santa Monica and Ocean Park, both of which would be served by the new school.⁶³

Prominent Los Angeles architects Allison & Allison were selected to design the campus buildings. An article in *The Daily Outlook* on June 17th, 1911 revealed preliminary plans for the proposed group of buildings to form the core of the campus:

*The group will consist of three buildings to be located on Prospect Hill... The construction will be of red tapestry brick with wide cement joints, concrete foundations, and red tile roofs.*⁶⁴

The original campus buildings included the Academic & Administration Building, the Manual Arts & Commerce Building along Michigan Avenue to the north, and the Fine Arts & Household Science Building along Fremont Avenue to the south.⁶⁵ The Academic & Administration Building was the most prominent of the three, sited on the crest of the hill at the center of the campus. It was also the most decorative, featuring patterned brick cladding, rounded arched openings, clay tile gabled roofs, elaborated

⁶¹ *Dedication Program, Santa Monica High School*. February 23, 1913.

⁶² *Ibid.*

⁶³ Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (14)

⁶⁴ "Santa Monica High School." *The Daily Outlook*, June 17, 1911.

⁶⁵ The original Academic & Administration Building is now the History Building, and the Manual Arts & Commerce Building is now the Business Building. Fine Arts & Household Science Building was demolished and replaced by the current Language Building/Library.

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entrances, open arcades on the upper floor, and a four-sided polychromatic tower. A cast-stone owl was perched above the main entrance. The design of the buildings was characterized as “reminiscent of the Lombardy style of brick architecture found in northern Italy.”⁶⁶ In keeping with the early-20th century reforms in school design brought about by the Progressive Education Movement, the Academic & Administration Building was both monumental in its scale and Classical in its detailing, resembling a grand civic building rather than the domestic-scaled school buildings of earlier periods.⁶⁷ So impressive were Allison & Allison’s plans that the *Los Angeles Times* hailed the Academic & Administration Building an “architectural marvel” before construction even began.⁶⁸

The Progressive Education Movement also triggered reforms in campus planning, promoting more differentiated and expansive school plants, with specialized facilities and program-specific buildings and classrooms.⁶⁹ Thus, the Academic & Administration building contained not only general-purpose classrooms, but administrative offices for the principal, vice-principal, teachers, the Board of Education, and the city superintendent; a large library; an art gallery; a 110-seat recital hall; a 300-seat cafeteria; and a 1,200-seat auditorium to be used by the community as well as the school.⁷⁰

The Manual Arts & Commerce Building featured similarly-differentiated spaces and facilities, including rooms for practical physics, cabinet-making, milling, finishing, fuming, wood-turning, pattern-making, auto repairing, mechanical drawing, commercial art, applied art, as well as a foundry, forge, machine shop, dry kiln, instructor's room, exhibit room, and two lavatories.⁷¹ The Fine Arts & Household Science Building contained lecture rooms and laboratories for chemistry, physics, biology and botany, physical geography; as well as rooms and equipment for cooking, general sewing, dressmaking, millinery, housekeeping, laundry, free-hand drawing, design and water-coloring, photography, and instructors’ rooms.⁷²

Also integral to the design of the original campus buildings were the issues of adequate light and ventilation. The buildings are oriented toward the ocean, with all rooms facing south or east. Original fenestration consisted of what were termed “disappearing windows,” whereby “windows may be thrown to right angles to the casing to open the

⁶⁶ *Dedication Program, Santa Monica High School*. February 23, 1913.

⁶⁷ *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Sapphos Environmental, Inc., March 2014. (23-24)

⁶⁸ “Stately Buildings in Santa Monica’s Magnificent New Polytechnic High School Group.” *Los Angeles Times*, May 21, 1911.

⁶⁹ *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Sapphos Environmental, Inc., March 2014. (9)

⁷⁰ *Dedication Program, Santa Monica High School*. February 23, 1913.

⁷¹ Holliday, Bob. “Queen of the Setting Sun: A History of Santa Monica High School 1891-1991.” Samohi Alumni Association, 1991. (14-15)

⁷² Holliday, Bob. “Queen of the Setting Sun: A History of Santa Monica High School 1891-1991.” Samohi Alumni Association, 1991.

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entire window space.”⁷³ Additionally, a number of rooms in each of the buildings were designated as “outdoor school rooms,” with no wall on one or more sides.⁷⁴

Santa Monica High School was formally established on its current site with the laying of the cornerstone in a public ceremony on April 11th, 1912, witnessed by nearly one hundred county and city superintendents from various parts of the state, along with various city officials, school personnel, distinguished guests, and local residents.⁷⁵ The cornerstone also served as a time capsule into which were placed a number of commemorative articles, including a copy of the day’s program; the high school course of study; a directory of Santa Monica School District teachers; and a copy of the city charter. Inscribed on the cornerstone were the words: “The Foundation of Every State Is the Education of Its Youth.”⁷⁶

The original campus buildings were complete and accepted on February 7th, 1913. The total cost of the three buildings, including grading of grounds, construction of driveway on the eastern side of grounds, vacuum cleaning system, electric light fixtures, program clock, telephone system, and architects’ fees, was \$187,509.⁷⁷ The grounds featured expansive lawns traversed by brick walkways and retaining walls, the arrangement of which continued the plan symmetry established by the campus buildings. The campus’ original landscaping was said to have featured lush plantings and tropical palm trees that lent an exotic air to the campus.⁷⁸ Two memorial brick and wrought-iron gateways, donated by leading Santa Monica citizens at a cost of \$1,000 each, adorned the campus perimeter. The Williamson D. Vawter Gate was erected at 5th Street and Michigan Avenue; the Robert P. Elliot Gate was installed at 4th Street and Pico Boulevard.⁷⁹

The new Santa Monica High School campus was formally dedicated on February 23rd, 1913. The school opened in its new location with an enrollment of 450 students and a staff of twenty-three teachers.⁸⁰ The curriculum included modern and classic languages, history, English, mathematics, science, commercial subjects, manual training, domestic science, music, and physical education.⁸¹ Almost immediately, the new school was

⁷³ *Dedication Program, Santa Monica High School*. February 23, 1913.

⁷⁴ “Stately Buildings in Santa Monica’s Magnificent New Polytechnic High School Group.” *Los Angeles Times*, May 21, 1911.

⁷⁵ Cleland, Donald M. *A History of the Santa Monica Schools 1876-1951*. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (74)

⁷⁶ *Ibid.* (75) In 1937, when the Academic & Administration Building was being remodeled, the metal case that held these items was opened. The contents were examined and resealed in another metal case which was placed in the new cornerstone.

⁷⁷ *Dedication Program, Santa Monica High School*. February 23, 1913.

⁷⁸ *Draft Santa Monica Citywide Survey*. Historic Resources Group, October 2016.

⁷⁹ Holliday, Bob. “Queen of the Setting Sun: A History of Santa Monica High School 1891-1991.” Samohi Alumni Association, 1991. (16)

⁸⁰ Cleland, Donald M. *A History of the Santa Monica Schools 1876-1951*. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (76)

⁸¹ McFadden, Patricia Marie. “A History of Santa Monica Schools.” Master Thesis, University of Southern California, August 1961. (30) *Dedication Program, Santa Monica High School*. February 23, 1913.

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nicknamed “Samohi” as a result of a contest to name the new school paper.⁸² By the following Spring, more than a dozen teachers had been added to the staff to keep pace with the increasing enrollment.⁸³ By the time the new campus opened, an additional \$70,000 in bonds had already been approved for the construction of boys’ and girls’ gymnasiums, an athletic field, and other improvements throughout the grounds.⁸⁴

The impact of World War I was felt strongly by residents of Santa Monica, including the students and faculty of the high school. After the war had ended, there were discussions about erecting a suitable memorial to those that had served and given their lives in the great conflict. In the Spring of 1919, the Board of Education passed a resolution to construct an open-air theatre on the high school grounds, which would serve both as an added amenity for the school, as well as place of assembly for the citizens of Santa Monica.⁸⁵ As stated in the official resolution:

The open-air theatre to be erected on the High School grounds shall be a memorial theater, to be dedicated to the honor of soldiers, sailors, and marines who were enlisted in the World War, and to the memory of those that gave their lives in the cause of that war, [and that] the walls of the Memorial Theatre shall bear appropriate tablets, with suitable inscriptions and the name of every soldier, sailor, and marine enlisted from the City of Santa Monica, and from the Santa Monica High School District.⁸⁶

Designed by campus architects Allison & Allison, the amphitheater took the form of a traditional Greek theater, with a semi-circular arrangement of seating, and a traditional greensward and shallow pool extending from the stage. With seating for approximately 3,000 persons, it had facilities for the production of pageants, plays, musical performances and dance recitals.⁸⁷ Set into the west-facing slope of Prospect Hill, between the Academic & Administration Building above and the athletic field below, the amphitheater provided expansive views of the Pacific Ocean. Upon its completion, it was considered one of the best examples of its type in Southern California.⁸⁸ The Santa

⁸² Hotchkiss, Frank. “SM’s Schools: A Tradition of Quality.” *Santa Monica Evening Outlook Centennial Edition*, May 17, 1975.

⁸³ Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (76)

⁸⁴ *Dedication Program, Santa Monica High School*. February 23, 1913. The original Boys’ Gymnasium was replaced by a new gym building in 1938; the Girls’ Gymnasium was replaced in 1960.

⁸⁵ Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (77-78)

⁸⁶ Ibid. (78)

⁸⁷ Historical photographs indicate that the stage was originally covered in the grass toward the rear, with scored concrete along the front. A stage house (skene) was situated to the rear of the stage, with curved brick walls linking to brick wings at either end of the stage. Additional low brick walls flanked the forward portion of the stage, each terminating with a cast-stone urn. It is unknown when these features were removed, but it would have been sometime before 1971 when the Drake Pool building was constructed.

⁸⁸ Ibid. (78)

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Monica Memorial Open Air Theater was formally dedicated on Memorial Day, May 30th, 1921, with members of all branches of the service participating. The USS Wyoming was at anchor in the Santa Monica Bay to participate in the ceremony, which started at the municipal pier and included a procession to Woodlawn Cemetery, where flowers were laid on soldiers' graves.⁸⁹ The amphitheater hosted its first graduation ceremony that year, as it has every year since.⁹⁰ Two decades later, additional plaques would be added to the amphitheater's walls memorializing those who perished in World War II.

In the 1920s, Santa Monica shared in a regional population and building boom. While tourism has long been the city's primary industry, the local economy began to diversify. Perhaps the best known industry was the Douglas Aircraft Company, which leased the abandoned buildings of the Herman Film Corporation on Wilshire Boulevard to build the Douglas World Cruiser in 1922. The company, which soon moved to Clover Field (now Santa Monica Airport), became well-known for its innovations in the field of global flight and would be a primary contractor for manufacturing aircraft during the Second World War.⁹¹

With the growing population came sharp increases in enrollment at the high school. As a result, in 1924 a new 14-room building was constructed along the 7th Street frontage of the campus.⁹² Included in this new building was a library, a student center, and sufficient classroom space to allow for an even larger student population, the board having estimated the enrollment might eventually reach two to three thousand.⁹³

Post-Earthquake Reconstruction

In the 1930s, the expansion of the Santa Monica school system was interrupted by two major events: the Great Depression and the Long Beach Earthquake. On the evening of March 10th, 1933, a magnitude 6.4 earthquake struck off the coast of Long Beach, 25 miles southeast of Santa Monica. The quake caused millions of dollars in damage throughout Southern California. Some of the most seriously damaged buildings were schools, many of which were constructed of unreinforced masonry, making them more fireproof but also more vulnerable to earthquakes.⁹⁴ As a result, some 230 school buildings were destroyed, severely damaged, or rendered unsafe; some buildings collapsed completely. All of Santa Monica's schools suffered some degree of damage,

⁸⁹ Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (78)

⁹⁰ The Santa Monica Memorial Open Air Amphitheater is often referred to simply as the Greek Amphitheater.

⁹¹ City of Santa Monica Historic Preservation Element. Prepared by PCR Services Corporation and Historic Resources Group, September 2002.

⁹² This is now the English/Humanities Building.

⁹³ Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (54) This building is now the English Building.

⁹⁴ *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Sapphos Environmental, Inc., March 2014. (23-24)

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and following inspection by the state commission were forced to close. For the next several years, classes were held in “tents” – temporary structures with wood floors with canvas tops and sides that could be rolled up for light and ventilation.⁹⁵ At Santa Monica High School, the tents were erected on the slope in front of the Academic & Administration Building.

Within thirty days of the 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.⁹⁶ 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.⁹⁷ Thus, the Long Beach Earthquake ushered in a period of widespread school renovation and reconstruction that would transform many area schools, including Santa Monica High School.

Beginning in 1934, local, state, and federal funds were made available to reconstruct, modernize, and expand area schools, not only to meet new seismic requirements, but also to address the changing school needs. As reported in the *Los Angeles Times* at the time, new and repaired buildings would be designed for “absolute safety with simplicity and beauty of architecture in harmony with the atmosphere and traditions of Southern California.” New buildings would be “free of needless ornamentation,” since applied decoration often failed and fell to the ground during earthquakes. Thus, early-20th century schools that were substantially repaired or rebuilt after the earthquake commonly reflect the architectural trends of the 1930s, as decorative period revival designs were replaced with a more simplified, modernist aesthetic.⁹⁸ 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.

Much of the reconstruction activity that took place between 1934 and 1938 was accomplished with the assistance of the federal Works Progress Administration (WPA), and supplemented by local funds. In Santa Monica, the WPA helped to build several buildings throughout in the city, most notably City Hall, a 1938 Art Deco structure designed by Donald Parkinson with terrazzo mosaics by local artist Stanton Macdonald-Wright. In 1935, the Santa Monica City School District received \$1,500,000 in federal funds, along with \$290,000 in local school bonds, to repair or rebuild ten elementary, junior high and high school campuses. By far, the largest project would be the complete

⁹⁵ Holliday, Bob. “Queen of the Setting Sun: A History of Santa Monica High School 1891-1991.” Samohi Alumni Association, 1991. (20)

⁹⁶ Alquist, Alfred E. “The Field Act and Public School Construction: A 2007 Perspective.” California Seismic Safety Commission, February 2007. (7)

⁹⁷ *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Sapphos Environmental, Inc., March 2014. (63)

⁹⁸ Ibid. (64-65)

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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 \$1,225,000.⁹⁹

The post-earthquake building program at Santa Monica High School included the repair, seismic retrofit, and remodeling of the five existing campus buildings, as well as the new construction of three buildings and the addition of several art pieces. The existing buildings – the Academic & Administration Building, Manual Arts & Commerce Building, Fine Arts & Household Science Building, Library/Student Center, and Girls' Gymnasium – were substantially reconstructed between 1934 and 1937, resulting in "earthquake-resistive construction" designed to withstand shocks greater than those felt in Long Beach. Bearing walls were reinforced with steel and coated on the exterior with stucco. Gabled roofs were replaced with shock-proof, deck-type roofing. Ornamentation was removed, resulting in a more stripped-down or modernistic look.¹⁰⁰

Also during this period, three new buildings were added to the campus: an auditorium, a new boys' gymnasium (replacing the original boys' gym), and a new wing for the Art Department.¹⁰¹ The high quality of design of the new auditorium building, in particular, suggested not only the importance of this facility to the growing high school, but also the degree of civic pride associated with this new community amenity. Designed by noted Los Angeles architectural firm Marsh, Smith & Powell, it displays the smooth surfaces, curved corners and horizontal banding emblematic of buildings constructed under the auspices of the WPA. The building contains a 1,500-seat main auditorium space, as well as practice rooms for band and orchestra and two music classrooms. Known simply as "The Auditorium," it was designed to serve as Santa Monica's municipal auditorium – hosting concerts, plays, musicals, opera and ballet, and other civic events – in addition to being used for high school functions. Thus, it was sited at what was then the northern edge of the campus for public accessibility.

Additionally, the auditorium incorporates three integrated WPA art pieces. An 8x8-foot tile mosaic entitled "Landing of the Vikings in Vinland" adorns the foyer, and a fire

⁹⁹ McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (37-38)

¹⁰⁰ Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (79) Accounts vary as to how severely the existing campus buildings were damaged, and how extensive their needed repair. Some sources state that the existing brick structures were reinforced with steel and re-clad in concrete; others indicate that the brick facing was removed and the façade stuccoed over; still others suggest the original brick buildings were essentially rebuilt on existing foundations.

¹⁰¹ Research suggests that the auditorium wing of the original Academic & Administration Building was demolished following the Long Beach Earthquake, and that the Art Wing was constructed over the existing basement, which housed the cafeteria.

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curtain mural entitled “Entrance of the Gods into Valhalla” hangs above the stage.¹⁰² Both pieces were designed by internationally-known artist and Santa Monica resident Stanton Macdonald-Wright as part of a Federal Art Project under the WPA.¹⁰³ The building’s façade displays a 4-by-3-foot cast-stone bas-relief entitled “Comedy, Tragedy, Music,” depicting stylized Greek comedy and tragedy masks and musical instruments. Designed by artist Olinka Hrdy, this piece was also created as a Federal Art Project.¹⁰⁴ The auditorium opened in September 1938 and served as the city’s primary indoor gathering space until the Santa Monica Civic Auditorium opened in 1958. Upon its completion, it was considered one of the finest theaters of its time, and one of the best school auditoriums in the state. In 1944, it was renamed Barnum Hall, in memory of William F. Barnum, who served as principal from 1916 to 1943.¹⁰⁵

Santa Monica High School has the distinction of being home of the highest concentration of WPA projects in the city. In addition to the rehabilitation and new construction of campus buildings, the WPA was also responsible for a number of stand-alone art pieces. A painted mural entitled “Westward II” by Conrad Buff was installed in the original library in the English Building.¹⁰⁶ “Workers,” a 5-by-5-foot carved wood bas-relief hung above the library’s circulation desk. “The Viking,” a 7-foot-tall cast-stone sculpture by artist John Palo-Kangas, was installed on the Art Patio. Sited in a landscaped area south of the Greek Amphitheater is “Senior Bench,” a curved wood and concrete which displays a thirty-foot petrachrome mosaic on the backside. The mural was designed by Grace Clements and rendered using the “petrachrome” method whereby tinted cement mortar mixed with crushed rock, glass, or tile is applied to the mural surface, with different colored sections delineated by strips of brass. Once hardened, the cement is polished to create a bold, striking appearance. This method was developed by Santa Monica artist Stanton Macdonald-Wright while he was serving as Director of the Southern California Division of the Federal Art Project.¹⁰⁷ By the end of the 1930s, the Santa Monica High School campus had been reconstructed, seismically strengthened,

¹⁰² Some sources identify the mosaic’s dimensions as 15x17 feet, but this appears to be erroneous.

¹⁰³ Barnum Hall website, <http://barnumhall.com/history.html>. Accessed November 2016.

¹⁰⁴ Some sources credit this piece to Ella Buchanan and Stefan de Vriendt, but this appears to be erroneous.

¹⁰⁵ Barnum Hall website, <http://barnumhall.com/history.html>. Accessed November 2016.

¹⁰⁶ Poulton, Donna L. and Vern G. Swanson. Painters of Utah’s Canyons and Deserts. Layton, UT: Gibbs Smith, 2009. Sources differ as to whether “Westward II” was completed as a Federal Art Project under the WPA. However, based upon the date of the mural, Buff’s association with the WPA’s Public Works of Art Project during the Great Depression, and the various other Federal Art Project pieces on the Santa Monica High School campus, it appears likely that “Westward II” was also completed under the WPA. Therefore, for the purposes of this analysis, this painting is presumed to be a WPA art piece.

¹⁰⁷ The WPA was largely responsible for the aquatic theme visible throughout the campus today, from the ocean life depicted in the Senior Bench mosaic; to the nautilus shell on the doors on Barnum Hall; to the wave design on the patterned block which appears around the main entrance of the History Building, as a backdrop to “The Viking” Fountain Sculpture, and in the foyer of Barnum Hall.

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and expanded with new facilities. It was this post-earthquake period of development that signified the real completion of the high school.¹⁰⁸

Postwar Expansion

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.¹⁰⁹ 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. 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.¹¹⁰ 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.¹¹¹ 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.¹¹²

Ambitious plans for the high school included increasing the overall size of the campus, adding new campus buildings, enlarging existing buildings, adding new athletic facilities, and modernizing the landscape design. Thus, in 1954, the district acquired property north of the existing high school campus, a portion of which was formerly occupied by Santa Monica City College. Michigan Avenue was vacated west of 7th Street and the school's northern boundary was extended to Olympic Boulevard, more than doubling the campus from its original 14 acres to 33 acres.¹¹³ The first of the postwar campus buildings to be constructed was the Science Building, built in the new part of the campus. Designed by architects Frederic Barenbrock and Andrew Murray, the two-story building displayed the simple form and massing characteristic of mid-20th century architectural styles, signaling a profound shift in the school's architectural vocabulary going forward.¹¹⁴

¹⁰⁸ Cleland, Donald M. A History of the Santa Monica Schools 1876-1951. Unpublished doctoral dissertation, University of California, Los Angeles, February 1952. (79)

¹⁰⁹ Santa Monica Conservancy website, <http://www.smconservancy.org/>. Accessed December 2016.

¹¹⁰ Cleland, Donald Milton. "A Historical Study of the Santa Monica City Schools." *History of Education Journal*, Vol. 5, No. 1, Autumn, 1953. (8)

¹¹¹ The district was later renamed the Santa Monica-Malibu Unified School District (SMMUSD).

¹¹² McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (46)

¹¹³ Sources differ regarding of the acreage of the campus at this time, with some sources indicating that the campus encompassed 30 acres.

¹¹⁴ "\$520,000 High School Building Completed." *Los Angeles Times*, June 17, 1956.

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During the postwar years, Santa Monica High School's enrollment spiked dramatically – from 1,594 in 1950 to 2,635 in 1960.¹¹⁵ In April of 1960, the district announced a massive \$3,555,000 building program already underway at the high school, including the construction of six new buildings and remodeling of five existing buildings. A new campus master plan and architectural designs were prepared by John C. Lindsay & Associates, AIA, and reflect postwar trends in campus design.¹¹⁶ Unlike the formality and monumentality of schools from earlier eras, postwar campuses typically favored buildings of a more domestic scale arranged in a decentralized configuration, with integration of indoor and outdoor spaces and sheltered walkways. Southern California, with its mild climate was an early proving ground for the open-air campus.¹¹⁷

New buildings added to the campus at this time included the Industrial Arts Building, a new Administration Building, a Music Building, a Cafeteria building, and a new Girls' Gymnasium. The two-story Industrial Arts Building, originally known simply as the Shop Building, housed facilities for auto repair, woodworking, metal and machinery, electrical, graphic arts, and mechanical drawing, broadened the school's vocational program for "students who do not have the interest or ability for academic curricula."¹¹⁸ The new Administration Building, also known as the Student Services Building, contained principal and administrative offices; guidance, testing and counseling centers; an attendance office; records center; a nurse's room; and textbook storage in the basement. The Music Building included a choir practice room, music practice rooms, ensemble room, instrument storage, and a band room in the basement. The Cafeteria building contained a main cafeteria space to seat 600 students, as well as a 125-person private dining room, a dining room for school officials, and a patio. The original girls' gym building was demolished and replaced by a new Girls' Gymnasium, which included a shower and locker room, several classrooms, a dance studio and stage, a kitchen, and a storage room. Also built at this time was a new four-car garage for driver education automobiles, which included a transformer vault.¹¹⁹

Existing buildings that were remodeled at this time included the Academic & Administration Building, the Manual Arts & Commerce Building, the Fine Arts &

¹¹⁵ McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (73)

¹¹⁶ "\$3,555,000 Building Program Under Way." *Los Angeles Times*, April 10, 1960.

¹¹⁷ *Los Angeles Unified School District Historic Context Statement, 1870 to 1969*. Sapphos Environmental, Inc., March 2014. (13, 35)

¹¹⁸ "Santa Monica High Plans Arts Building." *Los Angeles Times*, September 21, 1958. "\$3,555,000 Building Program Under Way." *Los Angeles Times*, April 10, 1960. The Industrial Arts Building is now the Technology Building.

¹¹⁹ Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (28) "\$3,555,000 Building Program Under Way." *Los Angeles Times*, April 10, 1960. When the school administration moved into its new facility, the Academic & Administration Building became the History Building. The Girls' Gymnasium is now the South Gym. The Driver Education Garage/Transformer Vault is now the Old Utility Building.

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Household Science Building, the library/student center, and the Boys' Gymnasium.¹²⁰ New or improved athletic facilities included the Boys' Athletic Field (composed of a football field surrounded by a quarter-mile track), a baseball field, and tennis courts.¹²¹ As part of their larger redesign of the campus, Lindsay & Associates also did substantial site work and landscaping, including re-grading, retaining walls, pedestrian paths, and parking. The completion of this campus expansion could not come soon enough; by 1960, Santa Monica High School had an enrollment of nearly 3,000 students and a staff of approximately 125, making it one of the largest schools in the county and the only high school in the city.¹²²

In 1965, the Santa Monica Freeway was constructed along the northern edge of the high school property, resulting in a loss of 1.6 acres of the campus. As compensation for this acreage, the State agreed to give the district seven lots on the east side of 7th Street.¹²³ In 1968, the Board of Education awarded a \$571,000 contract to Robert Tebbe Corp. of West Los Angeles for the enlargement of the Greek Amphitheater and the construction of an indoor swimming pool, designed by Balch-Hutchason-Perkins Architects, AIA. The funding for these improvements was acquired via a bond issue passed by voters in 1966. The amphitheater was enlarged by extending the seating bowl on each end and adding a third tier of seats, increasing its capacity to approximately 4,000.¹²⁴ Plans for a swimming pool dated back to 1960, when the school board announced that it was studying a \$1 million expansion plan to increase facilities at various district campuses, including \$300,000 for the construction of a pool at the high school.¹²⁵ The following year, a 5-cent recreational tax increase was proposed in order to fund the construction of the pool.¹²⁶ However, it was not until 1966 that the funds for the new natatorium were finally secured, and the building itself would not be completed until 1971. The new facility included a pool measuring 25 yards by 25 meters (a little more than 27 yards) with the words "Santa Monica" in tile on the bottom, bleachers, and shower and locker rooms.¹²⁷ The pool was dedicated on December 2nd as the George K. Drake Swimming Pool, in honor of the recently retired principal who served

¹²⁰ Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (28) "\$3,555,000 Building Program Under Way." *Los Angeles Times*, April 10, 1960.

¹²¹ In the early 1980s, the baseball field was named for Samohi alumnus and volleyball coach Michael Sealy.

¹²² "\$3,555,000 Building Program Under Way." *Los Angeles Times*, April 10, 1960.

¹²³ McFadden, Patricia Marie. "A History of Santa Monica Schools." Master Thesis, University of Southern California, August 1961. (67-68) Over time, this acreage would accommodate a surface parking lot, a softball field, and most recently, the Innovation Building.

¹²⁴ Holliday, Bob. "Queen of the Setting Sun: A History of Santa Monica High School 1891-1991." Samohi Alumni Association, 1991. (99, 127) "Santa Monica Board Oks School Contract." *Los Angeles Times*, May 23, 1968. Sources differ regarding the original seating capacity of the amphitheater, with estimated ranging from 2,500 to 3,600.

¹²⁵ "Santa Monica School Board Will Study \$1 Million Expansion Plan." *Los Angeles Times*, February 21, 1960.

¹²⁶ "Proposed Pool Would Add to Recreation Tax." *Los Angeles Times*, May 7, 1961. It is not clear if this tax increase was approved.

¹²⁷ "Santa Monica Board Oks School Contract." *Los Angeles Times*, May 23, 1968.

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from 1958 to 1971.¹²⁸ With the addition of the pool building, the postwar expansion plan for the campus was complete.

Later Development

In 1972, the original Fine Arts & Household Science Building was demolished and replaced by the current Language Building/Library. The new building included 16 classrooms, two language laboratories, and a library with over 100 separate study areas for independent study and use of audiovisual aids.¹²⁹ The library has since been named for William Mortensen, a Samohi alumnus and school benefactor. The following year, the City of Santa Monica got its second high school, Olympic High, which was established to accommodate working teenagers; today it operates as a continuation school. In 1986, the City Council approved plans for a seven-story, 255-room hotel and three-story commercial complex on a 2.25-acre site at the southeast corner of 4th Street and Olympic Boulevard, immediately adjacent to the high school. The site was already owned by the Santa Monica-Malibu Unified School District and contained an SMMUSD administration building.¹³⁰

In 1993, Board of Education approved preliminary plans for a major renovation of the Santa Monica High School campus. At its January 28th meeting, the board endorsed a \$24.8 million renovation plan that called for a “top-to-bottom overhaul,” including enlargement of some classrooms; extensive roof repairs; and improvements to the plumbing, electrical and heating systems. As part of this project, elevators, exterior stairways, and access ramps were added to some of the existing buildings, and additional building entrances created, in order to improve circulation and make the campus more accessible to persons with disabilities. Additionally, a 420-space surface parking lot was constructed at the northeast corner of the campus along Olympic Boulevard, replacing a parking lot at 7th Street and Michigan Avenue, to allow for the installation of a number of portable classrooms. Other aspects of the renovation plan, including the addition of a second story to the Administration Building, were not executed.¹³¹

Beginning in 1999, Barnum Hall underwent an extensive five-year renovation, paid for with funding from local and state bond measures, as well as nearly \$1 million dollars in donations from the community and school alumni. Aspects of the project included restoration of the WPA artwork; and a rear addition connecting Barnum Hall to the Music Building and creating support areas.¹³² Upon completion of the renovation in 2004, Barnum Hall was considered to have been returned to its former glory as one of

¹²⁸ “S.M. High to Dedicate Drake Pool.” *Los Angeles Times*, December 2, 1971.

¹²⁹ “Plans OKd for New Samohi Construction.” *Los Angeles Times*, May 25, 1969.

¹³⁰ Citron, Alan. “Santa Monica OKs Hotel Complex on School Land.” *Los Angeles Times*, May 8, 1986.

¹³¹ “Santa Monica High Overhaul on Way.” *Los Angeles Times*, February 2, 1993. “Santa Monica High Gets New Parking Lot.” *Los Angeles Times*, October 10, 1993.

¹³² In 2012, a restored 1921 Wurlitzer theater pipe organ was installed in Barnum Hall, replacing the first organ that was damaged in the 1994 Northridge Earthquake.

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the best high school auditoriums in the state.¹³³ In 2003, Barnum Hall was locally designated as Santa Monica City Landmark No. 47. As noted by the Landmarks Commission at the time, Barnum Hall had served as “a venue for school and general civic events since its construction” and had long been “an architectural and cultural focal point in the City.”¹³⁴ Also during this period, the Music Building was substantially enlarged, as was the Language Building with the construction of a two-story eight-classroom addition.¹³⁵

In 2011, ground was broken on a new science and technology center to be situated at the northeast corner of the campus, replacing an existing softball field. Designed by architect R.L. Binder, the 97,000-square-foot Innovation Building was constructed at a cost of \$55 million and funded by Measure BB, a \$268 million bond for school modernization approved by voters in 2006. The new building – which houses 18 classrooms, 15 science labs, two special education classrooms, a computer lab, an auto shop, and administrative offices – was unveiled to the public on September 10th, 2015.¹³⁶ In 2016, a new utility building – containing a generator, transformer, locker rooms, bathrooms, and storage – was constructed just west of the Innovation Building, also by R.L. Binder.

Today, Santa Monica High School is one of sixteen school sites within the Santa Monica-Malibu Unified School District, and remains its only comprehensive high school. With a current enrollment of approximately 2,900 students and some 400 faculty and staff, it is also the largest school in the district.¹³⁷

¹³³ Barnum Hall website, <http://barnumhall.com/history.html>. Accessed November 2016.

¹³⁴ *Findings and Determination of the Landmarks Commission of the City of Santa Monica in the Matter of Designation of a Landmark: Designation of Landmark for the Structure Located at 601 Pico Boulevard (Barnum Hall)*, January 13, 2003.

¹³⁵ Research suggests both the Language Building addition and the addition linking Barnum Hall and the Music Building were constructed in 2002.

¹³⁶ “New \$55 Million ‘Innovation’ Building to be Publicly Unveiled at Santa Monica High School.” *Santa Monica Lookout*, September 9, 2015.

¹³⁷ Santa Monica–Malibu Unified School District website, <http://www.smmusd.org/>. Accessed November 2016.

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5.2 Selected Chronology

Pre-History

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

Colonial Period

- 1542 Portuguese navigator Juan Rodriguez Cabrillo drops anchor in Santa Monica Bay on October 9th.
- 1769 Gaspar de Portolà 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.

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

Development of Santa Monica High School

- 1911 Voters approve \$200,00 in school bonds to construct a new high school campus.

The Board of Education acquires some fourteen acres atop what was known as Prospect Hill, bounded by 4th and 7th streets, between Michigan and Fremont (now Pico Boulevard) avenues.
- 1912 The cornerstone for the Academic & Administration Building is laid in a public ceremony on April 11th.
- 1913 The three original campus buildings – Academic & Administration Building, Manual Arts & Commerce Building, and Fine Arts & Household Science Building – are completed on February 7th.

The new Santa Monica High School campus is formally dedicated on February 23rd.
- 1921 The Santa Monica Memorial Open Air Theater is formally dedicated on May 30th.
- 1924 A new building is constructed along 7th Street to house a library and student center.

Post-Earthquake Reconstruction

- 1933 On the evening of March 10th, a magnitude 6.4 earthquake strikes off the coast of Long Beach.

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- 1934 The Field Act is enacted, one of the first pieces of legislation to mandate earthquake-resistant construction, specifically for schools in California.
- 1935 The Santa Monica City School District secures approximately \$1.8 million to repair or rebuild ten elementary, junior high and high school campuses throughout the city.
- 1937 The WPA repairs, retrofits, and remodels the five existing campus buildings and creates a number of art pieces.
- 1938 The new auditorium building opens.
- 1944 The auditorium is renamed Barnum Hall, in memory of former principal William F. Barnum.

Postwar Expansion

- 1946 Voters approve the first of two postwar school bond measures to modernize and expand the city's schools.
- 1950 Voters approve a second postwar school bond measure.
- 1953 The City School District (elementary schools) and the High School District consolidate into the Santa Monica Unified School District, effective July 1st.
- 1954 The school district acquires property north of Santa Monica High School, more than doubling the size of the campus to 33 acres.
- 1956 The Science Building is constructed in the new part of the campus.
- 1958 The Santa Monica Civic Auditorium opens, supplanting Barnum Hall as the city's municipal auditorium.
- 1960 A \$3.6 million building program includes the construction of six new buildings (an Industrial Arts Building, a new Administration Building, a Music Building, a Cafeteria Building, a new Girls' Gymnasium, and a four-car garage for driver education vehicles); and remodeling of five existing buildings (the Academic & Administration Building, the Manual Arts & Commerce Building, the Fine Arts & Household Science Building, the library/student center, and the Boys' Gymnasium).
- 1962 The Art Gallery is named for Josephine Roberts, first chair of the Art Department in the 1930s.
- 1965 The Santa Monica Freeway is constructed along the north edge of Santa Monica High School, resulting in a loss of 1.6 acres of the campus.

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- 1969** A third tier of seating is added to the Greek Amphitheater, increasing its seating capacity to approximately 4,000.
- 1971** The natatorium is constructed. The pool is dedicated on December 2nd as the George K. Drake Swimming Pool in honor of the recently retired principal.

Later Development

- 1972** The original Fine Arts & Household Science Building is demolished and replaced by the Language Building/Library.
- 1973** Olympic High, Santa Monica's second high school, is established to accommodate working teenagers.
- 1976** On March 24th, the City of Santa Monica formally initiates its historic preservation program with the adoption of the Landmark and Historic District Ordinance.
- 1986** The City Council approves plans for a seven-story hotel and three-story commercial complex on a 2.25-acre site at 4th Street and Olympic Boulevard owned by the school district.
- 1993** The Board of Education approves plans for a major renovation of the high school, including enlargement of classrooms; addition of elevators, stairways and access ramps; and a 420-space surface parking lot.
- 2003** Barnum Hall is locally designated as Santa Monica City Landmark No. 47.
- 2004** A five-year renovation of Barnum Hall is completed, including restoration of the WPA artwork, and a rear addition connecting Barnum Hall to the Music Building.
- 2012** A restored 1921 Wurlitzer theater pipe organ is installed in Barnum Hall, replacing the first organ that was damaged in the 1994 Northridge Earthquake.
- 2015** The new Innovation Building is unveiled to the public on September 10th.
- 2017** Today Santa Monica High School has an enrollment of approximately 2,800 students, making it the largest school in the Santa Monica-Malibu Unified School District.

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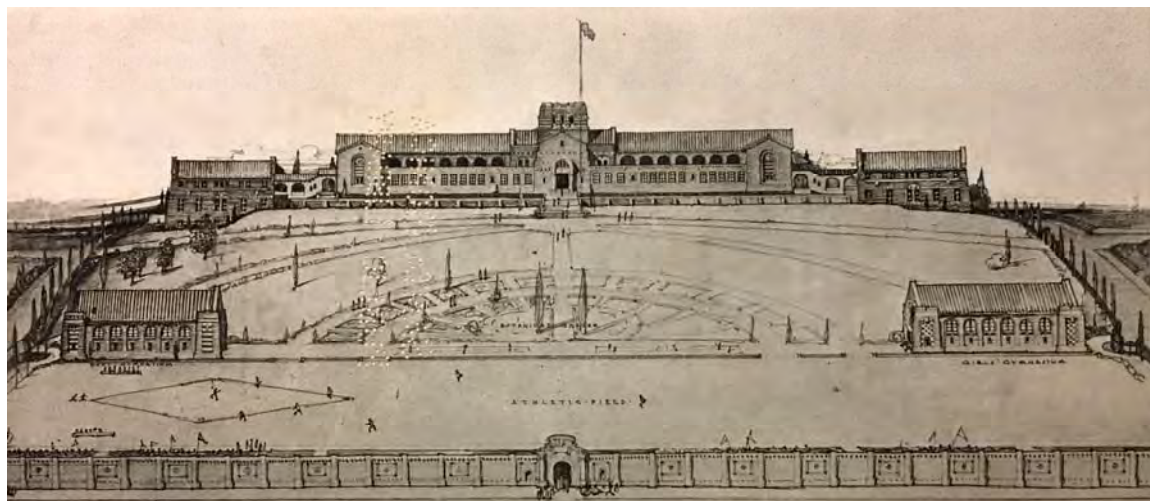
5.3 Historic Images

Campus rendering, 1912.



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

Campus rendering, 1913.



Dedication Program, Santa Monica High School. February 23, 1913.

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Academic & Administration Building, 1913.



Dedication Program, Santa Monica High School. February 23, 1913.

Academic & Administration Building (detail), 1913.



Dedication Program, Santa Monica High School. February 23, 1913.

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Academic & Administration Building and Fine Arts & Household Science Building, 1913.



Dedication Program, Santa Monica High School. February 23, 1913.

Academic & Administration Building, 1913.



Dedication Program, Santa Monica High School. February 23, 1913.

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Campus aerial view, c. 1920s.



Santa Monica Public Library Image Archives.

Academic & Administration Building, c. 1920s.



Santa Monica Public Library Image Archives.

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Academic & Administration Building, 1921.



Donovan, John. "School Architecture: Principles and Practices." The Macmillan Company, 1921.

Academic & Administration Building (detail), 1921.



Donovan, John. "School Architecture: Principles and Practices." The Macmillan Company, 1921.

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Memorial Gateway and Academic & Administration Building, 1921.



Donovan, John. "School Architecture: Principles and Practices." The Macmillan Company, 1921.

Memorial Gateway and Academic & Administration Building, 1921.



Donovan, John. "School Architecture: Principles and Practices." The Macmillan Company, 1921.

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Boys' Gymnasium, 1920s.



Santa Monica Public Library Image Archives.

Campus aerial view, 1925.



Huntington Digital Library.

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Greek Amphitheater, 1927.



Department of Special Collections, Charles E. Young Research Library, UCLA.

Greek Amphitheater, n.d.



Digital Archive, USC.

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Barnum Theater, 1937.



Department of Special Collections, Charles E. Young Research Library, UCLA.

"The Viking" Fountain Sculpture, 1937.



Works Progress Administration Collection, Los Angeles Public Library.

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Academic & Administration Building, 1941.



Santa Monica Public Library Image Archives.

Academic & Administration Building, c. 1950.



Image from Pinterest.

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Greek Amphitheater, 1950.



Santa Monica Public Library Image Archives.

Academic & Administration Building, 1957.



Image from Pinterest.

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Santa Monica High School campus in background, 1958

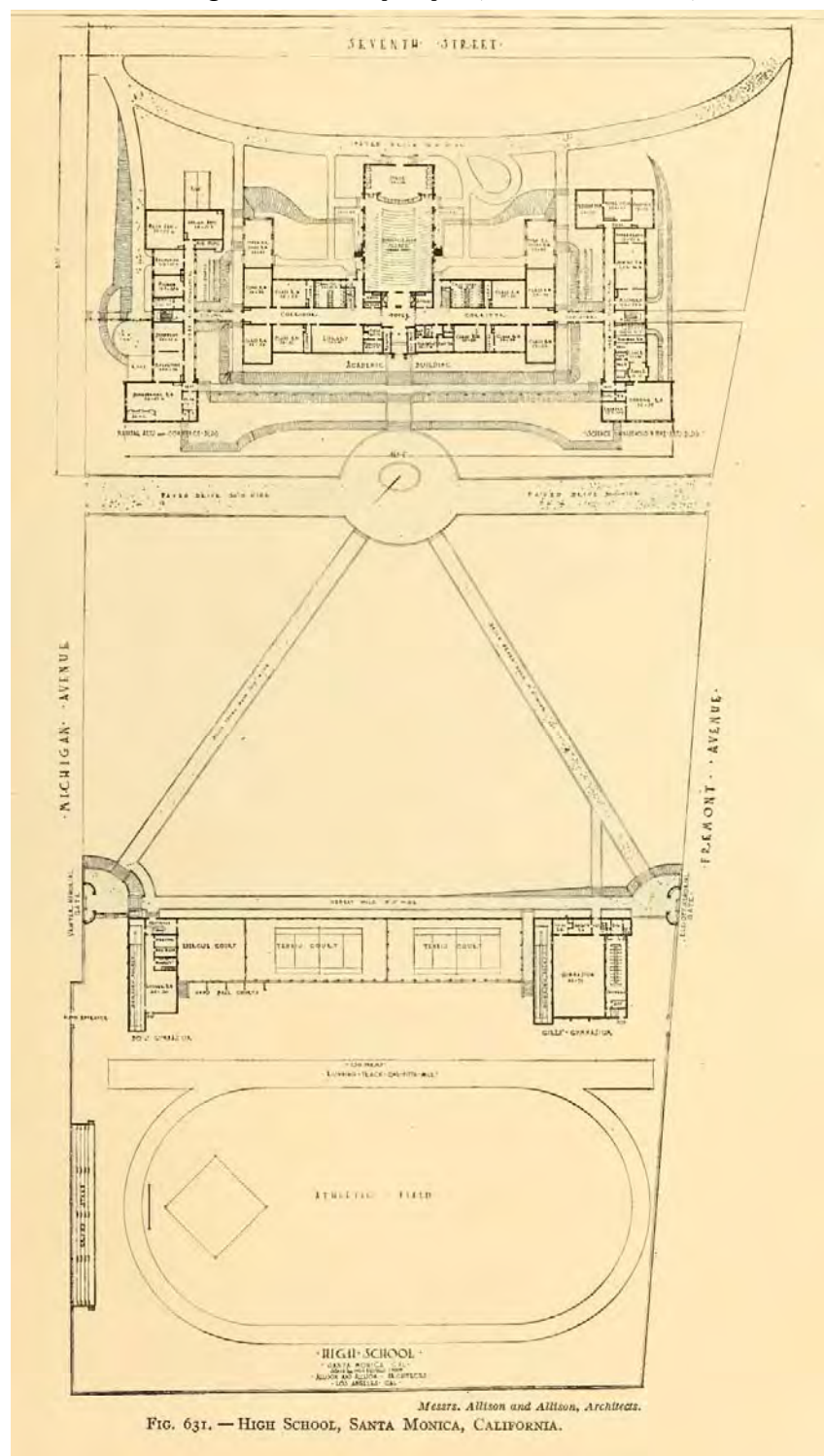


Howard D. Kelly Collection, Los Angeles Public Library.

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Santa Monica High School campus plan, Allison & Allison, 1921.

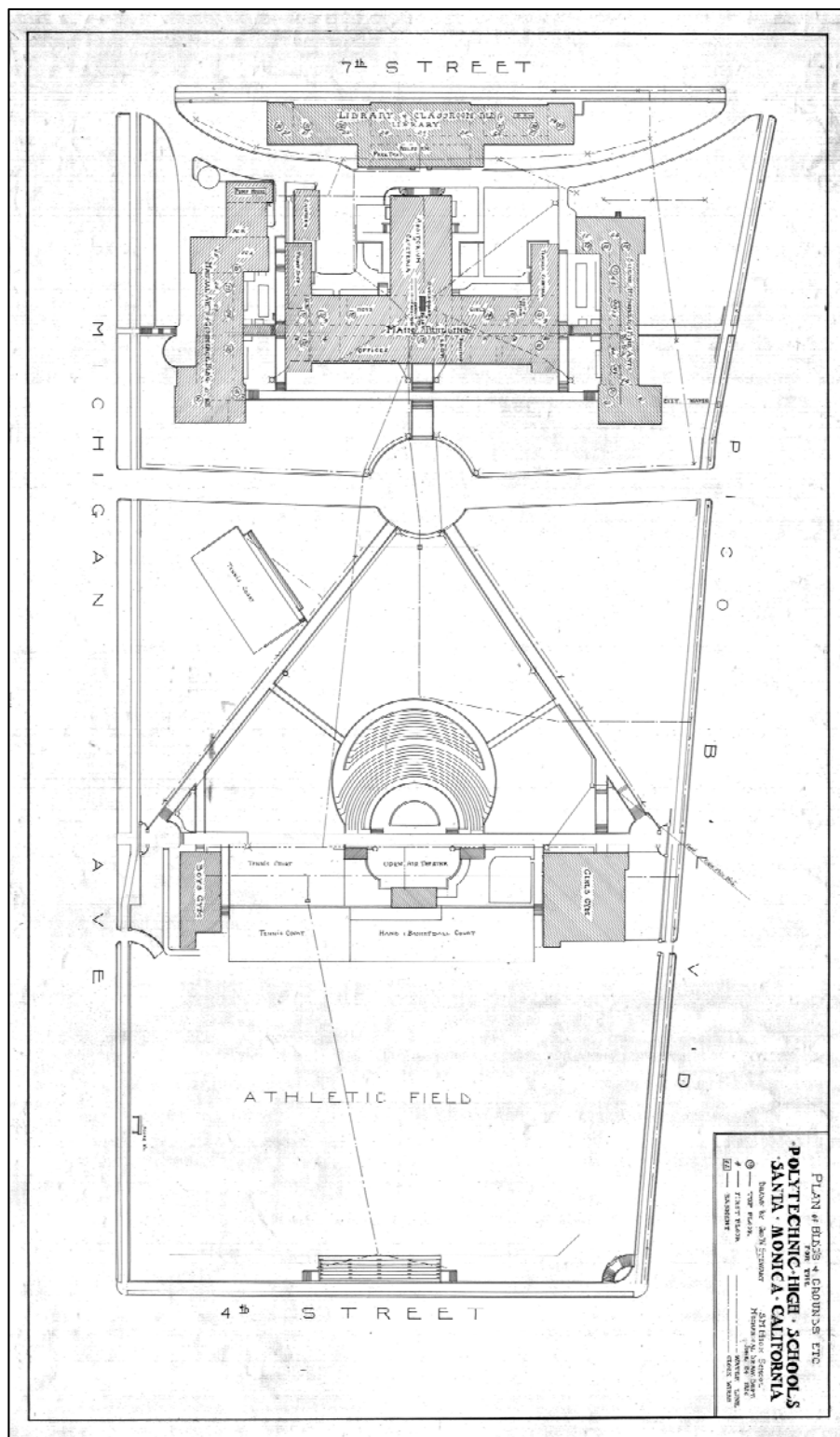


Donovan, John. "School Architecture: Principles and Practices."

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Santa Monica High School campus plan, 1926.

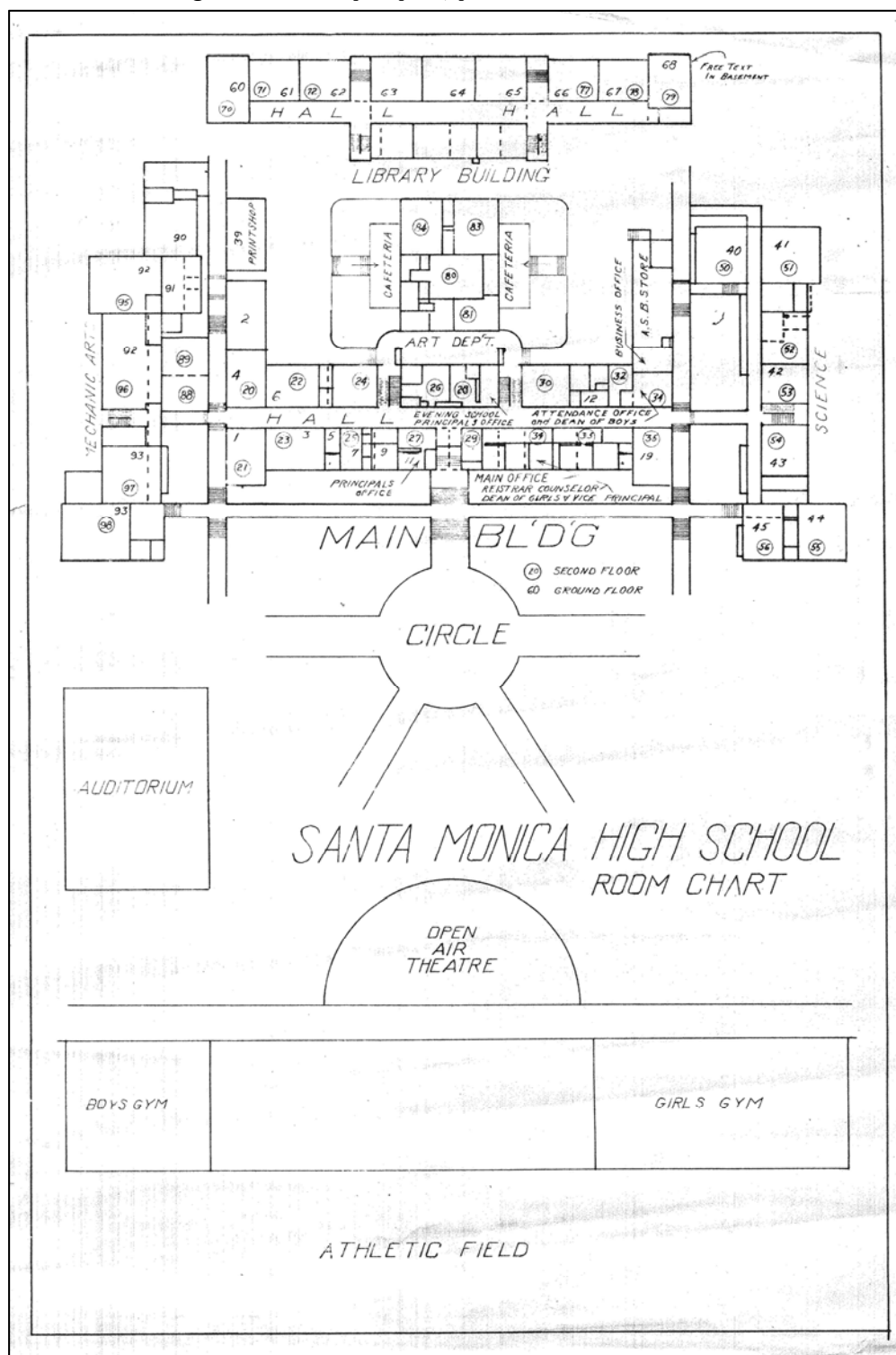


Provided by the Santa Monica-Malibu Unified School District.

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Santa Monica High School campus plan, pre-1934.

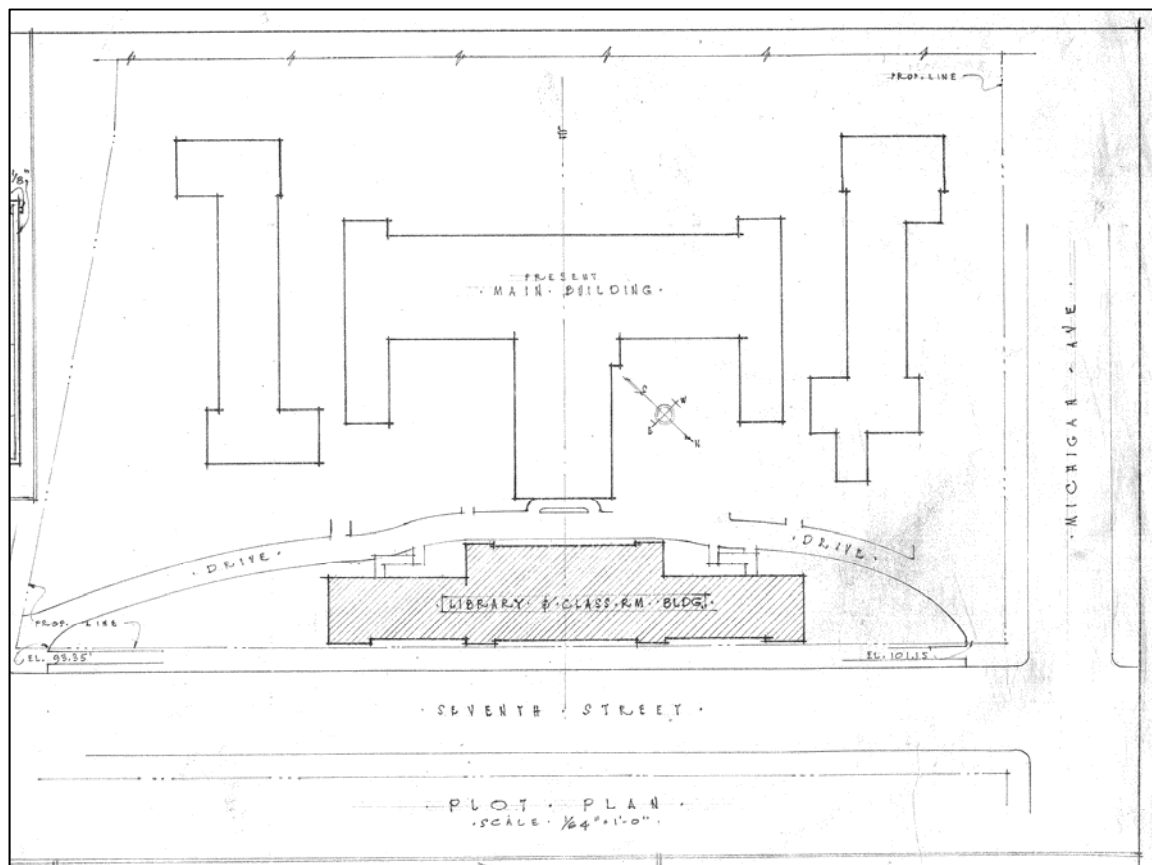


Provided by the Santa Monica-Malibu Unified School District.

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Santa Monica High School plot plan (detail), Marsh Smith & Powell, 1935.

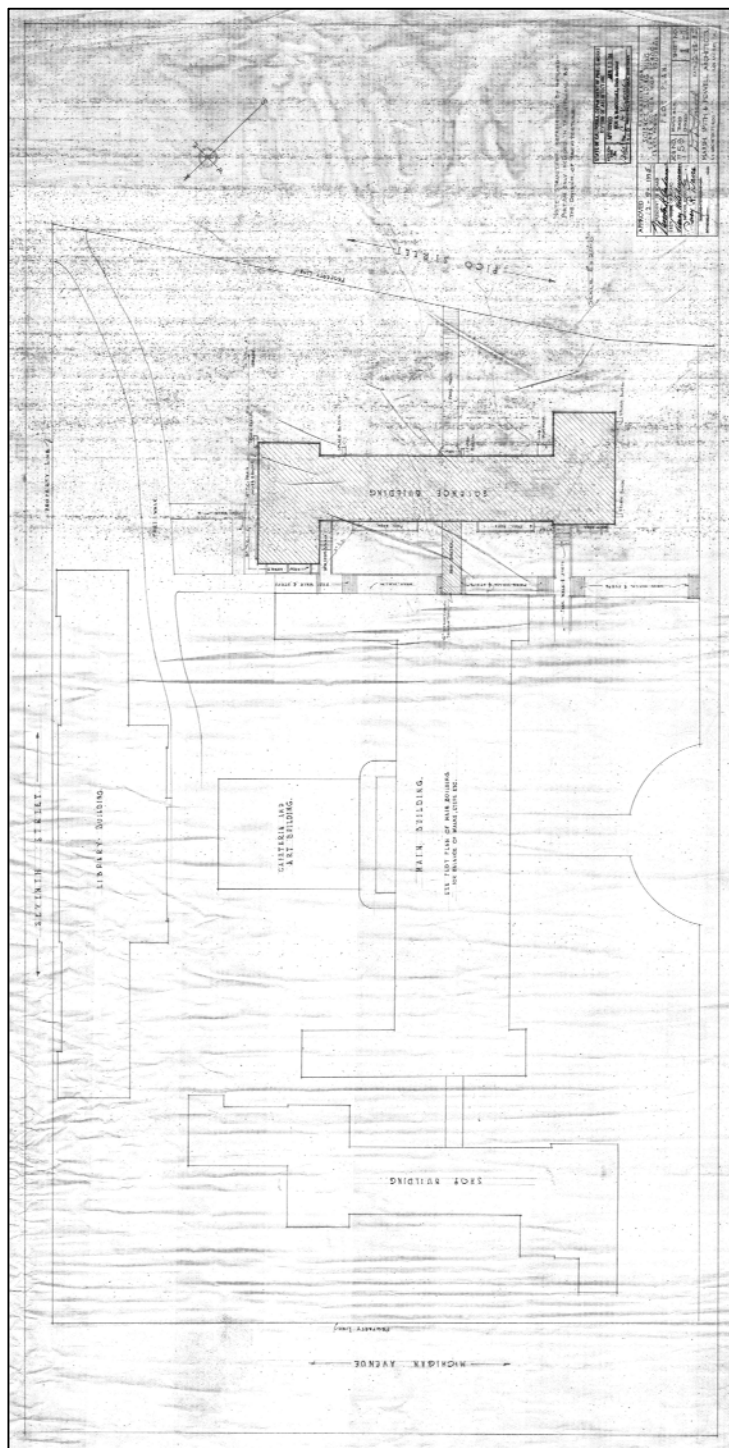


Provided by the Santa Monica-Malibu Unified School District.

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Santa Monica High School plot plan, Marsh Smith & Powell, 1935.

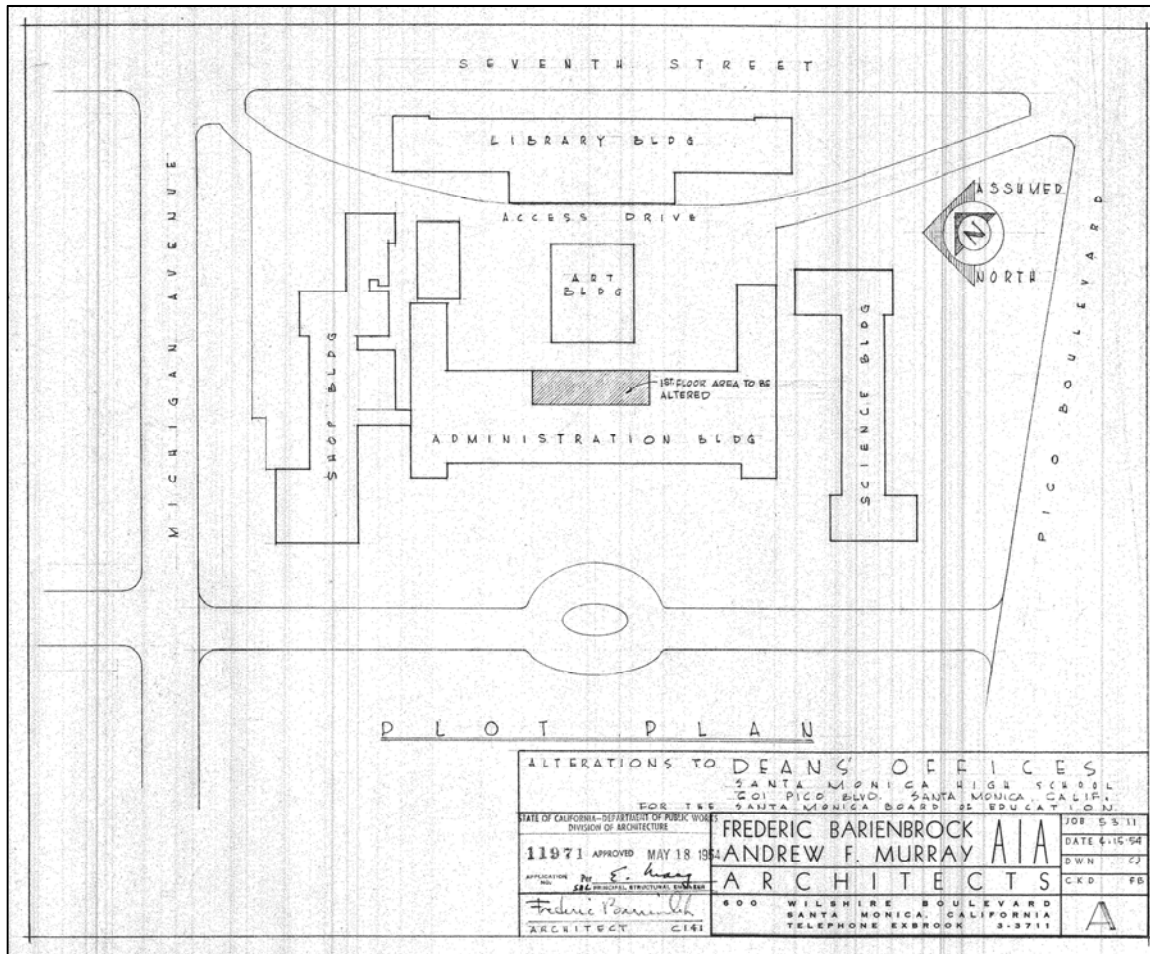


Provided by the Santa Monica-Malibu Unified School District.

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Santa Monica High School plot plan, Barienbrock & Murray, 1954.

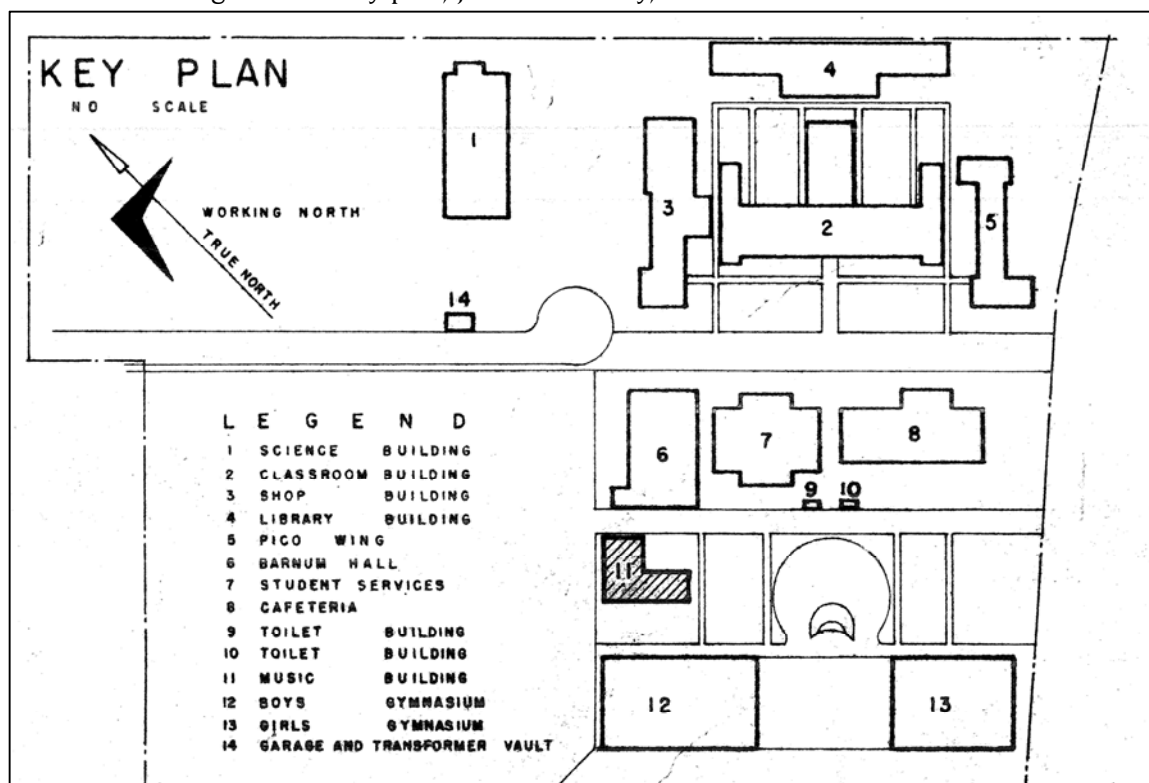


Provided by the Santa Monica-Malibu Unified School District.

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Santa Monica High School key plan, John C. Lindsay, 1958.

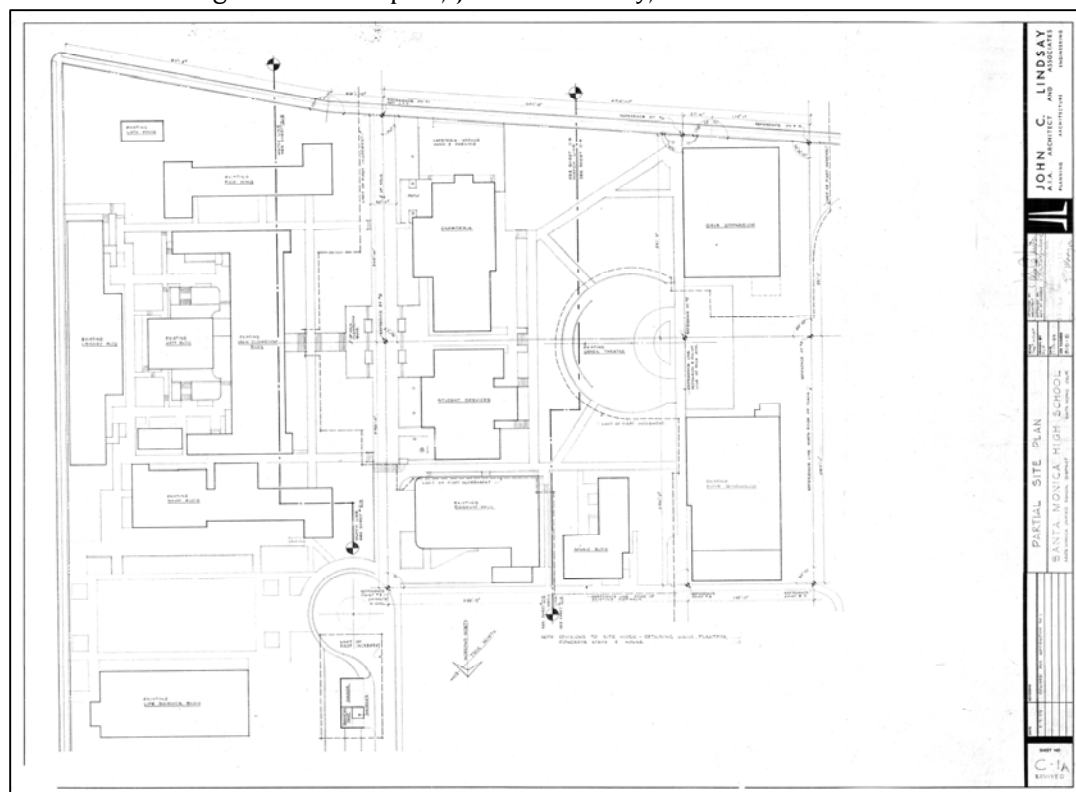


Provided by the Santa Monica-Malibu Unified School District.

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Santa Monica High School site plan, John C. Lindsay, 1958.



Provided by the Santa Monica-Malibu Unified School District.

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6.0 IDENTIFICATION OF HISTORIC RESOURCES

Individual buildings, site features, and other features of the Santa Monica High School campus are examined below for the purposes of identifying potential historic resources. As a framework for this assessment, HRG examined the entire Project Site, inclusive of all buildings and features that are within the campus boundary and could be directly or indirectly impacted by the Proposed Project.

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 Santa Monica High School campus was not identified as a contributing campus to this potential district. However, the evaluation noted that “individual features of other campuses...which may be intact could be added to the district,” including “the open air theater at Santa Monica High School (1921),” referring to the Greek Amphitheater.¹³⁸

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

In 2003, Barnum Hall was designated locally as Santa Monica Landmark No. 47. It was found significant under local criteria 1 through 5 for its “unique character and its role in the social and cultural development of the community over the years;” as an “architectural and cultural focal point in the City;” and as “one of the few Works Progress Administration (WPA) relief projects completed in the City of Santa Monica during the 1930s.” Additionally, Barnum Hall was acknowledged as a “fine example of Streamline-Art Deco design” by the noted Los Angeles-based architectural firm of Marsh, Smith & Powell, and as containing two significant artworks by internationally-recognized artist Stanton Macdonald-Wright. The local designation of Barnum Hall includes the exterior of the building, as well as the tile mosaic in the foyer, the fire curtain mural, and the foyer’s original terrazzo flooring.¹³⁹

¹³⁸ *State of California Department of Parks and Recreation Historic Resources Inventory form, Santa Monica Public Schools Potential Thematic District*. Leslie Heumann & Associates, 1992.

¹³⁹ *Findings and Determination of the Landmarks Commission of the City of Santa Monica in the Matter of Designation of a Landmark: Designation of Landmark for the Structure Located at 601 Pico Boulevard (Barnum Hall)*, January 13, 2003.

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In 2010, ICF Jones & Stokes completed a citywide historic resources inventory update for the City of Santa Monica, which included a reconnaissance-level survey conducted from the public right-of-way.¹⁴⁰ As part of this survey, ICF conducted an evaluation for “Barnum Hall (Samohi Campus),” assigning status codes 5S1 (*Individual property that is listed or designated locally*), and 5D3 (*Appears to be a contributor to a district that appears eligible for local listing or designation through survey evaluation*). However, it is unclear if this evaluation is for Barnum Hall individually, or for the Santa Monica High School campus as a whole.¹⁴¹ The significance statement reads:

*The property contains a number of buildings including the locally designated Barnum Hall (in which two original murals by artist Stanton MacDonald-Wright are located). The resource is recorded in the Historical Resources Inventory with a prior evaluation of 5S1. Also qualifies under local criterion A.4. It appears that the Santa Monica High School campus might contribute to the previously identified "Santa Monica Public Schools District" due to its importance in the City's history and the apparent level of integrity of the site.*¹⁴²

The significance statement goes on to state that “some of the Moderne style buildings attributed to the noted firm of Marsh, Smith & Powell might individually qualify for local designation due to architectural merit.”¹⁴³ However, no additional buildings are identified or evaluated.

Santa Monica High School is not included in the City’s list of locally designated historic districts, nor does the campus contain any locally designated Structures of Merit. Neither the Santa Monica High School campus as a whole, nor any individual campus buildings or features, appear in the most recent version of the State Historic Resources Inventory. Similarly, neither the Santa Monica High School campus as a whole, nor any individual campus buildings or features, are currently listed in the National Register of Historic Places or the California Register of Historical Resources.

¹⁴⁰ *Santa Monica Citywide Historic Resources Inventory Update Final Report*, prepared by ICF Jones & Stokes, November 2010.

¹⁴¹ A 2007 *Department of Parks and Recreation Continuation Sheet*, completed by ICF International, describes the resource as a “two-story high school,” but goes on to evaluate a Moderne-style building designed by Marsh, Smith & Powell, suggesting Barnum Hall. Similarly, the Santa Monica Historic Resources Inventory online record, dated 2008, identifies the resource as a “high school campus,” describing and including a photograph of the 1912 Administration Building as observed from the public right-of-way; however, the record goes on to evaluate a 1938 building designed by Marsh, Smith & Powell in the Moderne style, referring to Barnum Hall. *State of California Department of Parks and Recreation Continuation Sheet, Barnum Hall (Samohi Campus)*, ICF International, December 2007; *Historic Resources Inventory*, City of Santa Monica, November 2016.

¹⁴² *Historic Resources Inventory*, City of Santa Monica, November 2016.

¹⁴³ *Ibid.*

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6.2 Historic District Assessment

The buildings and features of the Santa Monica High School campus have been considered collectively for their potential eligibility for listing in the National Register of Historic Places (NRHP) and/or the California Register of Historical Resources (CRHR) 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.”¹⁴⁴ Additionally, school campuses are noted as a potential example of a historic district. Because the Santa Monica High School campus contains a grouping of related buildings and features, and was originally developed as a high school, consideration of this property as a potential historic district is an appropriate analytical framework for its evaluation.¹⁴⁵ As noted in Section 7.1 of this report, previous historic resource evaluations of the property did not specifically examine the campus as a potential historic district.

Historic Significance

Santa Monica High School is significant under NRHP Criterion A and CRHR Criterion 1 within the context of the development of schools in Santa Monica, as well as the civic development of Santa Monica more generally. Santa Monica High School was constructed as the city’s first dedicated high school campus. For the first six decades of its existence, it was the city’s only high school, and it remains the city’s main high school today. Over its more than 100-year history, generations of Santa Monica residents have spent their high school years on this campus. Additionally, Santa Monica High School has long played an important role in the larger community. For many decades, the high school and its various facilities were utilized by Santa Monica residents generally. Most notably, the Greek Amphitheater and Barnum Hall served as the city’s primary outdoor and indoor civic gathering spaces, respectively, into the 1950s. Thus, Santa Monica High School has been a prominent institution in the City of Santa Monica for over a century.

The period of significance for Santa Monica High School extends from 1913 to 1944. This timeframe includes the original period of development for the campus, the substantial changes to the campus which took place following the Long Beach Earthquake, and the impact of the Works Progress Administration on the campus.

The period of significance begins in 1913, with the completion of the first three campus buildings: the Academic & Administration Building (now the History Building), the Manual Arts & Commerce Building (now the Business Building), and the Fine Arts & Household Science Building (no longer extant). Soon after the completion of the first three buildings, construction began on the Boys’ and Girls’ Gymnasiums (no longer

¹⁴⁴ *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)

¹⁴⁵ Ibid.

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extant). The campus continued to add to its facilities in the 1920s with the construction of the Santa Monica Memorial Open Air Theater (Greek Amphitheater) in 1921, and the English Building (which included the Library) in 1924.

Following the Long Beach Earthquake in 1933, there was a period of widespread school renovation and reconstruction. The passage of the Field Act in 1934, which set new standards for school construction in Southern California, substantially transformed school campuses throughout the region, including Santa Monica High School. Between 1934 and 1937, five of the original campus buildings were retrofitted and remodeled, resulting in “earthquake-resistive construction” and transforming the campus architecture to the PWA Moderne style. The Girls’ Gymnasium was renovated in 1934. Between 1936 and 1937, renovations were completed for the Academic & Administration Building (now the History Building), the Manual Arts & Commerce Building (now the Business Building), the Library/Student Center (now the English Building), and the Fine Arts & Household Science Building (no longer extant).

Also during this period, the Works Progress Administration completed several projects on the high school campus. The Auditorium (now Barnum Hall) was completed in 1938, constructed by the WPA and including three Federal Art Project art pieces (a tile mosaic in the foyer, a fire curtain mural, and a bas-relief on the building facade). The original Boys’ Gymnasium was demolished and replaced by a new gym building. Additional Federal Art Project artworks were completed throughout the campus, including a 7-foot tall cast-stone fountain sculpture, a carved wood bas-relief, a petrachrome mosaic, and a painted wall mural. The WPA was also largely responsible for the aquatic theme visible in various art pieces and architectural details throughout the campus today. This period of post-earthquake and WPA renovation and new construction represents the completion of the Santa Monica High School campus as originally planned.

In contrast with the previous periods of development which were distinguished by thoughtful campus planning and design, the post-World War II expansion period is largely characterized by infill construction and expedient design. Postwar development appears to have been largely driven by the practical concerns of needing to accommodate growth quickly, rather than by an overarching architectural vision or deliberate campus planning. Several of the buildings constructed during this period deviated from the existing campus plan, and all deviated from the PWA Moderne style that unified the campus at this time. Additionally, the campus boundary was expanded northward, and several existing buildings were substantially modified or replaced. For these reasons, the period of significance does not include the postwar expansion period.

Buildings & Features Dating from the Period of Significance

The following buildings and features dating from the period of significance (1913-1944) are extant on the Santa Monica High School campus today:

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Buildings

- Academic & Administration Building (now the History Building), 1913
- Manual Arts & Commerce Building (now the Business Building), 1913
- Santa Monica Memorial Open Air Theater (Greek Amphitheater), 1921
- Library/Student Center (now English/Humanities Building), 1924
- Art Wing (now Art Building), 1937
- Auditorium (now Barnum Hall), 1938
- Boys' Gymnasium (now North Gym), 1938
- History Building Annex, c. 1940¹⁴⁶

Site Features

- Athletic Field (now Football Field/Track), c. 1913
- Main Quad, c. 1913
- Senior Bench Park, c. 1913

Additional Features

- Owl Statue, 1913
- Brick wall, 1913
- "Westward II" Mural, 1935
- "Santa Monica High School" Sign, 1937
- "Comedy, Tragedy, Music" Relief, 1937
- "Senior Bench," 1937
- "The Viking" Fountain Sculpture, 1937
- "Workers" Relief, 1937
- "Entrance of the Gods into Valhalla" Mural, 1938
- "Landing of the Vikings in Vinland" Mosaic, 1939

Assessment of Integrity

Despite its historic significance, the Santa Monica High School campus as a whole does not retain sufficient integrity to convey its significance as a historic district. Of the nineteen (19) buildings currently on the campus, only eight (8), or approximately 42%, date from the period of significance. A substantial proportion of the buildings date from the postwar expansion period of development, with two buildings constructed within

¹⁴⁶ A campus plan dated 1926 shows a building at this location, labeled "canteen." It is unclear if this is the existing History Building Annex (R), as it does not appear on two subsequent 1935 campus plans.

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the last three years. Thus, the campus does not comprise a concentration of buildings dating from the period of significance.

As described above, the campus was developed in stages over more than one hundred years, with the earliest buildings dating to 1913, and the most recent building completed in 2016. None of the existing buildings display the original Renaissance Revival architecture of campus architects Allison & Allison. Extant buildings display a range of architecture styles from various periods, including PWA Moderne from the 1930s, Mid-Century Modern from the 1950s and 1960s, Utilitarian from the 1970s, and Contemporary from the early 21st century. Thus, the campus does not display stylistic cohesion representative of the identified period of significance.

The earliest campus buildings and features that remain extant are not clustered together, but are dispersed throughout the southern portion of the campus, from the original English Building at the eastern edge of the campus along 7th Street, to the Football Field/Track at the campus' western edge along 4th Street. Postwar infill construction – such as the Administration Building, Music Building, and Cafeteria – occur amid these earlier buildings, thereby altering the original spatial relationships and disrupting circulation patterns representative of the pre-World War II development of the campus. As such, there is no concentration of original buildings, or “historic core,” that might comprise a smaller historic district. Additionally, these postwar buildings occur on what historically had been a large open space, labeled “ornamental grounds” on early plans, which has since been reduced and re-landscaped as the current Main Quad.

The symmetry of the original campus plan has been compromised both by the addition of the postwar buildings noted above, as well as the replacement of the original Fine Arts & Household Science Building with the current Language/Library Building, which no longer presents a mirror image of the Business Building to the north. The campus' original central view corridor, which ran along an east-west axis from the original Academic & Administration Building (now the History Building) to the Greek Amphitheater and beyond, was disrupted with the addition of the current Administration and Cafeteria buildings. Thus, the original campus plan is no longer intact.

Additionally, the campus does not retain its original rectangular boundary, having been expanded to the north and east during the postwar expansion period. To expand the campus northward toward Olympic Boulevard, Michigan Avenue – the campus' original northern boundary – was vacated. On the east, where the campus originally ended at 7th Street south of Michigan, it now extends to 7th Court north of Michigan. As a result of these changes over time, the campus now displays an irregular boundary.

Thus, neither the campus as a whole, nor any portion of the campus, retains sufficient integrity to convey its significance as an early-20th century high school campus. For this reason, Santa Monica High School does not appear to meet the criteria for listing in the

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National Register of Historic Places or the California Register of Historical Resources as a historic district.

6.3 Assessment of Individual Resources

In addition to considering the campus as a historic district, the buildings and features of the Santa Monica High School campus have also been considered separately for their potential eligibility for listing in the National Register of Historic Places (NRHP) and/or the California Register of Historical Resources (CRHR) as individual resources.

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.”¹⁴⁷ 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 Santa Monica High School campus to be historically significant as an individual resource, it must possess historic significance separate and apart from the other buildings and features on the campus. That is, the individual building or feature must itself have an association with an important historic event (Criterion A/1); or have an association with an important person (Criterion B/2); or be a distinctive example of design or the work of a master (Criterion C/3); or possess the potential to yield important archaeological information,

Buildings

Of the campus’ nineteen (19) buildings, four (4) of these appear to have historic significance individually:

- History Building (formerly the Academic & Administration Building)
- Greek Amphitheater (formerly the Santa Monica Memorial Open Air Theater)
- English/Humanities Building (formerly the Library/Student Center)
- Barnum Hall (formerly The Auditorium)

A discussion of each of these buildings appears below, including an analysis of its historic significance, assessment of its integrity, and if needed, identification of its character-defining features.

History Building

The History Building is significant under NRHP Criterion A and CRHR Criterion 1. Originally constructed in 1913 as the Academic & Administration Building, it was the

¹⁴⁷ *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)

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most functionally important and visually prominent building on the Santa Monica High School campus. The period of significance is 1913-1944, which includes its original period of development, through the evolution of the campus following the Long Beach Earthquake and the impact of the Works Progress Administration.

Designed to be the public face of the high school, the Academic & Administration Building was sited at the crest of Prospect Hill at the center of the campus, overlooking the Pacific Ocean. Designed by noted Los Angeles architectural firm Allison & Allison, the building was the largest of the original campus buildings. It was also the most decorative, featuring patterned brick cladding, rounded arched openings, clay tile gabled roofs, elaborated entrances, open arcades on the upper floor, a four-sided polychromatic tower, and a cast-stone owl perched above the main entrance. The building had a formal presentation, with its symmetrical façade approached by a central stairway which led to an expansive ornamental landscape below. Additionally, the Academic & Administration Building played a central role in the operation of the school, housing the school's administration offices – for the principal, vice-principal, teachers, the board of education, and the city superintendent – as well as a library, art gallery, recital hall, cafeteria, and a 1,200-seat auditorium. It served as the Academic & Administration Building until 1960, when it was converted to the History Building and a new Administration Building was constructed.

Despite its historic significance, the History Building does not retain sufficient integrity to convey its significance as an individual resource. After sustaining severe damage in the Long Beach Earthquake, in 1937 it was completely remodeled in the PWA Moderne style: pitched clay-tile roofs were replaced with flat deck roofing; decorative brick exteriors were stuccoed over; open arcades were enclosed; arched openings were squared off or infilled; and the tower was removed. As a result of this remodeling, the building no longer conveys its significance from its original development in 1913.

Since this remodel, the building has undergone additional modifications. These include the demolition of the auditorium wing; addition of a semi-enclosed patio linking the building's rear (east) façade to a new Art Wing; replacement of all windows; removal of a projecting canopy over the main entrance with stylized lettering reading "Santa Monica High School;" addition of metal wall vents punched into exterior walls throughout; addition of a wall-mounted clock and signage applied to the main (west) façade; and the addition of enclosed walkways, stairways and new building entrances. The building's setting has also been substantially modified over time, as the formal approach from the ornamental landscape to the main entrance has been replaced with the existing Main Quad, characterized by terraced switch-back ramps, concrete-block retaining walls, and metal railings.

Due to the cumulative effect of these alterations over time, the History Building does not retain sufficient integrity to convey its significance. For this reason, it does not appear to meet the criteria for individual listing in the NRHP and the CRHR, and therefore is not considered a historic resource for the purposes of CEQA.

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Greek Amphitheater

The Greek Amphitheater, originally known as the Santa Monica Memorial Open Air Theater, is significant under NRHP Criterion A and CRHR Criterion 1 as an important performing arts venue for Santa Monica High School, and as an important early 20th-century civic space in Santa Monica. It is also significant under NRHP Criterion C and CRHR Criterion 3 as a rare example of a 1920s open-air theater, and as the work of noted Los Angeles architectural firm Allison & Allison. The period of significance is 1921-1944, which includes its original period of development, through the evolution of the campus following the Long Beach Earthquake and the impact of the Works Progress Administration.

When the Santa Monica Memorial Open Air Theater was originally conceived, it was to serve several purposes. First, the amphitheater was a much-needed amenity for the high school, providing a large-scale performance space for plays, concerts, and other events, including the high school's annual commencement ceremonies. Second, it was an outdoor gathering space for the larger Santa Monica community, hosting various public events at a time when few such venues existed in the city. Third, the amphitheater was envisioned as a commemorative space, with a metal plaque memorializing those Santa Monica citizens that had served and died in the Great War. Over time, additional commemorative plaques have been added throughout the amphitheater, including a series of plaques dedicated to Samohi graduates that perished in World War II.

In addition to the role the amphitheater has played in the history of the high school and the larger Santa Monica community, the Greek Amphitheater is a rare example of an uncommon property type, representing one of few known early 20th-century open-air venues in the region. It is also one of the last examples of the work of original campus architects Allison & Allison remaining on the campus today. Its placement on the campus in 1921 was particularly fitting. Sited between the three original campus buildings at the crest of Prospect Hill and the Boys' and Girls' Gymnasiums and Athletic Field below, the amphitheater served to unify to eastern and western extents of the campus and helped to establish its central east-west axis. Additionally, it made best use of the natural topography of the site. Set into the west-facing slope of the hillside, the amphitheater captured expansive ocean views, while also preserving those views for the campus buildings above.

The Greek Amphitheater has been modified over time. According to historical photographs, the stage was originally covered in the grass toward the rear, with scored concrete along the front. A stage house (skene) was situated to the rear of the stage, with curved brick walls linking to brick wings at either end of the stage. Additional low brick walls flanked the forward portion of the stage, each terminating with a cast-stone

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urn.¹⁴⁸ In 1969, the seating area was enlarged, increasing the seating capacity to approximately 4,000.¹⁴⁹ This enlargement was accomplished by extending the seating bowl on each end and added a third tier of seats, thus modifying the original circular plan to a wedge-shaped plan. Additional alterations including marble tile cladding on the rear exterior wall; painting of the curved brick side walls; the addition of the Drake Pool Building which now acts as a backdrop to the stage; and the construction of switch-back access ramps, concrete-block retaining walls, and metal railings.¹⁵⁰

Despite these alterations, the Greek Amphitheater retains sufficient integrity to convey its significance as an individual resource. Character-defining features include the original semi-circular seating bowl, with long rows of built-in concrete seating and brick cross-aisles; concrete stairways; elevated concrete stage; semi-circular greensward and shallow pool extending from the front of the stage; curved brick side walls flanking the seating bowl; and commemorative plaques. For these reasons, the Greek Amphitheater appears to meet the criteria for individual listing in the NRHP and the CRHR, and therefore is considered a historic resource for the purposes of CEQA.¹⁵¹

English/Humanities Building

The English/Humanities Building is significant under NRHP Criterion A and CRHR Criterion 1. Originally constructed in 1924 as the Library/Student Center, it was one of the most publicly visible buildings on the campus, and played an important role in the daily activities of Santa Monica High School students. The period of significance is 1924-1944, which includes its original period of development, through the evolution of the campus following the Long Beach Earthquake and the impact of the Works Progress Administration.

The English/Humanities Building is wholly unique in the development of the Santa Monica High School campus, as it was the only building to be situated along a public street. Sited along the west side of 7th Street, at the easternmost edge of the campus, the building was designed with a public façade. Its east façade featured two highly-elaborated building entrances – with rounded-arch openings, classical pilasters, decorative cast-stone surrounds, gabled roofs with dentil mouldings, and concrete quoining – which provided direct access to the building from the street.¹⁵² In the upper story, overscaled rounded-arch windows allowed sunlight to illuminate the library within. Aligned with the Academic & Administration Building to the west, the building's

¹⁴⁸ It is unknown when these features were removed, but it would have been sometime before 1971 when the Drake Pool building was constructed.

¹⁴⁹ Sources differ regarding the original seating capacity of the amphitheater, with estimated ranging from 2,500 to 3,600. The current seating capacity also differs among sources, ranging from 4,000 to 4,500.

¹⁵⁰ Historic photographs suggest that a brick stage house was originally situated behind the stage, flanked by curved brick walls topped with classical urns. It is unknown when these features were removed.

¹⁵¹ As noted in section 6.1 of this report, in 1993 the Greek Amphitheater was evaluated as a potential contributor to a potential Santa Monica Public Schools Thematic District.

¹⁵² Based upon the date and original appearance of this building, it seems likely that it was designed by Allison & Allison; however, this could not be confirmed.

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placement reinforced the symmetrical campus plan first established by the three original campus buildings. As suggested by the name, the building contained the campus library, a student center, and several additional classrooms, in anticipation of a larger student population. It served as the Library/Student Center until 1969, when it was converted to the English/Humanities Building and the library space was converted to classrooms.

Despite its historic significance, the English/Humanities Building does not retain sufficient integrity to convey its significance as an individual resource. After sustaining severe damage in the Long Beach Earthquake, in 1936 it was completely remodeled in the PWA Moderne style by noted architectural firm Marsh, Smith & Powell. As was the case with other campus buildings remodeled during this period, pitched clay-tile roofs were replaced with flat deck roofing; decorative brick exteriors were stuccoed over; and arched openings were squared off or infilled. At the two 7th Street entrances, the elaborated rounded-arch openings, classical pilasters, and decorative cast-stone surrounds were retained; however, the gabled roofs, dentil mouldings, and concrete quoining were removed. Also during this period, the building acquired two art pieces, completed as part of the Federal Art Project under the WPA.¹⁵³ “Westward II,” a painted mural by artist Conrad Buff in 1935, was originally installed in the library. “Workers,” a 5x5-foot carved wood bas-relief completed in 1937, was originally installed in the library, over the circulation desk.¹⁵⁴ Both art pieces have since been removed from this building.¹⁵⁵ As a result of this post-earthquake remodeling, the building no longer conveys its significance from its original development in 1913.

Since this remodel, the building has undergone additional modifications. These include replacement of the smooth stucco cladding with textured stucco; replacement of all windows; addition of metal wall vents punched into exterior walls; and the addition of enclosed stairways and new building entrances. Also, the two 7th Street entrances have been infilled, eliminating access from the street.

Due to the cumulative effect of these alterations over time, the English/Humanities Building does not retain sufficient integrity to convey its significance. For this reason, the it does not appear to meet the criteria for individual listing in the NRHP and the CRHR, and therefore is not considered a historic resource for the purposes of CEQA.

¹⁵³ Sources differ as to whether “Westward II” was completed as a Federal Art Project under the WPA. However, based upon the date of the mural, Buff’s association with the WPA’s Public Works of Art Project during the Great Depression, and the various other Federal Art Project pieces on the Santa Monica High School campus, it appears likely that “Westward II” was also completed under the WPA. Therefore, for the purposes of this analysis, this painting is presumed to be a WPA art piece.

¹⁵⁴ The artist of the “Workers” relief is unknown.

¹⁵⁵ Research suggests both art pieces were salvaged around 1970, when the library was relocated to the Language Building. The “Workers” relief is currently situated above the Library circulation desk in the Language Building. The “Westward II” mural is currently stretched onto a frame, sealed in cardboard, and hanging backstage in Barnum Hall.

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Barnum Hall

Barnum Hall (originally the Auditorium) is significant under NRHP Criterion A and CRHR Criterion 1 as an excellent and rare example of a 1930s civic auditorium in Santa Monica. Barnum Hall is also significant under NRHP Criterion C and CRHR Criterion 3 as an excellent example of PWA Moderne architecture by noted Los Angeles architectural firm Marsh, Smith & Powell, constructed by the WPA. The period of significance is 1938-1944, which includes its original period of development, through its renaming as Barnum Hall.

When Barnum Hall was originally constructed in 1938, it was intended to serve as Santa Monica's municipal auditorium – hosting concerts, plays, musicals, opera and ballet, and other civic events – in addition to being used for high school functions. Thus, it was sited near Michigan Avenue, at what was then the northern edge of the campus, for public accessibility. Its superior design suggested not only the importance of this facility to the growing high school, but also its anticipated role in the larger community. Indeed, the Auditorium hosted various public events over several decades, and served as the city's primary indoor gathering space until the Santa Monica Civic Auditorium opened in 1958.

In addition to the role it has played in the history of the high school and the Santa Monica community generally, Barnum Hall is an outstanding example of PWA Moderne architecture. Designed by noted Los Angeles architectural firm Marsh, Smith & Powell, it displays the smooth surfaces, curved corners and horizontal banding emblematic of its style. The auditorium's design also incorporates three integrated WPA art pieces. An 8x8-foot tile mosaic entitled "Landing of the Vikings in Vinland" adorns the foyer, and a fire curtain mural entitled "Entrance of the Gods into Valhalla" hangs above the stage.¹⁵⁶ Both pieces were designed by internationally-known artist and Santa Monica resident Stanton Macdonald-Wright as part of a Federal Art Project under the WPA. The building's façade displays a 4-by-3-foot cast-stone bas-relief entitled "Comedy, Tragedy, Music," designed by artist Olinka Hrdy, also as a Federal Art Project.¹⁵⁷ Upon its completion, this building was considered one of the finest school auditoriums in the state. In 1944, it was renamed Barnum Hall (in memory of longtime principal William F. Barnum); the existing "Barnum Hall" façade sign was likely added around this time.

Beginning in 1999, Barnum Hall underwent an extensive five-year renovation. Aspects of the project included restoration of the WPA artwork; a large rear addition connecting Barnum Hall with the adjacent Music Building; a one-story side addition on the north façade; and the addition of a wall-mounted clock on the stage tower.¹⁵⁸ In 2003,

¹⁵⁶ Some sources identify the mosaic's dimensions as 15x17 feet, but this appears to be erroneous.

¹⁵⁷ Some sources credit this piece to Ella Buchanan and Stefan de Vriendt, but this appears to be erroneous.

¹⁵⁸ In 2012, a restored 1921 Wurlitzer theater pipe organ was installed in Barnum Hall, replacing the first organ that was damaged in the 1994 Northridge Earthquake.

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Barnum Hall was locally designated as Santa Monica City Landmark No. 47. As noted by the Landmarks Commission at the time, Barnum Hall had served as “a venue for school and general civic events since its construction” and had long been “an architectural and cultural focal point in the City.”¹⁵⁹

Despite some alteration, Barnum Hall retains sufficient integrity to convey its significance as an individual resource. Character-defining features include its smooth stucco exterior cladding; flat roof with horizontal scoring; curved building corners; rounded entrance canopy with grooved fascia and slender metal support poles; ticket booth clad in polychromatic tile; four sets of wood double-doors with porthole windows etched with nautilus shells; built-in concrete planters with poster cases; terra cotta tile entrance paving; exterior stairways with stucco walls and rounded canopies; steel-frame windows; and the cast-stone bas-relief and “Barnum Hall” signage on the primary façade. Interior character-defining features include a tile mosaic in the foyer and a fire curtain mural. For these reasons, Barnum Hall appears to meet the criteria for individual listing in the NRHP and the CRHR, and therefore is considered a historic resource for the purposes of CEQA.

Additional Features

Of the campus’ various non-building features, four (4) of these appear to have historic significance individually for their association with the Federal Art Project of the WPA:

- “Westward II” Mural
- “Senior Bench”
- “The Viking” Fountain Sculpture
- “Workers” Relief

A discussion of each of these features appears below.¹⁶⁰

“Westward II” Mural

The painted wall mural entitled “Westward II” appears to be significant under NRHP Criterion A and CRHR Criterion 1 for its association with the Federal Art Project of the WPA.¹⁶¹ Completed in 1935 by artist Conrad Buff, the mural was originally installed in

¹⁵⁹ *Findings and Determination of the Landmarks Commission of the City of Santa Monica in the Matter of Designation of a Landmark: Designation of Landmark for the Structure Located at 601 Pico Boulevard (Barnum Hall)*, January 13, 2003.

¹⁶⁰ Three additional WPA art pieces – the “Landing of the Vikings in Vinland” mosaic, the “Entrance of the Gods into Valhalla” mural, and the “Comedy, Tragedy, Music” relief – are identified as character-defining features of Barnum Hall above.

¹⁶¹ As noted above, sources differ as to whether “Westward II” was completed as a Federal Art Project under the WPA. However, for the purposes of this analysis, this painting is presumed to be a WPA art piece.

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the school library in the English Building. Research suggests that it was salvaged around 1970, when the library was relocated from the English Building to the Language Building and the original library space was converted to classrooms. The mural is currently sealed in cardboard and hanging backstage in Barnum Hall.¹⁶²

The Federal Art Project was a New Deal program to fund the visual arts throughout the country during the Great Depression. In operation from 1935 to 1943, the Federal Art Project was one of five Federal One projects sponsored by the Works Progress Administration, and the largest of the New Deal art projects. Established as a relief measure to employ artists and artisans, the program funded the creation of hundreds of thousands of murals, easel paintings, sculpture, graphic art, photography, and arts and crafts, and commissioned a significant body of public art. Today, the General Services Administration (GSA), the official custodian on behalf of the Federal government for artwork produced under the public programs of the New Deal, considers all WPA artwork as having “significant historical value as a record of our national heritage.”¹⁶³ Thus, as a work of art completed as part of this nationwide program, the “Westward II” mural appears to meet the criteria for individual listing in the NRHP and the CRHR, and therefore is considered a historic resource for the purposes of CEQA.

“Senior Bench”

The art piece entitled “Senior Bench” appears to be significant under NRHP Criterion A and CRHR Criterion 1 for its association with the Federal Art Project of the WPA. Completed in 1937 by artist Grace Clements, “Senior Bench” is a 30-foot curved wood and concrete bench set on a concrete slab. Both the slab and the back side of the bench are adorned with petrachrome mosaics depicting ocean life. The bench is situated in a landscaped area south of the Greek Amphitheater referred to as Senior Bench Park. The bench itself and its mosaics appear to be unaltered.

The mural was rendered using the “petrachrome” method whereby tinted cement mortar mixed with crushed rock, glass, or tile is applied to the mural surface, with different colored sections delineated by strips of brass. Once hardened, the cement is polished to create a bold, striking appearance. This method was developed by Santa Monica artist Stanton Macdonald-Wright while he was serving as Director of the Southern California Division of the Federal Art Project. As a work of art completed as part of this nationwide program, “Senior Bench” appears to meet the criteria for individual listing in the NRHP and the CRHR, and therefore is considered a historic resource for the purposes of CEQA.

¹⁶² Sources identify this art piece as a “mural” painted for the original library. According to the SMMUSD, the canvas is currently stretched onto a frame and stored in Barnum Hall, making it a moveable art piece. It is unclear if this piece was originally on a frame or if it was stretched onto a frame when it was salvaged from the original library.

¹⁶³ Works Progress Administration (WPA) Art Recovery Project, Office of Inspector General, U.S. General Services Administration website, <https://www.gsaig.gov/wpa-artwork-gallery>. Accessed April 2017.

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“The Viking” Fountain Sculpture

The cast-stone sculpture entitled “The Viking” appears to be significant under NRHP Criterion A and CRHR Criterion 1 for its association with the Federal Art Project of the WPA. Completed in 1937 by artist John Palo-Kangas, “The Viking” is a 7-foot-tall cast-stone sculpture situated between the History and Art buildings, in a semi-enclosed spaced referred to as the Art Patio. The sculpture is set into the rear (east) façade of the History Building, with a backdrop composed of patterned blocks with a stylized wave design.¹⁶⁴ It is set upon a rectangular concrete basin which has been capped.¹⁶⁵ As a work of art completed as part of the WPA Federal Art Project, “The Viking” fountain sculpture appears to meet the criteria for individual listing in the NRHP and the CRHR, and therefore is considered a historic resource for the purposes of CEQA.

“Workers” Relief

The carved wood bas-relief entitled “Workers” appears to be significant under NRHP Criterion A and CRHR Criterion 1 for its association with the Federal Art Project of the WPA. Completed in 1937, this 5x5-foot carved wood art piece depicting four working men was originally installed over the circulation desk in the original school library, located in the English Building. The artist is unknown. Research suggests that the art piece was salvaged around 1970, when the library was relocated from the English Building to the Language Building and the original library space was converted to classrooms. It is currently situated above the circulation desk in the new library in the Language Building. As a work of art completed as part of the WPA Federal Art Project, the “Workers” relief appears to meet the criteria for individual listing in the NRHP and the CRHR, and therefore is considered a historic resource for the purposes of CEQA.

Summary of Individual Resources

As noted above, the Santa Monica High School campus includes two (2) buildings and four (4) art pieces which appear to meet the criteria for individual listing in the NRHP and the CRHR, and therefore are considered historic resources for the purposes of CEQA:

- Greek Amphitheater (formerly the Santa Monica Memorial Open Air Theater)
- Barnum Hall (formerly The Auditorium)
- “Westward II” Mural
- “Senior Bench”

¹⁶⁴ These patterned blocks also appear in the foyer of Barnum Hall and around the main entrance of the History Building, as noted above.

¹⁶⁵ The original water basin at the base of the sculpture was semi-circular and clad in polychromatic tile. According to the SMMUSD, the basin was altered from its original configuration at some point, and capped around 2009. It is unclear if the original basin was removed and replaced with the existing basin, or if the original basin remains intact within the existing basin.

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- “The Viking” Fountain Sculpture
- “Workers” Relief

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7.0 POTENTIAL IMPACTS

7.1 Significance Threshold

Guidelines for Implementation of CEQA are codified at Title 14 California Code of Regulations section 15000 et seq. The *CEQA Guidelines* state that a project with an effect that may cause a substantial adverse change in the significance of a historic resource is a project that may have a significant effect on the environment.¹⁶⁶ A substantial adverse change in the significance of a historic resource means demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of a historical resource would be materially impaired.¹⁶⁷

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.”¹⁶⁸

7.2 Impact Analysis

As noted above, the “Blue Concept” is the Proposed Project, while the “Gold Concept” is included as a project alternative. Potential impacts of each of these concepts to identified historic resources are analyzed below. The following analysis uses the thresholds outlined in the *CEQA Guidelines*.

“Blue Concept” (Proposed Project)

The Blue Concept proposes substantial demolition and new construction throughout the campus of Santa Monica High School, as well as alteration of some buildings and features. Potential significant impacts of the Blue Concept to identified historic resources include:

Potential significant impacts to the Greek Amphitheater

- The Blue Concept proposes to renovate the Greek Amphitheater. Aspects of the renovation will include accessibility upgrades to the seating in compliance with the Americans with Disabilities Act (ADA), and 9,693 square feet of new construction for a stage house (PH7B Building). Thus, without mitigation, this renovation has the potential to be a significant impact on the Greek Amphitheater.
- The Blue Concept proposes to demolish the existing Drake Pool Building, which directly abuts the rear of the stage of the Greek Amphitheater. Demolition of

¹⁶⁶ *CEQA Guidelines*, Section 15064.5(b).

¹⁶⁷ *Ibid.*, section 15064.5(b)(1).

¹⁶⁸ *Ibid.*, section 15064.5(b)(2).

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the Drake Pool Building could result in damage to the existing concrete stage, which is a character-defining feature of the Greek Amphitheater. Thus, without mitigation, the demolition of the Drake Pool Building has the potential to be a significant impact on the Greek Amphitheater.

- The Blue Concept involves new construction – including re-grading, excavation, or other ground-disturbing activities – throughout the Santa Monica High School campus, including in the immediate vicinity of the Greek Amphitheater. These activities have the potential to destabilize the surrounding area. Thus, construction activities have the potential to be a significant impact on the Greek Amphitheater.

Potential significant impacts to Barnum Hall

- The Blue Concept proposes to demolish the existing Music Building, which is connected to the rear of Barnum Hall via a 2002 rear addition. Demolition of the Music Building could result in damage to historic fabric of Barnum Hall. Thus, without mitigation, the demolition of the Music Building has the potential to be a significant impact on Barnum Hall.
- The Blue Concept proposes to construct a new two-story, 26,144-square-foot classroom building (PH6 Building) that would house the Music Department. This building will be connected to Barnum Hall with an “enclosed link” on its south façade, allowing direct access to Barnum Hall from the new building. Construction of this enclosed link will result in the loss of some historic fabric of Barnum Hall itself. Additionally, attachment of the enclosed link could result in damage to additional historic fabric. If the new link is not compatible in its design, it could detract from Barnum Hall’s highly-cohesive design, thereby altering its historic character. If the new link is not sufficiently differentiated from Barnum Hall in its design, it could create a false sense of historical development. Thus, without mitigation, the construction of an enclosed link between Barnum Hall and the new Music building has the potential to be a significant impact on Barnum Hall.
- The Proposed Project would involve new construction – including re-grading, excavation, or other ground-disturbing activities – throughout the Santa Monica High School campus, including in the immediate vicinity of Barnum Hall. These activities have the potential to destabilize the surrounding area. Thus, construction activities have the potential to be a significant impact on Barnum Hall.

Potential significant impacts to the “Westward II” Mural

- The “Westward II” Mural is currently sealed in cardboard and hanging backstage in Barnum Hall. The Blue Concept proposes to demolish the existing Music Building, which is connected to the rear of Barnum Hall. As described above, an

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addition between the rear (west) façade of Barnum Hall and the side (east) façade of the Music Building required the removal of the original rear façade of Barnum Hall, and now connects the two buildings. Due to the present location of the “Westward II” Mural in the backstage area of Barnum Hall, demolition of the Music Building and the addition linking it with Barnum Hall could result in damage to the mural itself. Thus, without mitigation, the demolition of the Music Building has the potential to be a significant impact on the “Westward II” Mural.

Potential significant impacts to the “Senior Bench”

- The “Senior Bench” is situated in a landscaped area south of the Greek Amphitheater referred to as Senior Bench Park. The Blue Concept proposes to demolish Senior Bench Park and replace it with the PH3B Building. Thus, without mitigation, the demolition of Senior Bench Park has the potential to be a significant impact on the “Senior Bench.”

Potential significant impacts to “The Viking” Fountain Sculpture

- “The Viking” Fountain Sculpture is situated in a semi-enclosed space between the History Building (G) and the Art Building (E) known as the Art Patio. The Blue Concept proposes to demolish the History Building, the Art Building, and the Art Patio. Due to the location of “The Viking” set into the rear (east) façade of the History Building, demolition of the History Building and Art Patio could result in damage to the sculpture itself. Thus, without mitigation, the demolition of the History Building and Art Patio has the potential to be a significant impact on “The Viking” Fountain Sculpture.

Potential significant impacts to the “Workers” Relief

- The “Workers” Relief is currently situated above the circulation desk in the library in the Language Building/Library. The Blue Concept proposes to demolish the Language Building/Library and construct a new classroom building in its place. Thus, without mitigation, the demolition of the Language Building/Library has the potential to be a significant impact on “The Workers” Relief.

“Gold Concept” (Alternative)

As shown in Figure 4 (“Gold Concept” (Alternative) Site Plan) below, the Gold Concept is substantially similar to the Blue Concept. Like the Blue Concept, it proposes substantial demolition and new construction throughout the campus of Santa Monica High School, as well as alteration of some buildings and features. The Gold Concept

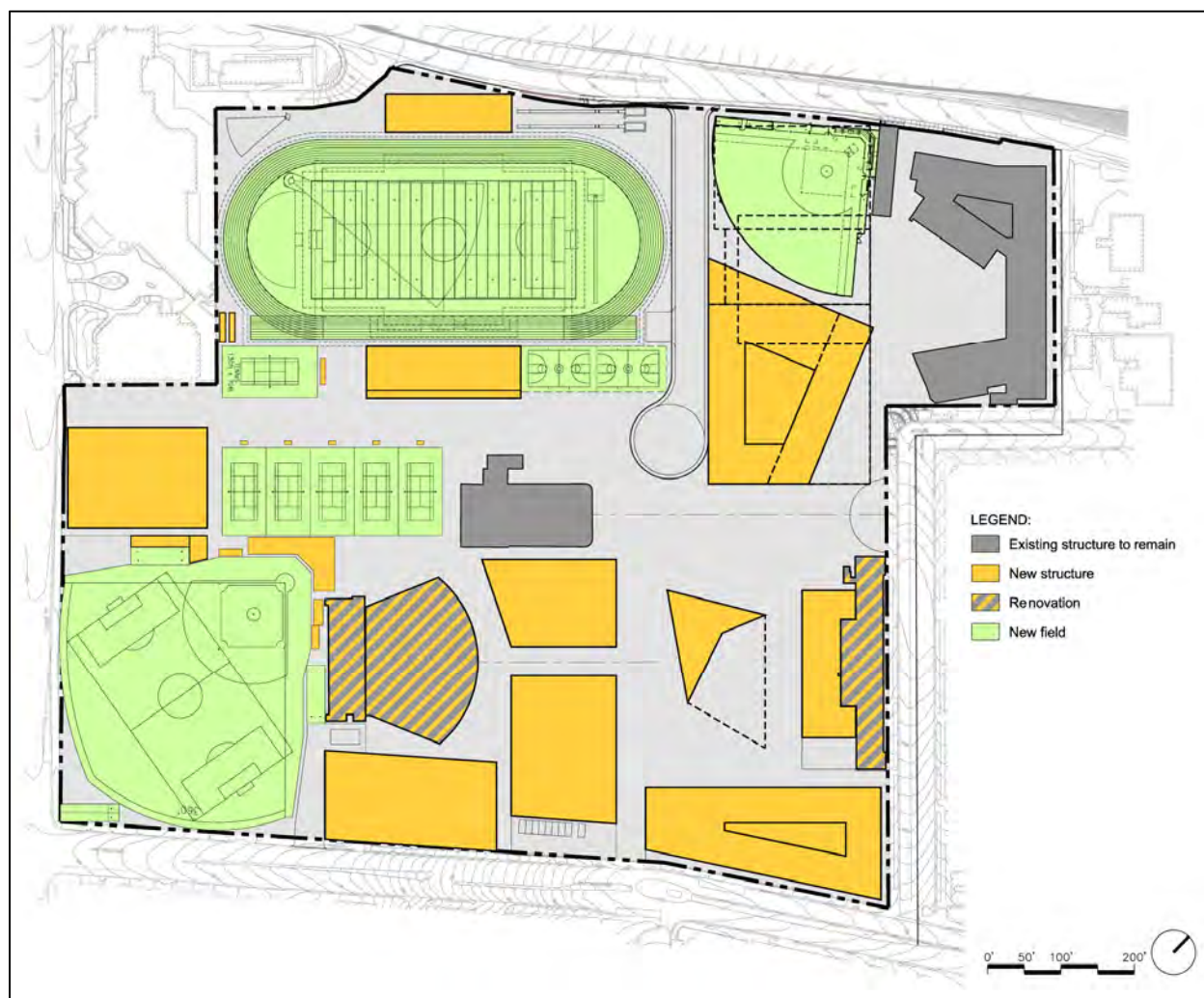
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does not have the potential for any additional significant impacts beyond those identified under the Blue Concept.

7.3 Cumulative Impact Analysis

Neither the Blue Concept (Proposed Project) nor the Gold Concept (Alternative) will result in any cumulative impacts to historic resources. Because the project is for a campus plan which anticipates current and future development activities on the Project Site phased over a 25-year planning horizon, there are no additional potential impacts to the high school campus which could accumulate. There are no additional known projects for the Santa Monica High School Campus, in the recent past, present, or reasonably foreseeable future. Thus, there is no known potential for incremental impacts to accumulate such that they would result in a significant impact to the Project Site.

Figure 4. “Gold Concept” (Alternative) Site Plan



Source: CY Architects/R. L. Binder FAIA Architects, LLP.

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7.3 Summary of Potential Significant Impacts before Mitigation

The Proposed Project (“Blue Concept”) and the Alternative (“Gold Concept”) have the potential to be a significant impact on:

- ***Greek Amphitheater*** – due to the renovation of the Amphitheater, including accessibility upgrades to the seating and construction of a new stage house; demolition of the existing Drake Pool Building, and construction activities in the immediate vicinity.
- ***Barnum Hall*** – due to the demolition of the existing Music Building attached to Barnum Hall, construction of a new Music building to be linked with Barnum Hall, and construction activities in the immediate vicinity.
- ***“Westward II” Mural*** – due to the demolition of the existing Music Building attached to Barnum Hall.
- ***“Senior Bench”*** – due to the demolition of Senior Bench Park.
- ***“The Viking” Fountain Sculpture*** – due to the demolition of the History Building, Art Building, and Art Patio.
- ***“Workers” Relief*** – due to the demolition of the Language Building/Library.

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8.0 RECOMMENDED MITIGATION MEASURES

Impacts of the Proposed Project to historic resources can be reduced to a less-than-significant level provided the following recommended mitigation measures are implemented.

1. Alterations to the Greek Amphitheater shall conform to *Secretary of the Interior's Standards for Rehabilitation*. The Proposed Project shall include specifications for the treatment of character-defining features, including but not limited to the treatment of historic fabric; quality control; substitution procedures; demolitions; selective removal and storage of historic materials; protection, patching, and cleaning; and determination of repair options and potential replacement of severely deteriorated features. Materials conservation plans shall be incorporated into the plans and specifications if necessary. The Project team shall consult the California State Historical Building Code (SHBC), which allows for necessary changes to historic buildings while preserving their historic character.
2. The Proposed Project shall include a demolition and shoring plan to ensure the protection of the Greek Amphitheater during the demolition of the Drake Pool Building, and the protection of Barnum Hall during the demolition of the Music Building. The demolition and shoring plan shall include appropriate measures to protect historic resources from damage due to adjacent demolition, underground excavation, and general construction activities, and to reduce the possibility of settlement due to the removal of adjacent soil. The portions of any adjacent historic resources disturbed by construction activities shall be rehabilitated and preserved in conformance with the *Secretary of the Interior's Standards for Rehabilitation*.
3. The design and construction of the "enclosed link" between the new Music building and south façade of Barnum Hall shall conform to the *Secretary of the Interior's Standards for Rehabilitation*. The design of the link shall be compatible with yet differentiated from the design of Barnum Hall. Construction of the link shall be conducted in a manner that minimizes the loss or replacement of existing historic materials. The National Park Service's *Preservation Brief 14: New Exterior Addition to Historic Buildings* provides useful guidance in this regard.
4. The Proposed Project shall include an art salvage plan to ensure the protection and reinstallation of the "Westward II" Mural, "Senior Bench," "The Viking" Sculpture Fountain, and the "Workers" Relief. The plan shall include appropriate measures for the documentation, removal, packing, storage, relocation, reinstallation, and interpretation of these WPA art pieces. The Project team shall consult with a qualified art conservator throughout the Project. Note that WPA artwork is Federal property. Additional information

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regarding its appropriate treatment is available from the Office of Inspector General, U.S. General Services Administration (GSA).

5. The Project team shall include a preservation architect or other qualified preservation professional that meets the *Secretary of the Interior's Professional Qualifications Standards* to oversee the design development and construction phases for compliance with the *Secretary of the Interior's Standards for Rehabilitation*. The preservation professional shall conduct on-site construction monitoring throughout the construction phase.

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9.0 SUMMARY OF IMPACTS AFTER MITIGATION

Provided the recommended mitigation measures listed above are implemented, the Proposed Project will not result in significant impacts to historic resources to the extent that they would no longer convey their historic significance. Implementation of the recommended mitigation measures will reduce impacts to historic resources to a less-than-significant level, such that they would continue to meet the criteria for individual listing in the National Register of Historic Places and the California Register of Historical Resources.

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Set of drawings (14 sheets), "Rehabilitation of the High School Library and Class Room Building." Prepared by Marsh, Smith & Powell, Architects. Los Angeles, CA, April 8, 1935.

Set of drawings (32 sheets), "Auditorium Building, Santa Monica High School." Prepared by Marsh, Smith & Powell, Architects. Los Angeles, CA, November 9, 1936.

Set of drawings (12 sheets), "Alterations to Dean's Offices, Santa Monica High School." Prepared by Frederic Barienbrock and Andrew F. Murray, A.I.A., Architects. Santa Monica, CA, May 18, 1954.

Set of drawings (26 sheets), "Music Building, Santa Monica High School." Prepared by John C. Lindsay, A.I.A. Architect and Associates, October 31, 1958.

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Set of drawings (32 sheets), "Santa Monica High School, Natatorium and Enlargement of the Memorial Theater." Prepared by Balch–Hutchason–Perkins, Architects, A.I.A. Los Angeles, CA, March 5, 1968.

Set of drawings (39 sheets), "Santa Monica High School, Library and Classroom Building." Prepared by Allison, Rible, Robinson and Ziegler, Architects. Los Angeles, CA, March 9, 1970.

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APPENDIX A. SITE PHOTOGRAPHS¹⁶⁹**Buildings**

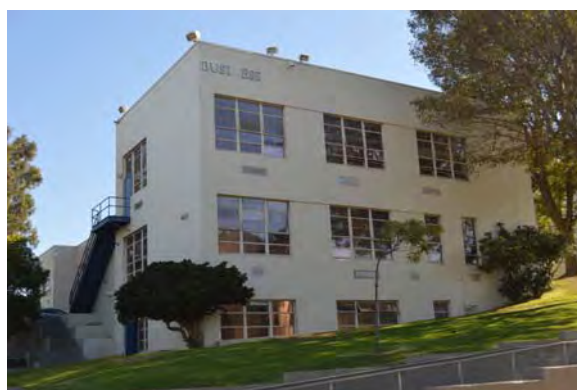
History Building (G), 1913.
Northeast view.



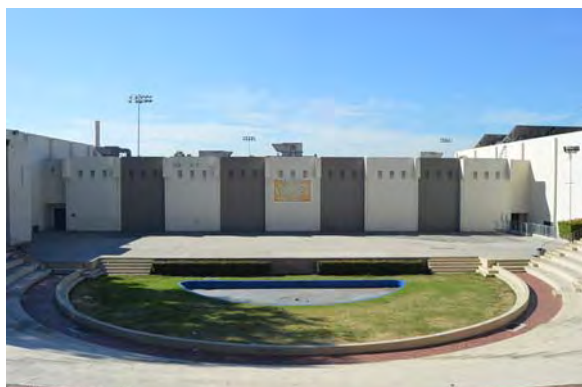
History Building (G), 1913.
North view.



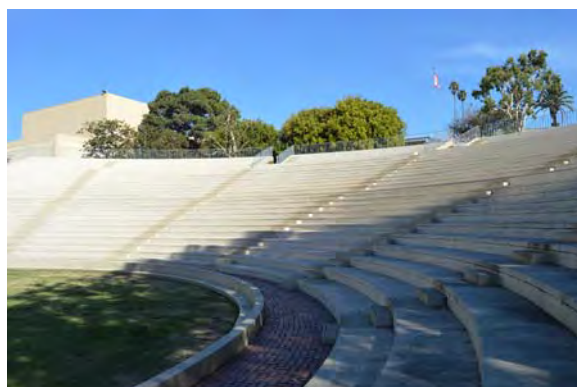
Business Building (C), 1913.
Southeast view.



Business Building (C), 1913.
East view.



Greek Amphitheater (Q), 1921.
West view.



Greek Amphitheater (Q), 1921.
Northwest view.

¹⁶⁹ Field photographs were taken during two campus site visits, conducted on November 4, 2016 and March 21, 2017.

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English/Humanities Building (D), 1924.
Southwest view (from 7th Street).



English/Humanities Building (D), 1924.
Northeast view.



Art Building (E), 1937.
Northwest view.



Art Building (E), 1937.
Southwest view.



Barnum Hall (H), 1938.
Southwest view



Barnum Hall (H), 1938.
Northwest view

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North Gym (M), 1938.
Southwest view



North Gym (M), 1938.
Southeast view (from Football Field).



History Building Annex (R), c. 1940.
North view.



History Building Annex (R), c. 1940.
Southwest view.



Science Building (B), 1956.
Northwest view.



Science Building (B), 1956.
North view.

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Technology Building (A), 1960.
Southwest view.



Technology Building (A), 1960.
North view (from Science Quad).



Administration Building (J), 1960.
Northwest view (from Main Quad).



Administration Building (J), 1960.
Southwest view (from Main Quad).



Cafeteria (K), 1960.
Southwest view (from Main Quad).



Cafeteria (K), 1960.
Southeast view.

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Music Building (L), 1960.
Northeast view.



Music Building (L), 1960.
Southeast view.



South Gym (P), 1960.
Northwest view.



South Gym (P), 1960.
East view (from Football Field).



Old Utility Building (U), 1960.
Northeast view.



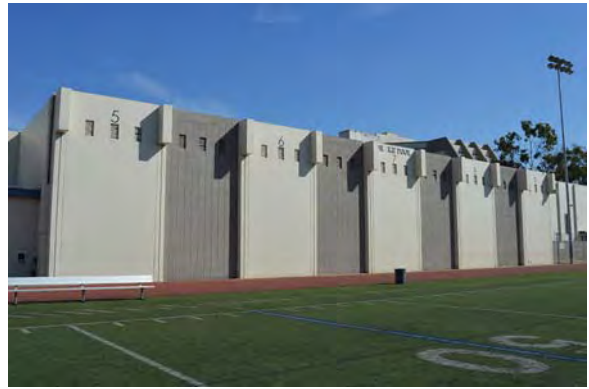
Old Utility Building (U), 1960.
Southeast view.

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Drake Pool Building (N), 1971.
Northwest view (from Greek Amphitheater).



Drake Pool Building (N), 1971.
Southeast view (from Football Field).



Language Building/Library (F), 1972.
West view.



Language Building/Library (F), 1972.
Southeast view.



Innovation Building (I), 2015.
Northeast view (from Michigan Avenue).



Innovation Building (I), 2015.
Southeast view (from Centennial Quad).

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New Utility Building (S), 2016.
Northeast view.



New Utility Building (S), 2016.
Northwest view.

Site Features



Football Field/Track, c. 1913.
Southwest view.



Football Field/Track, c. 1913.
Northwest view.



Main Quad, c. 1913.
Southwest view.



Main Quad, c. 1913.
Southeast view.

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Senior Bench Park, c. 1913.
Southwest view.



Senior Bench Park, c. 1913.
Southwest view.



Baseball/Softball/Soccer Field, c. 1955.
Northeast view.



Baseball/Softball/Soccer Field, c. 1955.
Northeast view.



Tennis Courts, c. 1955.
Northeast view.



Tennis Courts, c. 1955.
Northwest view.

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Science Quad, c. 1955.
East view.



Science Quad, c. 1955.
Northwest view.



Demonstration Garden, 1997.
Northwest view.



Demonstration Garden, 1997.
South view.



Basketball Courts, c. 2003.
Northeast view.



Basketball Courts, c. 2003.
Southeast view.

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Centennial Quad, 2015.
Southeast view.



Centennial Quad, 2015.
South view.

Additional Features¹⁷⁰



Brick Wall, 1913.
North view.



Brick Wall, 1913.
North view.

¹⁷⁰ The cast-stone owl and the Conrad Buff mural "Westward II" are currently sealed in art packaging and stored inside Barnum Hall. Therefore, photographs of these features are not included here.

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"Santa Monica High School" Sign, 1937.
Northwest view.



"Santa Monica High School" Sign," 1937.
Northwest view.



"Comedy, Tragedy, Music" Relief, 1937.
West view.



"Comedy, Tragedy, Music" Relief, 1937.
West view.



"Senior Bench," 1937.
South view.



"Senior Bench," 1937.
Northeast view.

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"The Viking" Fountain Sculpture, 1937.
West view.



"The Viking" Fountain Sculpture, 1937.
Southwest view.



"Workers" Relief, 1937.
Interior view.



"Workers" Relief, 1937.
Interior View.



"Entrance of the Gods into Valhalla" Mural, 1938.
Interior view.



"Entrance of the Gods into Valhalla" Mural, 1938.
Interior view.

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"Landing of the Vikings in Vinland" Mosaic, 1939.
Interior view.



"Landing of the Vikings in Vinland" Mosaic, 1939.
Interior view.



"Peace and Justice" Mural, c. 1990.
Northeast view.



"Peace and Justice" Mural, c. 1990.
Northeast view.



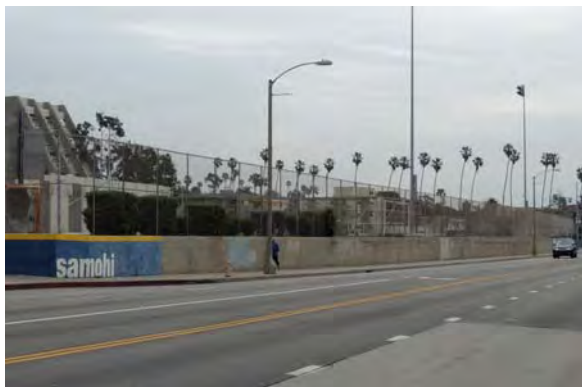
South perimeter.
Northwest view.



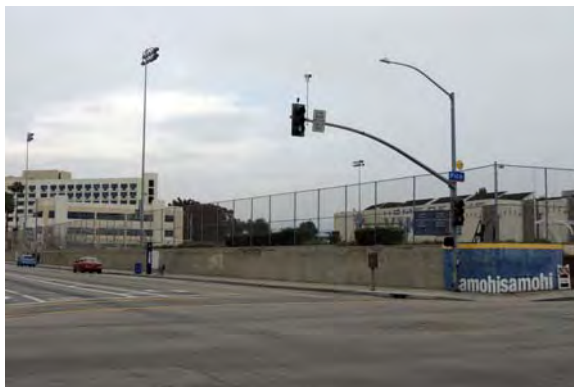
South perimeter.
Northeast view.

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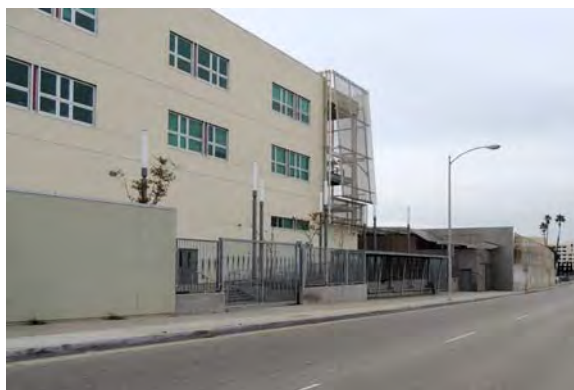
West perimeter.
Southeast view.



West perimeter.
Northeast view.



North perimeter.
Southeast view.



North perimeter.
Southwest view.



East perimeter.
Southwest view.



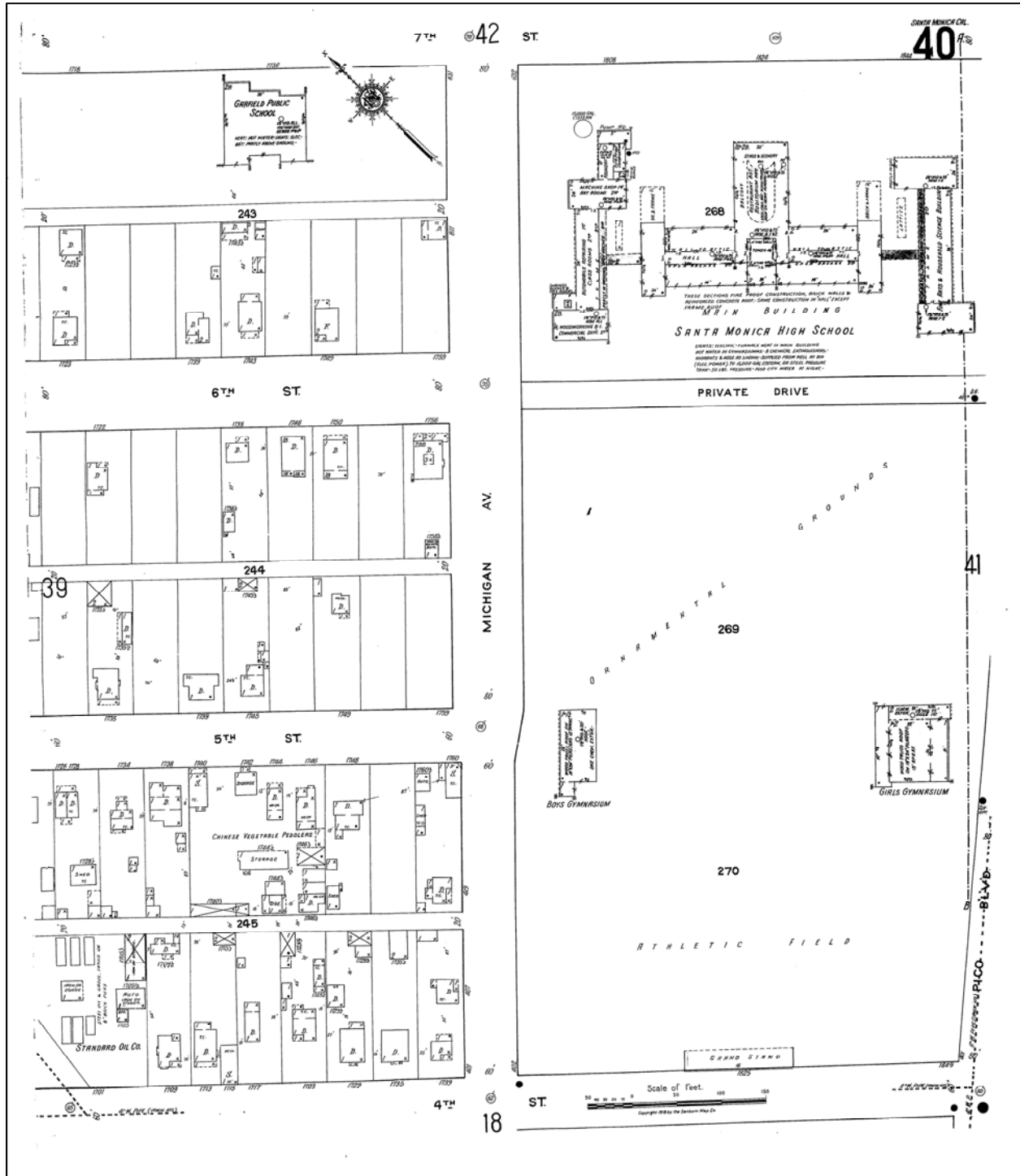
East perimeter.
Northwest view.

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APPENDIX B. SANBORN MAPS

Sanborn map, 1918.

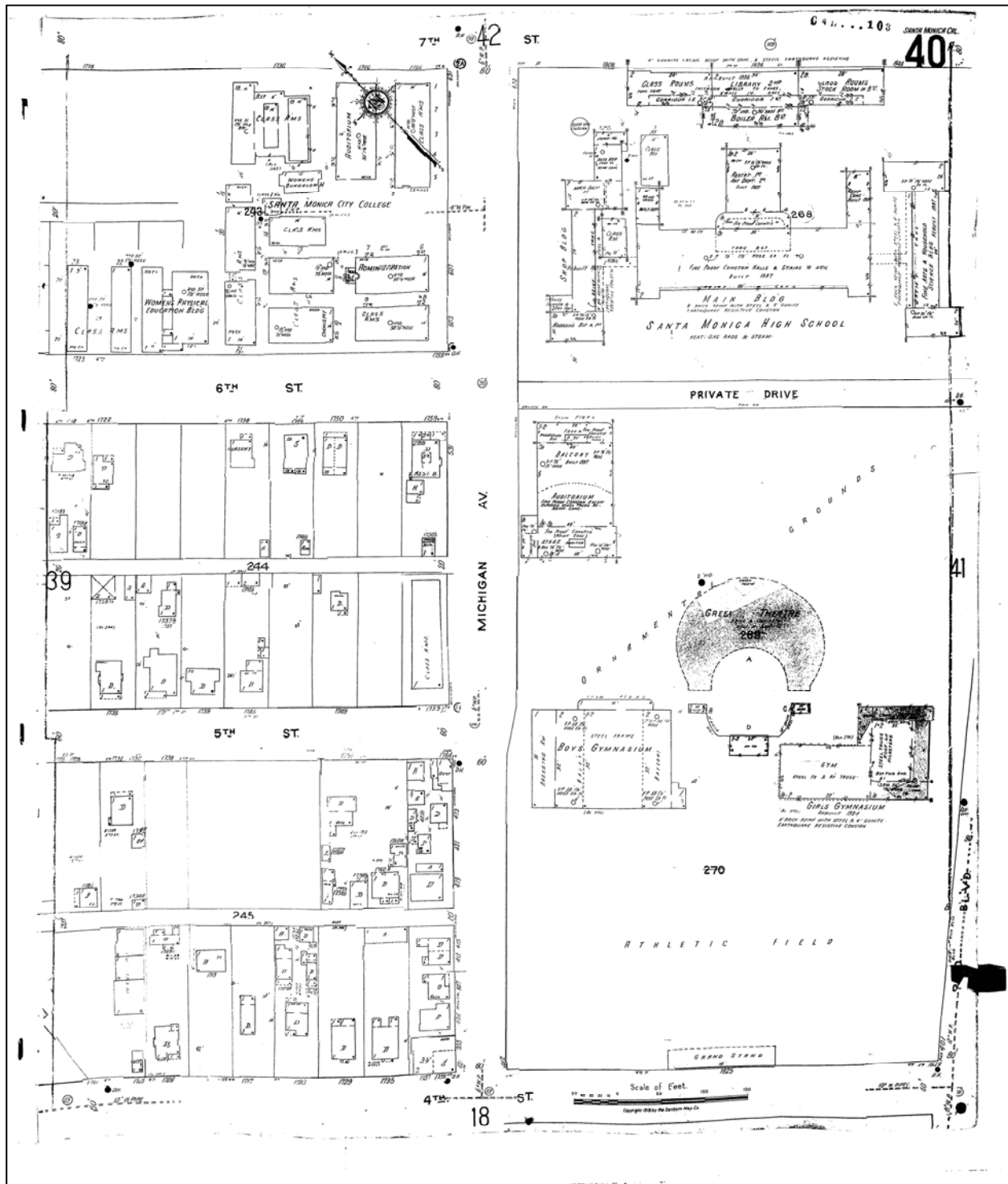


Source: Sanborn Map Co.

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Sanborn map, 1950.



Source: Sanborn Map Co.

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APPENDIX C. HISTORICAL AERIALS

Historic aerial, 1947.



Source: historicaerials.com.

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Historic aerial, 1964.



Source: historicaerials.com.

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Historic aerial, 1972.

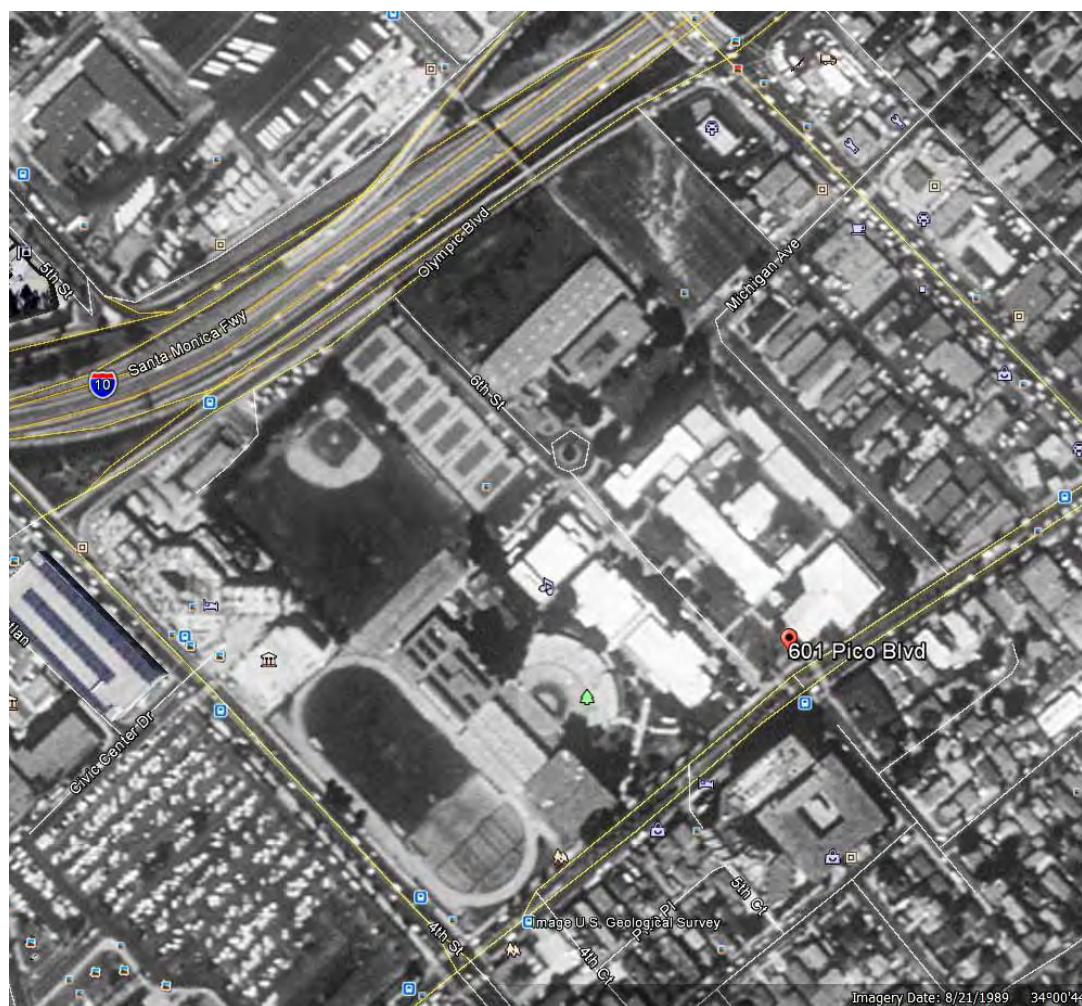


Source: historicaerials.com.

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Historic aerial, 1989.

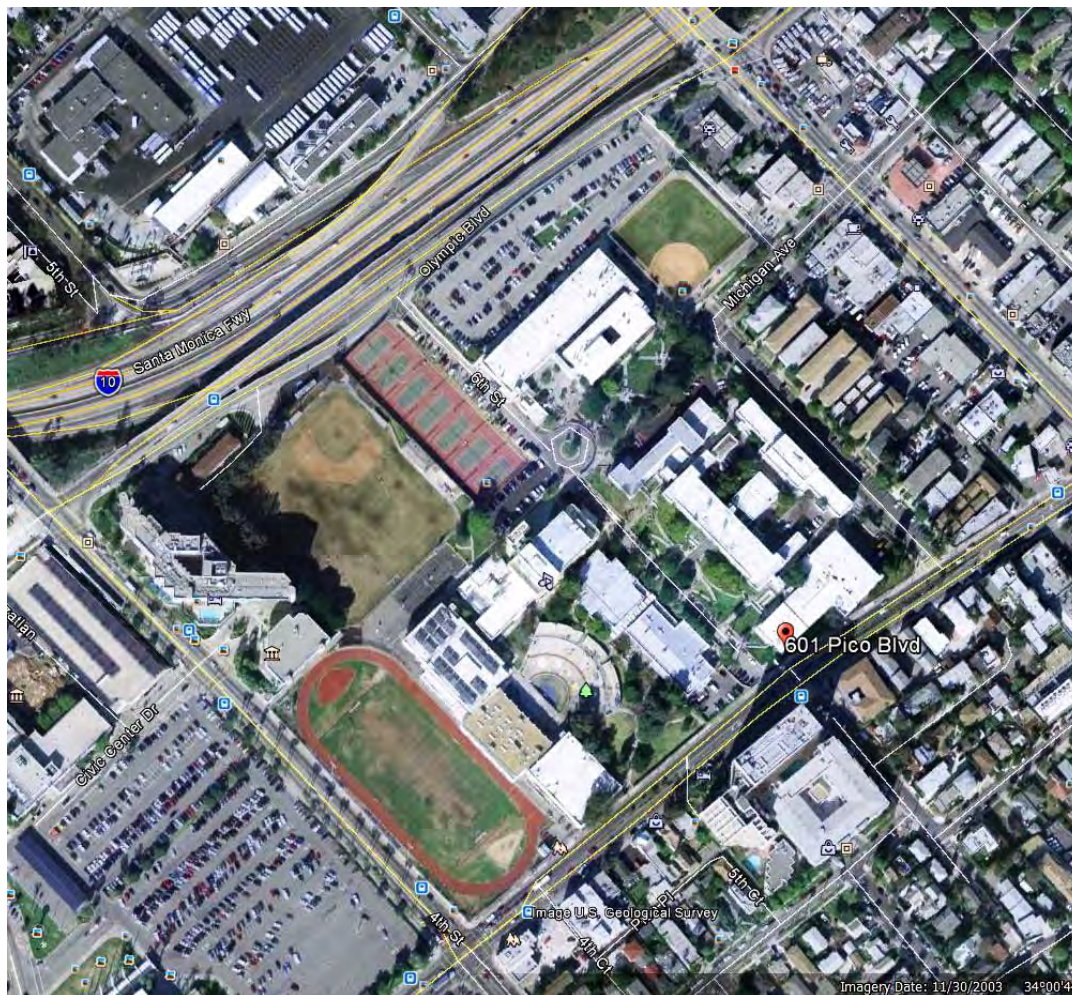


Source: historicaerials.com.

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Historic aerial, 2003.

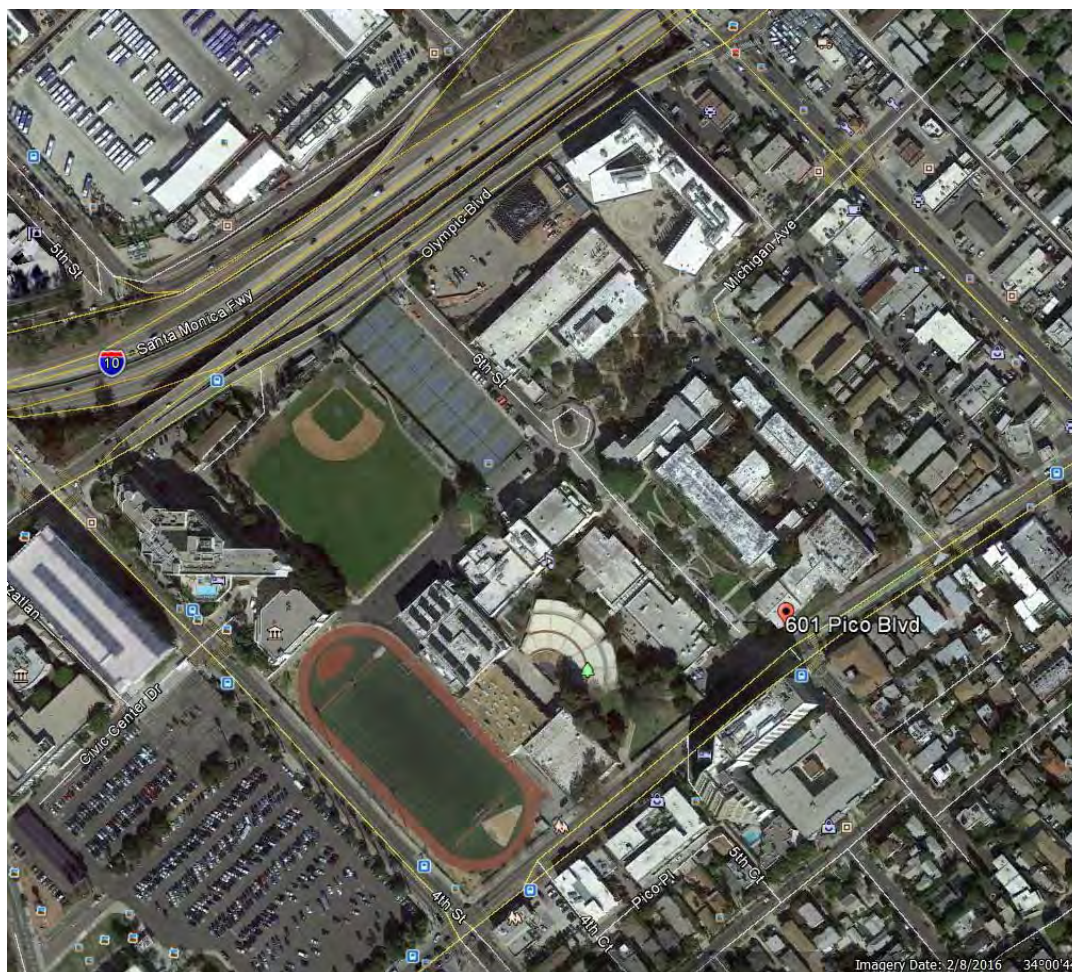


Source: historicaerials.com.

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Historic aerial, 2016.



Source: historicaerials.com.

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