



# McKinley Avenue Elementary School

## Historical Resources Evaluation Report

*prepared for*

**Los Angeles Unified School District**  
Office of Environmental Health and Safety  
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Appendix A Resource Records

# 1 Executive Summary

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Rincon Consultants, Inc. (Rincon) was retained by the Los Angeles Unified School District (LAUSD) to complete a historical resources evaluation of the McKinley Avenue Elementary School campus (subject campus), located at 7812 McKinley Avenue, Los Angeles, California. The subject campus is located in the Florence neighborhood in South Los Angeles. Initially developed in 1925, the campus occupies a 4.22-acre rectangular parcel and contains 21 buildings and structures, including eight permanent and 13 portable buildings and structures.

This evaluation was prepared to inform future planning efforts and to facilitate compliance with LAUSD's cultural resource policies and the California Environmental Quality Act (CEQA), which requires lead agencies to consider the impacts of proposed projects on historical resources. All work completed as part of the current effort was conducted in accordance with the requirements of CEQA and applicable local regulations. The current study included background research, an intensive-level field survey, and preparation of this Historical Resources Evaluation Report.

Based on the current study, McKinley Avenue Elementary School and its buildings are recommended ineligible for federal, state, or local designation under any applicable criteria. The extant structures from 1925 and 1929 were heavily modified following the 1933 Long Beach earthquake and as a result, do not appear to meet the registration requirements outlined in *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* for pre-1933 Long Beach earthquake schools.<sup>1</sup> Although the Administrative Building was previously found to be significant for its representation of the district's response to the 1933 Long Beach earthquake, extensive research has been completed on the subject of LAUSD schools that has resulted in a broader understanding of the historic context and significance of these property types. As a result, the seismic upgrades that occurred at McKinley Avenue Elementary School following the Long Beach earthquake were not unique among facilities owned by the LAUSD during this period (due to the Field Act of 1934, the same seismic upgrades were carried out extensively throughout the district). The subject campus also includes a number of buildings that were developed after World War II, but they were constructed intermittently over a period of 40 years and are not representative of LAUSD postwar era design principles. The campus does not appear eligible for federal, state, or local designation under any applicable criteria and is not considered a historical resource for the purposes of CEQA.

Rincon Senior Architectural Historian Steven Treffers served as the project lead, with oversight and quality assurance/quality control provided by Architectural History Program Manager Shannon Carmack. Additional assistance was provided by Rincon architectural historians Rachel Perzel and Susan Zamudio-Gurrola. All of these individuals meet and exceed the Secretary of the Interior's Professional Qualifications Standards for Architectural History and History.

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<sup>1</sup> Sapphos Environmental, Inc. *Los Angeles Unified School District Historic Context Statement, 1870 to 1969* (Los Angeles Unified School District, Office of Environmental Health and Safety, March 2014).

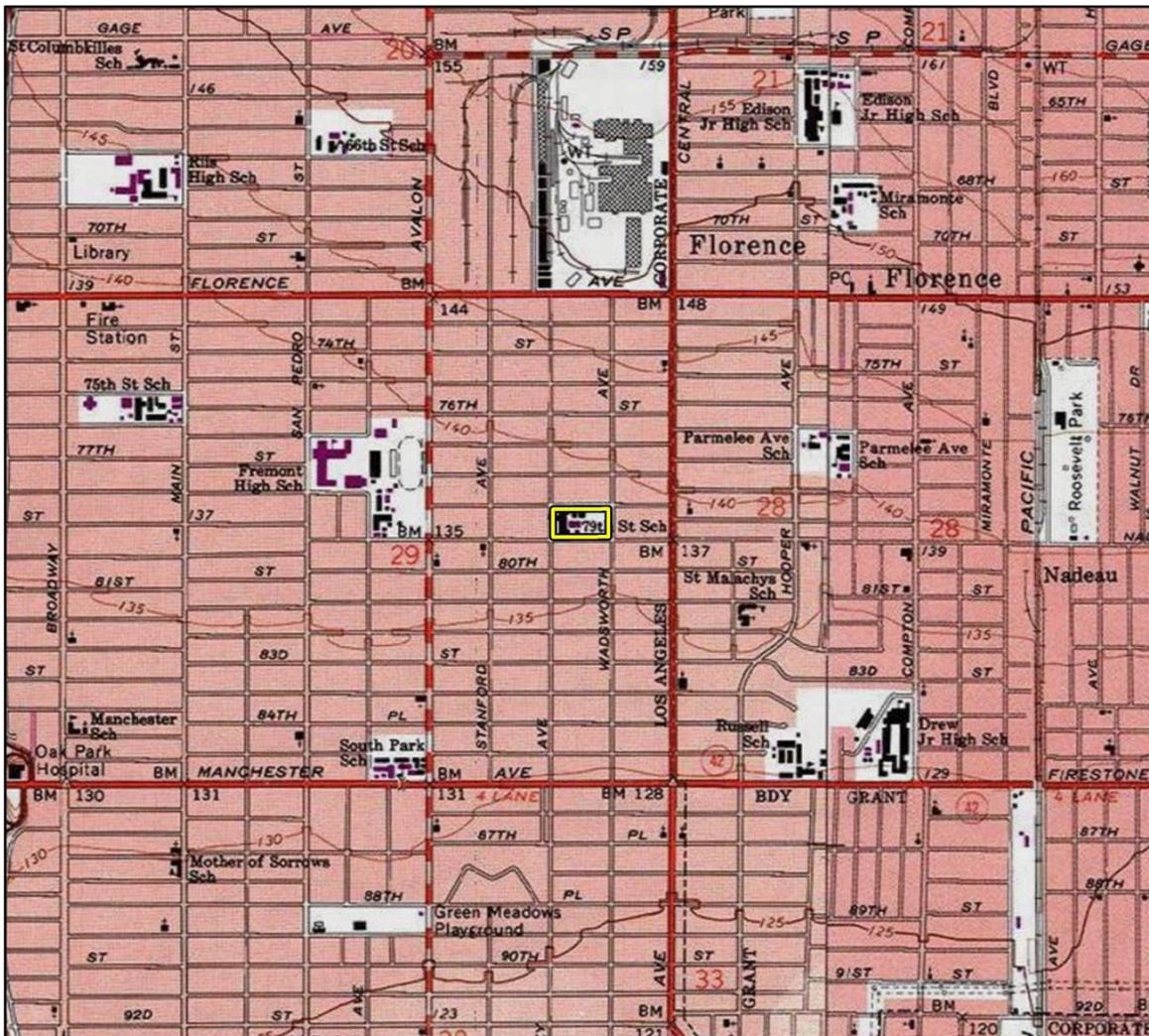
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## 2 Introduction

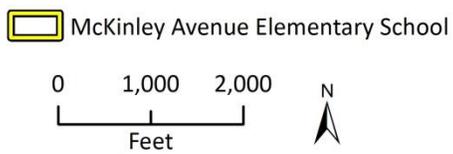
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McKinley Avenue Elementary School is located on a level site in the Florence neighborhood of South Los Angeles, situated 1.7 miles east of Interstate 110 and 3 miles north of Interstate 105 (Figure 1). The school includes 20 buildings on a single 4.2-acre parcel (Figure 2). The entrance faces McKinley Avenue, which makes up its western boundary. The campus is bounded by East 78th Street on the north, East 79th Street on the south, and Wadsworth Avenue on the east. The surrounding area is predominantly residential, with a commercial property at the intersection of McKinley Avenue and East 79th Street.

**Figure 1 Vicinity Map**



Imagery provided by National Geographic Society, ESRI and its licensors © 2017. Inglewood Quadrangle. T02S R13W S29. The topographic representation depicted in this map may not portray all of the features currently found in the vicinity today and/or features depicted in this map may have changed since the original topographic map was assembled.



Project Vicinity Map

Figure 2 Location Map



Imagery provided by Google and its licensors © 2017.  
Additional data provided by LA Unified School District, 2017.

## 2.1 Regulatory Framework

CEQA requires lead agencies to consider the impacts of proposed projects on historical resources. Under CEQA, historical resources are defined properties listed in, or eligible for listing in, the National Register of Historic Places (NRHP), California Register of Historical Resources (CRHR), or a local register. Eligible resources may include buildings, sites, structures, objects, cultural landscapes, and historic districts. Properties that are listed in the NRHP or found eligible for the NRHP through consensus with the State Office of Historic Preservation are automatically listed in the CRHR. Federal, state, and local designation criteria are presented below.

### **National Register of Historic Places**

The NRHP was established by the National Historic Preservation Act (NHPA) of 1966 as “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.”<sup>2</sup> The NRHP recognizes properties that are significant at the national, state, and local levels. To be eligible for listing in the NRHP, a resource must be significant in American history, architecture, archaeology, engineering, or culture. A property is eligible for the NRHP if it is significant under one or more of the following criteria:

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

In addition to meeting at least one of the above designation criteria, resources must also retain integrity, or enough of their historic character or appearance, to be “recognizable as historical resources and to convey the reasons for their significance.”<sup>3</sup> The National Park Service recognizes seven aspects or qualities that, considered together, define historic integrity. To retain integrity, a property must possess several, if not all, of these seven qualities, defined as follows:

1. **Location.** The place where the historic property was constructed or the place where the historic event occurred
2. **Design.** The combination of elements that create the form, plan, space, structure, and style of a property
3. **Setting.** The physical environment of a historic property
4. **Materials.** The physical elements combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property

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<sup>2</sup> Code of Federal Regulations 36, Code of Federal Regulations 60.2.

<sup>3</sup> California Office of Historic Preservation, “California Register and National Register: A Comparison (for Purposes of Determining Eligibility for the California Register),” Technical Assistance Series No. 6. (Sacramento, CA, 14 March 2006).

5. **Workmanship.** The physical evidence of the crafts of a particular culture or people during any given period in history or prehistory
6. **Feeling.** A property's expression of the aesthetic or historic sense of a particular period of time
7. **Association.** The direct link between an important historic event or person and a historic property<sup>4</sup>

## California Register of Historical Resources

Created in 1992 and implemented in 1998, the CRHR is “an authoritative guide in California to be used by state and local agencies, private groups, and citizens to identify the state’s historical resources and to indicate what properties are to be protected, to the extent prudent and feasible, from substantial adverse change.”<sup>5</sup> Certain properties, including those listed in or formally determined eligible for listing in the NRHP and California Historical Landmarks numbered 770 and higher, are automatically included in the CRHR. Other properties recognized under the California Points of Historical Interest program, identified as significant in historical resources surveys, or designated by local landmarks programs may be nominated for inclusion in the CRHR. According to PRC Section 5024.1(c), a resource, either an individual property or a contributor to a historic district, may be listed in the CRHR if the State Historical Resources Commission determines that it meets one or more of the following criteria, which are modeled on NRHP criteria:

- **Criterion 1.** It is associated with events that have made a significant contribution to the broad patterns of California’s history and cultural heritage.
- **Criterion 2.** It is associated with the lives of persons important in our past.
- **Criterion 3.** It embodies the distinctive characteristics of a type, period, region, or method of installation, or represents the work of an important creative individual, or possesses high artistic values.
- **Criterion 4.** It has yielded or may be likely to yield information important in prehistory or history.

It is possible that a resource that does not possess sufficient integrity for NRHP listing may still be eligible for the CRHR. Furthermore, while typically NRHP eligibility requires a property to be at least 50 years of age, there is no age requirement for listing in the CRHR. Rather, regulations specify that enough time must have passed for a property to be evaluated within its historic context.

## Los Angeles Historic-Cultural Monuments

Local landmarks in the city of Los Angeles are known as Historic-Cultural Monuments and are under the aegis of the Los Angeles Planning Department, Office of Historic Resources. A Historic Cultural Monument is defined in the Cultural Heritage Ordinance as follows:

Historic-Cultural Monument (Monument) is any site (including significant trees or other plant life located on the site), building or structure of particular historic or cultural significance to the City of Los Angeles, including historic structures or sites in which the broad cultural, economic or social history of the nation, State or community is reflected or exemplified; or which is identified

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<sup>4</sup>U.S. Department of the Interior, National Park Service. “How to Apply the National Register Criteria for Evaluation,” *National Register Bulletin* No. 15 (Washington D.C., 2002).

<sup>5</sup>Public Resources Code, Sections 21083.2 and 21084.1.

with historic personages or with important events in the main currents of national, State or local history; or which embodies the distinguishing characteristics of an architectural type specimen, inherently valuable for a study of a period, style or method of construction; or a notable work of a master builder, designer, or architect whose individual genius influenced his or her age.<sup>6</sup>

### ***LAUSD Historic Context Statement, 1870 to 1969***

In addition to using all applicable criteria of significance, this evaluation utilized the methodology and framework for evaluations described in the 2014 *LAUSD Historic Context Statement*. Adopted by the LAUSD Board of Education, the *LAUSD Historic Context Statement* offers a consistent, standard approach for evaluating schools and campuses throughout the district. The document utilizes the NRHP Multiple Property (MPD) Documentation format, which provides a comparative, context-driven framework for evaluating related properties. As discussed in that document, “the MPD approach defines themes of significance, eligibility standards, and related property types. Properties sharing a theme of significance are then assessed consistently, in comparison with resources that share similar physical characteristics and historical associations.”<sup>7</sup>

## 2.2 Methods

This historical resources evaluation was completed in accordance with recognized professional standards, following the Secretary of the Interior’s Standards for Preservation Planning, Identification, Evaluation and Registration; California Office of Historic Preservation; and National Park Service professional standards and guidelines. Applicable national, state, and local level criteria were considered, as were the context-driven methods and framework used in the *LAUSD Historic Context Statement* and other applicable historic context statements, including SurveyLA, the citywide historic resources survey conducted by the Los Angeles Office of Historic Resources.<sup>8</sup>

Efforts were made to identify previous historical resource evaluations of the subject campus and other related LAUSD schools. This included a records search of the California Historical Resources Information System, conducted at the South Central Coastal Information Center at California State University, Fullerton in June 2017. The California Historical Resources Information System search reviewed the combined listings of the NRHP, CRHR, California State Historical Landmarks, California Points of Historical Interest, and California Historic Resources Inventory. In addition, the findings of the following surveys were reviewed:

- Post-1994 Northridge Earthquake Historical Resources Surveys: These surveys were conducted for the Federal Emergency Management Agency in support of compliance with Section 106 of the National Preservation Act and recorded 71 LAUSD campuses.

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<sup>6</sup> Los Angeles Municipal Code, Section 22.171.7, added by Ordinance No. 178,402, Effective 4-2-07

<sup>7</sup> Sapphos Environmental, Inc. *Los Angeles Unified School District: Historic Context Statement, 1870 to 1969* (Los Angeles Unified School District Office of Environmental Health and Safety, March 2014).

<sup>8</sup> *Ibid*; As part of SurveyLA, the Los Angeles Department of City Planning Office of Historic Resources has been developing a citywide historic context statement, which provides a framework for identifying and evaluating the city’s historic resources; see Los Angeles Department of City Planning Office of Historic Resources, “SurveyLA, Historic Context,” <https://preservation.lacity.org/historic-context> (accessed 2 October 2017).

- Phase 1 and 2 Getty Surveys: These surveys were conducted in two multi-year phases between 2001 and 2004 and expanded on the post-Northridge Earthquake surveys, covering approximately 410 LAUSD campuses.<sup>9</sup>
- 2014 LAUSD Historic Resources Survey: Completed in 2014, this historic resources survey included 55 LAUSD campuses that the time of survey, were over 45 years of age. Of these 14 were found eligible for NRHP and/or CRHR listing.<sup>10</sup>
- SurveyLA: A multi-year, citywide historical resources survey that is currently being finalized by the Los Angeles Office of Historic Resources.

Property-specific research was also conducted to document the construction and alteration history of the subject campus and to explore potential significant associations. A package of historic aerial and topographic maps and Sanborn Fire Insurance Maps for the property was acquired from Environmental Data Resources. Other sources reviewed include the combined collections of ProQuest historical newspapers, historic *Los Angeles Times*, Los Angeles Public Library (including the California Index), University of Southern California Libraries and Special Collections, and the online photographic collection of the Huntington Library and yearbooks at Classmates.com. Rincon staff also reviewed Vault Drawings on file with LAUSD, which include architectural plans and drawings detailing the construction and alteration histories of the subject campus and its buildings.

Shannon Carmack and Rachel Perzel conducted an intensive-level survey of the subject campus on August 31, 2017. All buildings and structures on the subject campus were photographed and documented in field notes describing character-defining features, materials, and alterations. The survey included the exteriors and interiors of campus buildings.

The campus and its buildings were recorded on California Department of Parks and Recreation (DPR) 523 series forms, which are included in Appendix A of this report.

The subject campus was evaluated for listing in the NRHP, CRHR, and local designation using applicable criteria, and the consistent framework and registration requirements of the *LAUSD Historic Context Statement*. Campus buildings were considered both individually as well as collectively as potential historic districts.

For buildings found to meet federal, state, and/or local designation criteria, an integrity assessment was prepared in Section 7 of this report to determine if they are able to convey their significance. The analysis considered the seven aspects of integrity as defined by the National Park Service and include a detailed explanation of why and how a property does or does not retain integrity. An integrity assessment was not completed for those buildings that did not appear to meet applicable designation criteria.

## 2.3 Previous Historical Resource Surveys

McKinley Avenue Elementary School was previously evaluated by the City of Los Angeles, Bureau of Engineering in 1982. At that time, the Administrative Building was assigned a National Register Status Code of 4S, “may become eligible for National Register of a separate property,” for its exemplification of the “urgent measures taken by the Los Angeles Unified School District to

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<sup>9</sup> Leslie Heumann, Science Applications International Corporation, “Historic Resources Survey of the Los Angeles Unified School District,” (Pasadena, CA, 2002-2004).

<sup>10</sup> Sapphos Environmental, Inc., *LAUSD Historic Context Statement*.

reconstruct existing school buildings after the devastating Long Beach Earthquake of 1933.”<sup>11</sup> Following the establishment of the California Historical Resources Status Code system in 2003 and 4S status codes were converted to 7N, indicating that the property should be reevaluated.

The subject campus is located in the Southeast Los Angeles Community Plan Area (CPA), an area that was surveyed in 2012 as part of SurveyLA, the citywide survey recently concluded by the Los Angeles Office of Historic Resources.<sup>12</sup> SurveyLA surveyed all parcels in Los Angeles in a multi-year project. Although SurveyLA did identify several school campuses in the Southeast Los Angeles CPA as historically significant, McKinley Avenue Elementary School was not included among the eligible campuses.

In 2002, in fulfillment of a Planning Grant provided under the Preserve Initiative of the J. Paul Getty Trust, the LAUSD performed its first systematic survey in an effort to identify its historically significant school properties. McKinley Avenue Elementary School was included in this survey and found ineligible for federal, state, or local designation.

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<sup>11</sup> City of Los Angeles, Bureau of Engineering, California Department of Parks and Recreation Form for the McKinley Avenue School (On file with the South Central Coastal Information Center, California State University, Fullerton, February 1, 1982).

<sup>12</sup> Galvin Preservation Associates, *Historic Resources Survey Report: Southeast Los Angeles Community Plan Area* (Los Angeles: City of Los Angeles Department of City Planning, Office of Historic Resources, March 2012).

## 3 Campus Site Description and History

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### 3.1 Overview Description

Located in South Los Angeles in the largely residential neighborhood of Florence, McKinley Avenue Elementary School occupies one rectangular assessor's parcel totaling 4.22 acres. The campus is bound by 78th Street to the north, 79th Street to the south, McKinley Avenue to the west, and Wadsworth Avenue to the east. It includes eight permanent and 13 portable buildings and structures. Dates of construction span from 1925 to 1975 for permanent developments, with portables added to the campus as necessary, primarily in the 1980s and 1990s (Figure 3). Permanent campus buildings are organized in two rows on the western half of the parcel with portable buildings on the eastern half. Landscaping is largely limited to a lawn with some mature trees along the western edge campus with the remaining groundcover consisting primarily of asphalt.

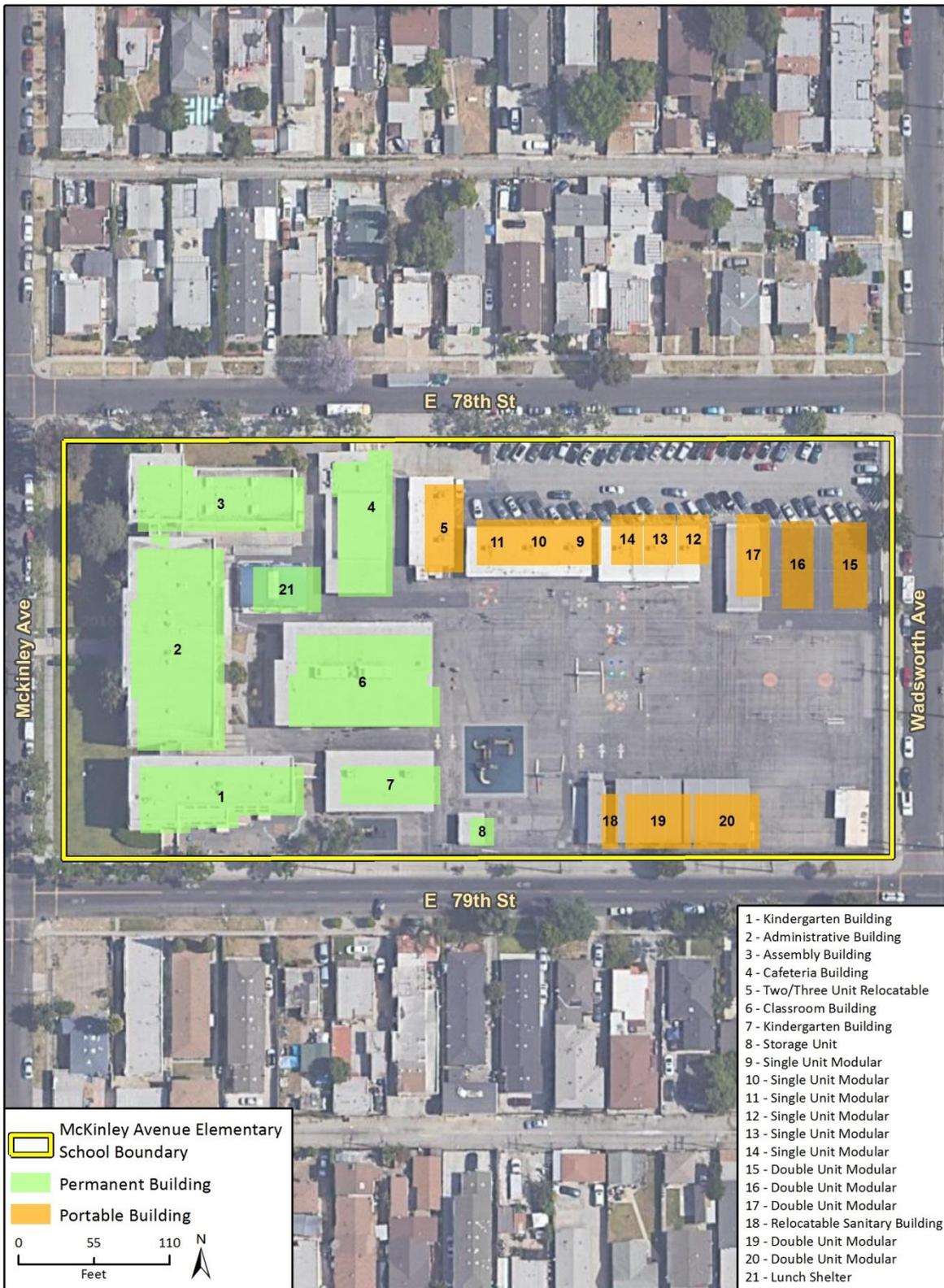
The oldest buildings on campus are located along its western edge. Set back from McKinley Avenue by a lawn area, these three buildings include the centrally sited Administrative Building, constructed in 1925, flanked to the north by the Assembly Building and to the south by Kindergarten #1, both constructed in 1929. Primary public entry to the campus is through the Administrative Building where double wood doors are centrally located in an entry projection. Kindergarten #1 and the Administrative Building are joined via a two-story exterior corridor; the Assembly and Administrative buildings are joined via an elevator shaft.

As initially designed, each of the buildings featured a Renaissance-Revival architectural style, including ornate cast stone ornament, decorative quoins, and brick cladding. Each of these buildings was extensively damaged in the 1933 Long Beach earthquake and substantially altered as a result. Nearly all of the Renaissance-Revival design elements were removed, and the buildings were given a minimalistic Moderne appearance through the application of gunite, cement plaster, and shallow columns to exterior walls. While originally three stories, the Administrative Building was reduced to two stories, making it consistent with the adjacent Assembly and Kindergarten #1 buildings. Windows and doors on these buildings have also been replaced and consist of one-over-one windows and metal-clad doors.

To the east of the 1920s buildings, a secondary grouping of three additional permanent buildings were added to the campus in the postwar period to meet increased demand. From north to south, these include the Cafeteria (1958), the Kindergarten #2 Building (1962), and the Classroom Building (1968). These modestly designed buildings feature the minimal elements of Mid-Century Modernism, including flat or slightly-pitched gable roofs, smooth stucco surfaces, and a general lack of ornamentation. The Cafeteria and Kindergarten #2 Building are one story while the Classroom Building is two stories; all are rectangular in plan. Windows are generally multi-light double-hung with metal sash, and doors are metal.

Aside from a small utilitarian storage building, the remaining buildings on the campus are rectangular-planned portable buildings, primarily providing classroom space. They are sited in two, inward facing rows with a large paved area occupying the space between them. A parking lot is located to the northeast, and the entire campus is enclosed with metal fencing.

**Figure 3 Campus Map**



Imagery provided by Google and its licensors © 2017.  
 Additional data provided by LA Unified School District, 2017.

**Table 1 McKinley Avenue Elementary School Buildings**

| No. | Name                          | Type      | Year Built |
|-----|-------------------------------|-----------|------------|
| 1   | Kindergarten #1 Building      | Permanent | 1929       |
| 2   | Administrative Building       | Permanent | 1925       |
| 3   | Assembly Building             | Permanent | 1929       |
| 4   | Cafeteria Building            | Permanent | 1958       |
| 5   | Two/Three Unit Relocatable    | Portable  | 1961       |
| 6   | Classroom Building            | Permanent | 1968       |
| 7   | Kindergarten #2 Building      | Permanent | 1962       |
| 8   | Storage Unit                  | Permanent | 1975       |
| 9   | Single Unit Modular           | Portable  | 1987       |
| 10  | Single Unit Modular           | Portable  | 1987       |
| 11  | Single Unit Modular           | Portable  | 1987       |
| 12  | Single Unit Modular           | Portable  | 1987       |
| 13  | Single Unit Modular           | Portable  | 1987       |
| 14  | Single Unit Modular           | Portable  | 1987       |
| 15  | Double Unit Modular           | Portable  | N/A        |
| 16  | Double Unit Modular           | Portable  | 1998       |
| 17  | Double Unit Modular           | Portable  | 1996       |
| 18  | Relocatable Sanitary Building | Portable  | N/A        |
| 19  | Double Unit Modular           | Portable  | 1998       |
| 20  | Double Unit Modular           | Portable  | 1998       |
| 21  | Lunch Shelter                 | Permanent | Circa 2009 |

**Figure 4 Administrative Building on Left and Kindergarten Building on Right, West Elevations**



**Figure 5 Administrative Building, West Elevation**



**Figure 6 Kindergarten #1 Building, West and South Elevations**



**Figure 7 Assembly Building, West Elevation**



Figure 8 Cafeteria Building, East Elevation



Figure 9 Classroom Building, East Elevation



**Figure 10 Kindergarten # 2 Building, South Elevation**



## 3.2 Site History and Construction Chronology

Located in the Southeastern Los Angeles CPA neighborhood of Florence, the present McKinley Avenue Elementary School was founded in 1925 as 70th Street School. A 1923 aerial photograph indicates that development was limited at the present site of McKinley Elementary School and its immediate vicinity, possibly consisting of farmland. Los Angeles' prodigious population growth in the late-19th and early-20th centuries, along with the installation of an extensive streetcar network, allowed for suburban expansion into the present Southeast CPA. By the 1920s, areas south of Slauson Avenue, including the Florence neighborhood, began to see the development of suburban neighborhoods consisting chiefly of single-family homes.<sup>13</sup> Residential development had taken place approximately one block to the west, suggesting that development was progressing eastward at the time.<sup>14</sup> This conclusion is consistent with a 1923 USGS topographical map that depicts relatively dense development in the areas two to three blocks east and west of the school site.<sup>15</sup>

McKinley Avenue School opened in 1925, following completion of the Administrative Building (Figure 11). Erected to serve the residential area that had begun to grow around the school site, the school's construction was part of a broader building program intended to serve the fast-growing Los Angeles region. Designed in the Renaissance Revival style by Hudson & Munsell, the building was three stories and constructed of unreinforced-brick masonry. By 1928, historic aerial photographs indicate the streets surrounding the McKinley parcel was fully gridded and lined with residential development. At that time, the school occupied the western half of the current-day McKinley campus, while the eastern half was occupied with residential development consistent with that of the surrounding area.<sup>16</sup> In order to accommodate the growing neighborhood, school officials authorized the construction of two additional campus facilities, the Assembly and Kindergarten buildings, both designed by Hudson & Munsell and completed in 1929 (Figure 12).<sup>17</sup> The addition of the two-story, semi-attached wings created an overall U-shaped plan for the school site. At the time, school designers favored U-, H-, L-, and T-shaped layouts as a means of making school plans "more open and interconnected, with more transparency and spatial complexity—both inside and out."<sup>18</sup> The phased construction of McKinley Avenue School's physical plant represented a common approach to building Los Angeles schools in the 1920s, a practice explained in the *LAUSD Historic Context Statement*:

Construction generally unfolded in phases as school enrollment grew. Between the mid-1910s and 1930, elementary schools, for example, were typically constructed in three stages. The first stage usually brought an administrative office, the flagship building of the school, as well as a kindergarten and a nine-classroom wing. The second stage took place once enrollment reached 400, with the addition of more classrooms, facilities for home economics and manual education, and a cafeteria. When enrollment reached 900, the third stage took place, which usually brought a new auditorium, classrooms, or other service

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<sup>13</sup> Los Angeles, City of. 2012. *Southeast Los Angeles Community Plan Area*. Survey LA-Historic Resources Survey Report. Department of City Planning. Prepared by Galvin Preservation Associates. El Segundo, CA. March, 2012.

<sup>14</sup> Environmental Data Resources, Inc. (EDR). 2017. EDR Aerial Photo Decade Package Report: McKinley Ave ES. Shelton, CT. June 20.

<sup>15</sup> Environmental Data Resources, Inc. (EDR). 2017. EDR Historical Topo Map Report: McKinley Ave ES. Shelton, CT. June 20.

<sup>16</sup> Environmental Data Resources, Inc., Aerial Photo Decade Package Report.

<sup>17</sup> Environmental Data Resources, Inc. (EDR). 2017. Certified Sanborn Map Report: McKinley Ave ES. Shelton, CT. June 20; Los Angeles Unified School District (LAUSD). 2017. Vault Drawings: 1924-1985. From LAUSD Facilities Site Portal: Site 13506: McKinley ES. Los Angeles, CA. July 25, 2017.

<sup>18</sup> Sapphos Environmental, Inc., 35.

rooms as needed. Kindergartens tended to be self-contained and separate from other classes.<sup>19</sup>

**Figure 11 Circa-1925 Aerial Photograph of the Administrative Building**



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<sup>19</sup> Sapphos Environmental, Inc., 41.

**Figure 12 Circa-1929 Aerial Photograph of McKinley Avenue School Following the Addition of the Assembly and Kindergarten Buildings**



The 1933 Long Beach earthquake, proved to be one the decade’s most significant events for the Los Angeles region’s built environment and resulted in the destruction of 40 unreinforced masonry school buildings and the removal of all damaged or “precariously placed” chimneys, parapets, fire walls, and ornamentation.<sup>20</sup> Moreover, the seismic event prompted officials to implement remediation measures at the federal, state, and local levels of government through legislation. For its part, the state of California passed the Field Act, which is explained in the *LAUSD Historic Context Statement*:

The law directed the state Division of Architecture to design and enforce regulations to ensure earthquake-resistant buildings. State oversight and implementation of building codes/construction inspections were also established. Additionally, the City of Los Angeles Board of Education ... revisited its own building codes. Post-1933 elementary school buildings were not to exceed one story in height, and high school buildings were limited to two stories (this would change over time, given the tremendous demand for classroom space in the postwar period and relative scarcity and expense of large lots). New buildings

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<sup>20</sup> Sapphos Environmental, Inc., 62.

incorporated the latest construction techniques and prominently showcased the use of modern materials such as steel and reinforced concrete.<sup>21</sup>

McKinley Avenue Elementary School was one of many campuses in the school district that required reconstruction and/or rehabilitation in the aftermath of the Long Beach earthquake. To fund the district-wide construction program, the PWA purchased \$5.3 million in unsold bonds and granted additional matching funds for reconstruction efforts, with a total of \$12.1 million ultimately raised for the 1930s reconstruction effort. The *LAUSD Historic Context Statement* states that:

as the school reconstruction program progressed, final steps included reinforcing or replacing 132 unreinforced masonry buildings, strengthening 275 buildings constructed since 1927, replacing 51 wood-frame buildings, and eliminating all temporary classroom housing. By 1937, over \$34 million had been spent on post-earthquake school construction, repairs, retrofitting, and rehabilitation. The advent of World War II put substantial investments in schools on hold [after war's end, a \$75 million bond issue kick-started these efforts].<sup>22</sup>

In October of 1933, the district launched a structural rehabilitation program that was implemented in two parts and consisted of the rehabilitation of existing school structures and the construction of buildings to conform to “the new building codes devised to make structures capable of resisting stresses many times more severe than any other ever experienced in the region.”<sup>23</sup> The first phase of the program was estimated to cost \$10,000,000 with an additional \$22,532,000 made available by a bond issue and federal loans. The second phase cost an estimated \$32,530,000.<sup>24</sup>

As with many Los Angeles institutions, the 1933 Long Beach earthquake inflicted severe damage at the McKinley Avenue campus. The *Los Angeles Times* headline from a March 13, 1933 article read “Danger of main building collapsing. Walls out of line.”<sup>25</sup> The earthquake damage to the Administrative Building was so severe, the Board of Education authorized the prompt removal of the building’s roof and third floor. In the months that followed the earthquake, the Board of Education debated a petition to raze the Administration Building entirely, but ultimately decided to retrofit all three buildings instead.<sup>26</sup> Students were allowed to enter the Kindergarten #1 and Assembly buildings by late April 1933, while the Administrative Building remained condemned.<sup>27</sup> One of the campus’ original architects, Frank Hudson, was retained independently to develop the retrofit plans. Each of the 1920s buildings was strengthened with steel structural elements and the application of a 4-inch-thick layer of “earthquake resistive” gunite, and decorated with minimal Moderne-style elements.<sup>28</sup> In addition, the third story of the Administrative of the building was removed, reducing it to two stories.

Depicted in a 1938 aerial photograph are four freestanding buildings that no longer exist, three in line behind the Assembly Building at the north of the lot and one in the location of the current day

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<sup>21</sup> Sapphos Environmental, Inc., 63.

<sup>22</sup> Sapphos Environmental, Inc., 64-65

<sup>23</sup> 1935. *Los Angeles Times*. Huge School Construction Program Here Spurred; Structures Take Form. January 13.

<sup>24</sup> 1935. *Los Angeles Times*. New Building Program for Schools Launched. December 8.

<sup>25</sup> 1933. *Los Angeles Times*. All City Schools Will Be Thoroughly Inspected Before Children Allowed to Enter. March 13.

<sup>26</sup> 1933. *Los Angeles Times*. Buildings Ordered Razed. April 18; 1933. *Los Angeles Times*. Decision Delayed on Wrecking of School Building. April 28.

<sup>27</sup> Ibid.

<sup>28</sup> Los Angeles Unified School District, Vault Drawings; Environmental Data Recourses Inc., Certified Sanborn Map Report.

cafeteria building. A 1950 Sanborn map suggests that the three structures situated along the northern property line were a restroom, an open-air lunch shelter, and a one-story classroom building. No available records indicate any significant building at the McKinley Avenue campus during World War II. By 1958, all four of the minor buildings depicted in the 1938 photo had been removed from the parcel.

Following World War II, the postwar baby boom strained the Los Angeles public school system's ability to accommodate the city's growing school-age population. The relative austerity of wartime gave way to a significant financial investment in the Los Angeles-area schools, as school officials attempted to address growing demand for school services. The *LAUSD Historic Context Statement* states:

In 1949–1950, enrollment at U.S. elementary and secondary schools stood at 25.1 million. In one decade, this number expanded by nearly 50 percent to approximately 36 million; by 1971, it reached 46 million. In 1955, in the midst of this boom, “editors at the Architectural Forum worried, ‘every 15 minutes enough babies are born to fill another classroom and we are already 250,000 classrooms behind.’ The rising population of young American children made school building, together with housing, the most widely discussed architectural challenge after World War II.”

Perhaps in no other state of the union was this growth felt more acutely than in California. The booming birth rate was accompanied by a wave of in-migration, as new settlers were drawn by established employment centers in, among other things, the aerospace industry, which had shifted operations to peacetime production...

School districts around the country struggled to keep up with unprecedented demand and overcrowded classrooms. Adding to the challenges facing school districts was the need not only for new schools, in particular in emerging suburban communities, but also the need to repair and maintain aging school plants, facilities, and equipment.<sup>29</sup>

In response to these pressures, the Board of Education submitted, and voters approved, a series of three school bonds, starting in 1946, to finance both the construction of new facilities and improvements at existing campuses. The 1946 bond issue alone raised \$76 million, financing the construction of 66 new schools. These measures were insufficient, however, and the Board issued two subsequent bonds in 1952 and 1955.<sup>30</sup>

In the decades following World War II, officials expanded McKinley Elementary School's campus in order to address the city's growing student population. Between 1952 and 1963, the residential development on the eastern half of the lot was removed to accommodate the campus expansion. Three permanent buildings were erected on the campus during the late 1950s and 1960s, including the Cafeteria Building in 1958 and a second Kindergarten Building in 1962; the architects of these buildings could not be ascertained. A new two-story utilitarian Classroom Building opened in 1968, situated between the 1962 Kindergarten Building and the Cafeteria and designed by architect Anthony Thormin.<sup>31</sup> Five rectangular-massed buildings were also added to the northern edge of the campus during the late 1960s, but have since been removed (Figure 13).<sup>32</sup>

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<sup>29</sup> Sapphos Environmental, Inc., 71.

<sup>30</sup> Sapphos Environmental, Inc., 102.

<sup>31</sup> Los Angeles Unified School District, Vault Drawings (Classroom Building, 79<sup>th</sup> Street School, 1967).

<sup>32</sup> Environmental Data Recourses Inc., Aerial Photo Decade Package Report Aerial Photo Report (1958 and 1962 photographs).



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## 4 Historic Overview

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### 4.1 Focused Neighborhood History

McKinley Avenue Elementary School is in the Florence neighborhood of the Southeast Los Angeles CPA, surveyed in 2015 as part of SurveyLA. A historic overview of the CPA was developed as part of the 2015 survey report, which is partially excerpted below to provide a neighborhood context for the subject campus.

The Southeast Los Angeles CPA developed in a southward pattern beginning in the late 19th century, as the city's growing network of streetcars allowed for development outside the historic city center. Though the area north of Slauson Boulevard was largely built out by the late 1910s, at this time the land to the south was still largely undeveloped and relatively remote. Much of it was used for vegetable and fruit cultivation by Chinese and Japanese residents. In 1903, however, a group of investors evicted the farmers and constructed the Ascot Park horse racing track at generally the area south of Slauson Boulevard and east of Avalon Boulevard. Referred to as being located in the "no man's land" on the skinny stretch of territory "running from Los Angeles to the sea," Ascot Park quickly became known as a notorious den of gambling and drinking. Its investors hoped to incorporate the area, and though unsuccessful, the larger area was known as Ascot Park until the late teens when the park (which converted to automobile racing from horse racing in the late 1900s) was dissolved altogether. The removal of the vast acreage of Ascot Park freed the land for residential and industrial development, which ensued at a monumental pace south of Slauson Boulevard in the 1920s.

The Southeast Los Angeles CPA became the center of the city's African American community during the first half of the 20th century. The African American community in Los Angeles was first concentrated in the historic city center, around the neighborhood that is now Little Tokyo. As the community grew, it began moving south after the turn of the 20th century. Central Avenue was the primary thoroughfare around which this movement and development was centered, and blacks created a vibrant community there. By the late 1920s, the area had become home to jazz clubs, a vibrant social scene and nightlife, as well as black-owned businesses.

During this time, the area remained racially and ethnically diverse. Despite the increasing concentration of African Americans, they remained in the minority. Whites, Asians, and Hispanics made up the remaining portion of the area's population during this period. It was not until the 1930s that the demographics in the area began to shift as these groups moved out of the area, and blacks became an increasing percentage of the population. Large numbers of African Americans moved to Los Angeles in the late 1920s and 1930s, drawn by the promise of jobs and homeownership. Prevented from moving farther west by racially restrictive covenants, they moved into the neighborhoods of Southeast Los Angeles. By 1940, for example, the neighborhood of Watts was 35 percent African American. As the black population increased, tensions rose between the black community in Watts and the white communities in adjacent areas. Racial covenants became enforced more fiercely as African Americans became a more noticeable presence in the city and Anglo Americans attempted to maintain their separation. Blacks became restricted to the area between Alameda Street on the east, San Pedro Street on the west, and Slauson Avenue on the

south. Those who attempted to move outside this proscribed area met with resistance, at times intimidating and violent.

The advent of World War II brought about an explosion in the city's population. The area became overcrowded as people flooded into the city seeking jobs in the defense industry, but the boundaries of the area around Central Avenue remained enforced by restrictive covenants. The postwar era continued these trends. It was in the postwar era that Central Avenue began its decline in earnest as overcrowding and deteriorating conditions brought about by the influx of migrants during the war only worsened. Middle-class blacks began moving out of the area after racial covenants were struck down by the Supreme Court case *Shelley v. Kraemer* in 1948, and the center of the prosperous black community shifted westward. In the decades after World War II, movement into the area continued, and the population became ever-increasingly African American. However, the notable and unifying businesses and institutions that had existed along Central Avenue moved westward as well, leaving the community around Central Avenue underserved and lacking in businesses and institutions.<sup>35</sup>

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<sup>35</sup> Los Angeles, City of. 2012. *Southeast Los Angeles Community Plan Area*. Survey LA-Historic Resources Survey Report. Department of City Planning. Prepared by Galvin Preservation Associates. El Segundo, CA. March, 2012.

## 5 Associated Design Professional Biographies

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The following section presents biographies for design professionals who are known to be associated with McKinley Avenue Elementary School.

### 5.1 Hudson and Munsell, Architects

Consisting of partners Frank D. Hudson and William A.O. Munsell, the Los Angeles-based architectural firm Hudson & Munsell designed the Administrative, Assembly, and Kindergarten #1 buildings at McKinley Avenue Elementary School. Hudson alone is also credited with the 1930s reconstruction plans for those buildings.<sup>36</sup>

Born in Oakland, California in 1868, Hudson studied architecture at the London International School. Upon graduating in 1885, Hudson returned to Northern California to begin his professional career as a draftsman in the employ of San Francisco architect William Curlett. Hudson relocated to Los Angeles in 1895, at which time he joined the firm Hudson & Krause. Within four years, Hudson partnered with Los Angeles-based Munsell and began perhaps the most productive period of his career.<sup>37</sup> Hudson died in March 1941.<sup>38</sup>

Munsell was born in 1866 and spent his childhood in various locations in the Midwestern United States. He arrived in Los Angeles by 1900, when he established the architectural firm Locke & Munsell with Seymour Locke. This partnership proved short-lived, however, and within two years, Munsell went into business with Hudson. Munsell died in April 1944.<sup>39</sup>

Best known for the Los Angeles County Hall of Records #1 (1927), the firm designed several Los Angeles-area institutional, commercial, and educational buildings, mostly in a variety of Eclectic Revival styles.<sup>40</sup> The partnership appears to have dissolved by 1934, at which time Hudson assumed sole credit for his plans for the reconstruction of McKinley Avenue Elementary School Administrative and Kindergarten #1 buildings.<sup>41</sup>

### 5.2 Anthony Thormin

Anthony Thormin designed the 1968 Classroom Building at McKinley Avenue Elementary School. Thormin was born in Pennsylvania on March 1, 1901. Available information offered no details regarding Thormin's education, but by 1930, he had moved to Cleveland, Ohio, where he practiced

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<sup>36</sup> Los Angeles Unified School District, Vault Drawings (Administration and Kindergarten Building-1934 and Assembly Building, Plans and Elevation for 79<sup>th</sup> Street School-1935).

<sup>37</sup> 2015. Michelson, Alan. Frank Dale Hudson. Pacific Coast Architecture Database (PCAD). Accessed May 11, 2018 <<http://pcad.lib.washington.edu/person/40/>>.

<sup>38</sup> 1941. *Los Angeles Times*. Frank D. Hudson (Architect). March 18.

<sup>39</sup> 2015. Michelson, Alan. William A.O. Munsell (Architect). Pacific Coast Architecture Database (PCAD). Accessed May 11, 2018 <<http://pcad.lib.washington.edu/person/873/>>.

<sup>40</sup> 2015. Michelson, Alan. Hudson and Munsell (Architects-Partnership). Pacific Coast Architecture Database (PCAD). Accessed May 11, 2018 <<http://pcad.lib.washington.edu/firm/530/>>.

<sup>41</sup> Los Angeles Unified School District, Vault Drawings (Administration and Kindergarten Building-1934).

architecture.<sup>42</sup> Thormin moved to Los Angeles by 1948. That year a local telephone directory indicated his architecture practice was located on South Lafayette Park Place.<sup>43</sup> Little information regarding Thormin's architecture practice was available at the time of the present study, but articles published in the *Los Angeles Times* indicate that he designed projects for restaurants and residences.<sup>44</sup> Thormin died in 1985, a "lifetime member of the American Institute of Architects, past president of the Southern California MIT Club, and former Commissioner of Los Angeles City Building and Safety."<sup>45</sup>

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<sup>42</sup> 1930. United States Federal Census. Accessed on May 17, 2018 at. Ancestry.com; 1935-2004. U.S. Social Security Death Index. Accessed on May 17, 2018 at. Ancestry.com.

<sup>43</sup> 1922-1995. U.S. City Directories. Accessed on May 17, 2018 at. Ancestry.com.

<sup>44</sup> 1956. *Los Angeles Times*. No title. January 29; 1965. *Los Angeles Times*. Remodeling Expansion Set by Restaurant. March 28; 1987. *Los Angeles Times*. Dramatic 1950's Style Home. April 19.

<sup>45</sup> 1985. *Los Angeles Times*. No title. February 15.

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## 6 Significance Evaluation

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This evaluation utilized the framework for historic resource assessments described in the *LAUSD Historic Context Statement*, which follows the NRHP MPD format that “defines themes of significance, eligibility standards, and related property types. Properties sharing a theme of significance are then assessed consistently, in comparison with resources that share similar physical characteristics and historical associations.”<sup>46</sup> In addition, this evaluation utilized the MPD-format historic context statements prepared as part of SurveyLA, which similarly identify themes of significance along with associated registration requirements.<sup>47</sup>

In addition to each of the applicable federal, state, and local designation criteria, two evaluation frameworks and their associated eligibility standards and integrity thresholds were identified and applied to this evaluation after careful consideration of all themes and subthemes. These evaluation frameworks relate specifically to the themes of 1) Pre–1933 Long Beach Earthquake School Plants; and 2) Educating the Baby Boom: the Postwar Modern, Functionalist School Plant, 1945-1969. Both were chosen to address the two distinct phases during which the majority of the buildings on the subject campus were developed. Each building on the campus was evaluated using these frameworks for eligibility, both individually and as a contributor to any potential historic district. For buildings that were found to be potentially eligible, an integrity analysis was carried through in Section 7 to determine if the property retain sufficient integrity to convey the reasons for its significance.

### Evaluation Framework 1

**Theme: LAUSD | Pre–1933 Long Beach Earthquake School Plants,**

**Property Type: Institutional/Education**

**Property Subtypes: Elementary, Junior High, and High Schools Buildings and Campuses**

**Period of Significance: 1910–1933**

**Area of Significance: Education**

**Geographic Location: Citywide**

**Area of Significance: A/1**

#### **Eligibility Standards**

- Embodies LAUSD school planning and design ideals and principles of the era
- One of few remaining schools from the pre–1933 Long Beach earthquake era that was not substantially altered or remodeled
- Retains most of the associative and character-defining features from the period of significance

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<sup>46</sup> Sapphos Environmental, Inc. *LAUSD Historic Context Statement* (p. 4).

<sup>47</sup> Los Angeles, City of. 2016. *Field Survey Results Master Report*. Survey LA-Los Angeles Historic Resources Survey. Department of City Planning. Los Angeles, CA. August, 2016.

### **Character-Defining Features – Buildings/Structures**

- Articulated buildings plans, facilitating the creation of outdoor spaces (often T- shaped, E- shaped, U-shaped, and H-shaped plans)
- Generally low massing, usually one to two stories (with two to three stories more common for middle and senior high schools)
- Includes designed outdoor spaces, such as courtyards and patios, adjacent to classroom wings
- Exteriors usually lined with rows of grouped windows, including wood-framed multi-light windows; expanses of windows often mark the location of classrooms
- Designed in popular period-revival styles of the era (including Spanish Colonial Revival, Renaissance Revival, Mediterranean Revival, and Collegiate Gothic)
- Often designed by prominent architects of the era

### **Character-Defining Features – Campus/District**

- Emphasis on a more spread-out site plan, with designed outdoor spaces
- More varied collection of buildings, differentiated by function and use (rather than a single building with all functions inside)
- Might include an elaborate Administrative building, usually the focal point of the campus, as well as classroom wings, auditoriums, gymnasiums, and outdoor recreation areas
- Middle or senior high schools might include a gymnasium designed in the style of the campus overall

### **Integrity Considerations**

- Most pre-1933 schools were substantially remodeled following the Long Beach earthquake
- Designed outdoor spaces, such as courtyards and patios, should be intact in use, if not with landscape design and hardscaping; development pressures over the years often resulted in these open spaces being in-filled with new construction; overall sense of relationship of building to designed outdoor spaces should be intact
- Should retain integrity of materials, design, workmanship, feeling, and association from its period of significance
- Intact campus groupings from a single period of time are not common
- Some materials and features may have been removed or altered
- Modern lighting and fencing of site acceptable

## Evaluation Framework 2

|                           |  |
|---------------------------|--|
| <b>Context:</b>           | Public and Private Institutional Development   Education                                   |
| <b>Theme:</b>             | LAUSD   Educating the Baby Boom: the Postwar Modern, Functionalist School Plant, 1945-1969 |
| <b>Property Type:</b>     | Institutional/Education  |
| <b>Property Subtypes:</b> | Elementary, Junior High Schools, and High School Buildings and Campuses                    |

**Period of Significance:** 1945 to 1969

**Area of Significance:** Education

**Geographic Location:** Citywide, with concentrations in the San Fernando Valley and West Los Angeles

**Area of Significance:** A/1

**Eligibility Standards**

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

**Character-Defining Features – Buildings/Structures**

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

**Character-Defining Features – Campus/District**

- Unified campus design includes most or all of the following attributes: lack of formality and monumentality; low massing (usually one stories for classrooms and up to two stories for auditoriums/multipurpose rooms); strong geometric ordering of buildings and outdoor spaces; decentralized, pavilion-like layout; rational, function driven site design; buildings extend across the site; buildings are oriented to outdoor spaces (courtyards, patios, outdoor areas), purposeful indoor-outdoor integration
- Automobile traffic/drop-off areas separated from campus; linked to interior via extended canopied corridors
- Buildings often turn inward, toward green spaces and courtyards, lawns
- Outdoor corridors, sheltered beneath simple canopies, forming links between the buildings of the campus
- Classrooms often consist of a series of axial, modular units

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

#### **Integrity Considerations**

- Retains most of the essential physical features from the period of significance
- School expansion and new construction over the years, in particular in the postwar period, might have resulted in the addition of in-fill buildings and structures in areas that were originally designed open spaces (such new additions should not interfere with or serve as a visual impairment to the designed connections between buildings, in particular classroom wings, and adjacent outdoor patios and spaces)
- Many postwar schools were designed to be easily expandable as enrollment increased; the original site design and building types and plans should be readily discernible. If additional wings were added or the campus extended, the additions should be compatible with and visually subordinate to the original
- Some materials may have been removed or altered
- Modern lighting and fencing of site acceptable
- Should retain integrity of setting, materials, design, workmanship, feeling, and association from its period of significance
- Addition of portable or permanent buildings after the period of significance acceptable as long as original campus design is intact

## 6.1 Designation Criteria A/1/1

Historic District Evaluation: The historic-period buildings on the campus were constructed in two general phases: the 1920s period, which included the three primary buildings and the 1950s and

1960s period, which included three additional buildings. As originally designed, the three 1920s buildings were representative of the school planning ideals that defined their era. They were designed in a Renaissance Revival style, organized by function and use, and sited with a spread-out site plan to create an adjacent outdoor space. These distinctive features were substantially affected following the 1933 Long Beach earthquake and later additions to the campus, detailed in the integrity discussion below. The seismic retrofits heavily affected the original design of the buildings and resulted in the loss of their Renaissance Revival style; the 1968 Classroom Building and a later lunch shelter resulted in the partial infill of the rear courtyard space, altering that character-defining feature of pre-1933 school design. Although the *LAUSD Historic Context Statement* states that most pre-1933 schools were extensively remodeled following the Long Beach earthquake, these changes have collectively resulted in a loss of integrity to the individual buildings, and negatively affected the overall site plan and the building's relationship to one another. Furthermore, the later 1950s/1960s additions were designed over a period of ten years and are not representative of postwar campus planning ideals. Their siting lacks the rational, function driven site design that is required of eligible schools from this era. The subject campus therefore does not meet the eligibility requirements for historic districts as described in the *LAUSD Historic Context Statement* for eligibility under Criteria A/1/1.

Individual Resource Evaluation: None of the buildings located on the subject campus appear to be individually eligible per the registration requirements described *LAUSD Historic Context Statement* for eligibility under Criteria A/1/1. As originally designed, the 1920s-era buildings (Administrative, Assembly, and Kindergarten #1 buildings) exhibited many of identifying characteristics of educational buildings built prior to the 1933 Long Beach earthquake, including their Renaissance Revival style of architecture, massing, and site design. Following the 1933 Long Beach Earthquake, the 1920s-era buildings were substantially altered. In particular, gunite plaster was applied to all of the building's exterior surfaces. This application obscured the building's original architectural style, covering many of its original features and finishes and applying a simple Moderne-style detailing. Original wood window sash and many original wood doors have also been removed and replaced. Furthermore, the prominent Administrative was substantially altered by the removal of its upper level, reducing the building from three stories to two. As discussed in further detail below, these changes have resulted in a loss of integrity of materials, design, setting, workmanship, feeling, and association, many of which are necessary in order to meet the integrity considerations identified in *LAUSD Historic Context Statement*.

None of the postwar buildings appear individually eligible under Criteria A/1/1 as they are not highly representative of postwar, modern functionalist school design. They lack the plentiful fenestration and clear connections to the outdoors characteristic of eligible schools buildings from this era. Furthermore, the 1968 Classroom Building is two stories, which was uncommon for elementary school buildings constructed during the period during which it was built.

## 6.2 Designation Criteria B/2/2

Historic District and Individual Resource Evaluation: As a public elementary school, the subject campus and its individual buildings are associated with a number of individuals who attended, visited, or taught at the school. However, per the guidance of the National Park Service, properties that are significant for their association with an important person in our past, must illustrate a

person's important achievements.<sup>48</sup> Archival research completed as part of this study failed to identify any direct and significant associations that are directly represented by the subject campus. As a result, the campus and its buildings do not appear eligible for designation either individually or collectively as a historic district under Criterion B/2/2.

### 6.3 Designation Criteria C/3/3

**Historic District Evaluation:** Developed in two general phases in the decades before and after World War II, the campus features a variety of architectural styles, including minimal elements of Moderne and Mid-Century Modern. As a result, the campus does not feature cohesive design intent such that it meets any of the applicable eligibility standards outlined in the *LAUSD Historic Context Statement* and as a result does not appear eligible as a historic district under Criteria C/3/3.

**Individual Resource Evaluation:** None of the buildings located on the McKinley Avenue Elementary School campus appear individually eligible for federal, state, or local designation under Criteria C/3/3. As previously mentioned, the three extant 1920s-era Renaissance Revival-style campus buildings were significantly altered following the 1933 Long Beach earthquake. Alterations to their original design include the application of new surface material and Moderne-style design elements, as well as the removal and replacement of all original window sashes and most original exterior doors. Furthermore, the removal of the original third story of the Administrative Building has substantially altered its integrity as addressed in greater detail below. Although the 1920s buildings now exhibit features of the Moderne elements on their exteriors, overall they are not particularly representative examples to the style. The 1920s-era buildings do not embody the Renaissance Revival or the Moderne styles of architecture to the degree required of significant properties designated under Criteria C/3/3.

The postwar buildings on campus, while displaying varying degrees of a Mid-Century Modern - influenced architecture, cannot be considered distinctive examples of the style and do not appear eligible under Criteria C/3/3.

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<sup>48</sup> U.S. Department of the Interior, National Park Service. 2002. *How to Apply the National Register Criteria for Evaluation* (p. 14). National Register Bulletin No. 15. Washington, DC.

## 7 Integrity

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Integrity is the ability of a property to convey its historic significance. In order to retain integrity, the property must possess enough of its character-defining features, materials, and spaces such that it continues to convey the reasons for its significance. According to the National Park Service, there are seven aspects of integrity: location, design, setting, materials, workmanship, feeling, and association.<sup>49</sup>

To retain integrity, a property will always possess several of these aspects, with those relevant aspects dependent on the property's significance. Three buildings constructed in the 1920s, the Administrative, Assembly, and Kindergarten #1, are potentially eligible as a representation of pre-1933 Long Beach earthquake school buildings, but substantial alterations have affected their integrity to the degree that they no longer effectively convey their significance. Each of the seven aspects of integrity in relation to the 1920s-era buildings on the McKinley Avenue Elementary School campus are detailed below. The remaining buildings were not found to be significant under the context of postwar campus planning ideals or any other designation criteria and therefore are not included in the following discussion.

### 7.1 Location

All three of the 1920s-era buildings on the subject campus are located on their original site. They retain integrity of location.

### 7.2 Design

A review of original architectural plans and historic photographs reveals that the 1920s era buildings on the McKinley Avenue Elementary School campus were originally designed in the Renaissance Revival Style of architecture, popular for school buildings at the time of their construction. In their original design, buildings featured brick facades accented with classical detailing including ornate cast stone ornament, decorative quoins, brick-clad walls, and multi-light wood windows and wood panel doors. Following the 1933 Long Beach earthquake, the buildings were substantially altered with the removal of their detailing and sheathing of exterior surfaces with gunite plaster. Original designs were further altered through the removal of original windows and doors and the removal of the third floor of the Administrative Building. These alterations substantially altered the original design intention of the buildings. As a result the buildings no longer retain integrity of design.

### 7.3 Setting

The setting of the 1920s-era McKinley Avenue Elementary School campus buildings has changed extensively over the decades. In the time since their construction, the campus parcel has expanded and additional school buildings were constructed nearby to the east, in an area that was historically void of development. In addition, the surrounding area has further intensified. As a result the buildings no longer retain integrity of setting.

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<sup>49</sup> U.S. Department of the Interior, National Park Service. 2002. *How to Apply the National Register Criteria for Evaluation* (p. 44-47). National Register Bulletin No. 15. Washington, DC.

## 7.4 Materials

As discussed above, the Administrative, Assembly, and Kindergarten #1 buildings have been substantially altered throughout their developmental history. Major alterations to the buildings were first undertaken following the 1933 Long Beach earthquake. Original materials were extensively removed from the buildings or alternatively covered throughout the wholesale application of a gunite plaster coating to building exteriors. In addition original wood windows and many of the buildings original wood panel doors have been removed and replaced. As a result of the extensive removal and/obscuring of original building materials, the buildings no longer retain integrity of materials.

## 7.5 Workmanship

The physical evidence and workmanship of the 1920s-era buildings was largely conveyed in the techniques employed in their initial construction. These techniques include the laying of decorative masonry and application of ornament to the buildings, as well as the construction of elements such as windows and doors. As many of the features and materials that conveyed the workmanship that resulted in the buildings' construction has been removed or obscured, the buildings no longer retain integrity of workmanship.

## 7.6 Feeling

The integrity of feeling is the quality a property has in evoking a historic sense of past, and is largely tied to a property's integrity of design, setting, materials, and workmanship. Because all of these aspects of integrity have been comprised, the 1920s buildings no longer retain integrity of feeling.

## 7.7 Association

Similar to feeling, the integrity of association depends on a period appearance and is conveyed through the combination of integrity of setting, location, design, workmanship, materials, and feeling. Because the 1920s buildings do not possess many of these aspects they do not retain integrity of association.

## 7.8 Summary

As summarized above, the Administrative, Assembly, and Kindergarten #1 buildings are associated with the theme of pre-1933 Long Beach earthquake school plants. However, substantial alterations to the buildings have resulted in a loss of integrity of design, setting, materials, workmanship, feeling, and association. As a result, the buildings do not meet the integrity considerations identified in *LAUSD Historic Context Statement, 1870-1969* for schools from this era, and as a result the buildings do not appear eligible for federal, state, or local designation.

## 8 Conclusion

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In conclusion, McKinley Avenue Elementary School and its buildings are recommended ineligible for federal, state, or local designation under any applicable criteria. The extant buildings from 1925 and 1929 were heavily modified following the 1933 Long Beach earthquake and as a result, do not appear to meet the registration requirements outlined in the *LAUSD Historic Context Statement* for pre-1933 Long Beach earthquake schools. Although the Administrative Building was previously found to be significant for its representation of the district's response to the 1933 Long Beach earthquake, extensive research has been completed on the subject of LAUSD schools that has resulted in a broader understanding of the historic context and significance of these property types. As a result, the seismic upgrades that occurred at McKinley Avenue Elementary School following the Long Beach earthquake were not unique among facilities owned by the LAUSD during this period (due to the Field Act of 1934, the same seismic upgrades were carried out extensively throughout the district). The subject campus also includes a number of buildings developed after World War II, but they were constructed intermittently over a period of 40 years and are not representative of LAUSD design principles of the postwar era. The campus does not appear eligible for federal, state, or local designation under any applicable criteria and is not considered a historical resource for the purposes of CEQA.

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