

Appendix F Historical Resources Assessment Report

Appendices

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**Final
HISTORIC RESOURCE ASSESSMENT REPORT**

Of

**The Old Schoolhouse
403 North Angelino Avenue
Azusa Unified School District
Azusa, Los Angeles County, CA**

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I. INTRODUCTION

A. PROJECT DESCRIPTION

This assessment report documents and evaluates the Federal, state, and local significance and eligibility of a wood-frame building located in the southeast corner of Slauson Middle School campus, with the street address of 403 North Angelino Avenue, Azusa, Los Angeles County, California. The building is situated at the northwest corner of the intersection of East 4th Street and North Angelino Avenue across from Memorial Park. The report includes a discussion of the survey methodology used, a brief historic context of the property and surrounding area, and the identification and formal evaluation of the subject building. (See Figures 1 and 2; Photograph 1)



Figure 1: Regional Project Location
U.S.G.S. San Bernardino Quad Map, 1:100,000

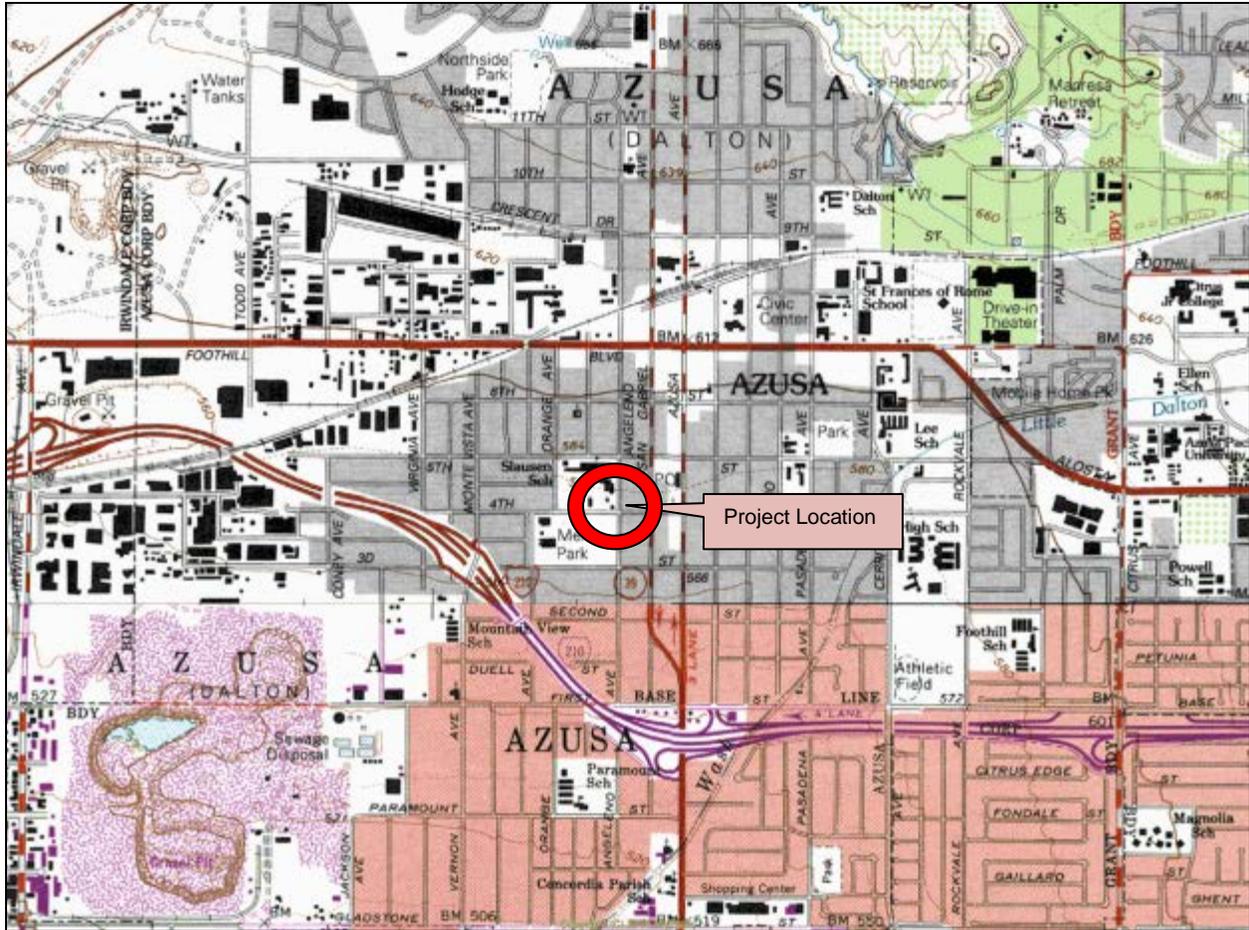


Figure 2: Project Location
(U.S.G.S. Azusa Quad Map, 1:24,000)



Photograph 1: Aerial view of “Old Schoolhouse” building at the southeast corner of Slauson Middle School.
(Source: Google Earth 2013)

B. BACKGROUND INFORMATION

The “Old Schoolhouse” building on the grounds of Slauson Middle School has not been previously surveyed for the investigation and documentation of a cultural resource. The building has not been previously surveyed by a qualified architectural historian, nor has the “Old Schoolhouse” building or the Slauson Middle School property been evaluated for eligibility for listing in the National Register of Historic Places (National Register) or the California Register of Historical Resources (California Register).

The Azusa Unified School District (AUSD) derives its powers from the California Constitution, the California Education Code, and other codes enacted by the state legislature, and Title 5 of the Administrative Code which contains the rules and regulations of the State Board of Education. As such, the buildings and structures located at Slauson Middle School,

including the “Old Schoolhouse”, are not under the jurisdiction of Article II, Chapter 55; Historic Preservation Ordinance of the City of Azusa Municipal Code.

C. METHODOLOGY

This historic resource assessment and evaluation was conducted by Pamela Daly, M.S.H.P., Senior Architectural Historian. In order to identify and evaluate the subject building as a potential historic resource, a multi-step methodology was utilized. An inspection of the site and the existing building, combined with a search of relevant information from the Los Angeles Times archives and other local and regional sources, was performed to document existing conditions and assist in assessing and evaluating the building for significance. Photographs were taken of the building, including photographs of interior and exterior architectural details, during the intensive-level survey.

The National Register and California Register criteria were employed to evaluate the significance of the property. In addition, the following tasks were performed for the study:

- The National Register and California Register were searched.
- Site-specific research was conducted on the subject property utilizing maps, city directories, newspaper articles, historical photographs, and other published sources.
- Interviews were held with local interested parties.
- Ordinances, statutes, regulations, bulletins, and technical materials relating to federal, state, and Los Angeles County historic preservation, designation assessment processes, and related programs were reviewed and analyzed.

II. REGULATORY FRAMEWORK

Historic resources fall within the jurisdiction of several levels of government. Federal laws provide the framework for the identification, and in certain instances, protection of historic resources. Additionally, states and local jurisdictions play active roles in the identification, documentation, and protection of such resources within their communities. The National Historic Preservation Act (NHPA), of 1966 as amended, and the California Register of Historical Resources (CRHR), are the primary federal and state laws and regulations governing the evaluation and significance of historic resources of national, state, regional, and local importance. A description of these relevant laws and regulations are presented below.

In analyzing the historic significance of the subject property, criteria for designation under federal, and State historic preservation programs were considered. Additionally, the Office of Historic Preservation (OHP) survey methodology was used to survey and rate the relative significance of the property.

A. FEDERAL LEVEL

1. National Register of Historic Places

First authorized by the Historic Sites Act of 1935, the National Register was established by the NHPA 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.”¹ The National Register recognizes properties that are significant at the national, state and local levels.

To be eligible for listing in the National Register, the quality of significance in American history, architecture, archaeology, engineering, or culture must be in a district, site, building, structure, or object that possesses integrity of location, design, setting, materials, workmanship, feeling and association, and:

- A. is associated with events that have made a significant contribution to the broad patterns of our history; or
- B. is associated with the lives of persons significant in our past; or
- C. embodies the distinctive characteristics of a type, period, or method of construction or that represents 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. yields, or may be likely to yield, information important to prehistory or history.²

¹ Code of Federal Regulations (CFR), 36 § 60.2.

² U.S. Department of the Interior, National Park Service. *Guidelines for Completing National Register Forms, National Register Bulletin 16A*, 1986 (“National Register Bulletin 16A”). This bulletin contains technical

A property eligible for listing in the National Register must meet one or more of the four criteria (A-D) defined above. In addition, unless the property possesses exceptional significance, it must be at least 50 years old to be eligible for National Register listing.

In addition to meeting the criteria of significance, a property must have integrity. “Integrity is the ability of a property to convey its significance.”³ According to *National Register Bulletin 15*, within the concept of integrity, the National Register criteria recognize seven aspects or qualities that, in various combinations, define integrity. To retain historic integrity a property will always possess several, and usually most, of these seven aspects. The retention of specific aspects of integrity is paramount for a property to convey its significance.⁴ The seven factors that define integrity are location, design, setting, materials, workmanship, feeling, and association. The following is excerpted from *National Register Bulletin 15*, which provides guidance on the interpretation and application of these factors.

- Location is the place where the historic property was constructed or the place where the historic event occurred.⁵
- Design is the combination of elements that create the form, plan, space, structure, and style of the property.⁶
- Setting is the physical environment of a historic property.⁷
- 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.⁸
- Workmanship is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.⁹

information on comprehensive planning, survey of cultural resources, and registration in the National Register of Historic Places.

³ U.S. Department of the Interior, National Park Service. *How to Apply the National Register Criteria for Evaluation, National Register Bulletin 15* (“National Register Bulletin 15”), Section VIII.

⁴ Ibid.

⁵ “The relationship between the property and its location is often important to understanding why the property was created or why something happened. The actual location of historic property, complemented by its setting is particularly important in recapturing the sense of historic events and persons. Except in rare cases, the relationship between a property and its historic associations is destroyed if the property is moved.” Ibid.

⁶ “A property’s design reflects historic functions and technologies as well as aesthetics. It includes such considerations as the structural system; massing; arrangement of spaces; pattern of fenestration; textures and colors of surface materials; type, amount, and style of ornamental detailing; and arrangement and type of plantings in a designed landscape.” Ibid.

⁷ “Setting refers to the character of the place in which the property played its historical role. It involves how, not just where, the property is situated and its relationship to surrounding features and open space.” Ibid.

⁸ “The choice and combination of materials reveals the preferences of those who created the property and indicated the availability of particular types of materials and technologies. Indigenous materials are often the focus of regional building traditions and thereby help define an area’s sense of time and place.” Ibid.

⁹ “Workmanship can apply to the property as a whole or to its individual components. It can be expressed in vernacular methods of construction and plain finishes or in highly sophisticated configurations and ornamental detailing. It can be based on common traditions or innovative period techniques.” Ibid.

- Feeling is property’s expression of the aesthetic or historic sense of a particular period of time.¹⁰
- Association is the direct link between an important historic event or person and a historic property.¹¹

In assessing a property’s integrity, the National Register criteria recognize that properties change over time; therefore, it is not necessary for a property to retain all its historic physical features or characteristics. The property must, however, retain the essential physical features that enable it to convey its historic identity.¹²

A building or structure that has been moved from its original location but which is significant primarily for architectural value, or which is the surviving structure most importantly associated with a historic person or event, shall be evaluated under National Register criteria.¹³

For properties that are considered significant under National Register criteria A and B, *National Register Bulletin 15* states that a property that is significant for its historic association is eligible if it retains the essential physical features that made up its character or appearance during the period of its association with the important event, historical pattern, or person(s).¹⁴

In assessing the integrity of properties that are considered significant under National Register criterion C, *National Register Bulletin 15* provides that a property important for illustrating a particular architectural style or construction technique must retain most of the physical features that constitute that style or technique.¹⁵

The primary effects of listing in the National Register on private property owners of historic buildings is the availability of financial and tax incentives.¹⁶ In addition, for projects that receive federal funding, the Section 106 clearance process must be completed. State and local laws and regulations may apply to properties listed in the National Register. For example, demolition or inappropriate alteration of National Register eligible or listed properties may be subject to the California Environmental Quality Act (CEQA).

¹⁰ “It results from the presence of physical features that, taken together, convey the property’s historic character.” Ibid.

¹¹ “A property retains association if it is the place where the event or activity occurred and is sufficiently intact to convey that relationship to the observer. Like feeling, associations require the presence of physical features that convey a property’s historic character. Because feeling and association depend on individual perceptions, their retention alone is never sufficient to support eligibility of a property for the National Register.” Ibid.

¹² Ibid.

¹³ National Register Bulletin 16A, page 37.

¹⁴ National Register Bulletin 15.

¹⁵ “A property that has lost some historic materials or details can be eligible if it retains the majority of the features that illustrate its style in terms of the massing, spatial relationships, proportion, patter of windows and doors, texture of materials, and ornamentation. The property is not eligible, however, if it retains some basic features conveying massing but has lost the majority of features that once characterized its style.” Ibid.

¹⁶ See 36 CFR 60.2(b) (c).

B. STATE LEVEL

The California Office of Historic Preservation (OHP), as an office of the California Department of Parks and Recreation, implements the policies of the NHPA on a statewide level. The OHP also carries out the duties as set forth in the Public Resources Code (PRC) and maintains the California Historic Resources Inventory. The State Historic Preservation Officer (SHPO) is an appointed official who implements historic preservation programs within the state's jurisdictions.

1. California Register of Historical Resources

Created by Assembly Bill 2881, which was signed into law on September 27, 1992, the CRHR is "an authoritative listing and guide to be used by state and local agencies, private groups, and citizens in identifying the existing historical resources of the state and to indicate which resources deserve to be protected, to the extent prudent and feasible, from substantial adverse change."¹⁷ The criteria for eligibility for the California Register are based upon National Register criteria.¹⁸ Certain resources are determined by the statute to be automatically included in the California Register, including California properties formally determined eligible for, or listed in, the National Register.¹⁹

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 automatically includes the following:

- California properties listed on the National Register of Historic Places and those formally Determined Eligible for the National Register of Historic Places;
- California Registered Historical Landmarks from No. 770 onward;
- Those California Points of Historical Interest that have been evaluated by the OHP and have been recommended to the State Historical Commission for inclusion on the California Register.²⁰

Other resources which may be nominated to the California Register include:

- Individual historical resources;
- Historical resources contributing to historic districts;
- Historical resources identified as significant in historical resources surveys with significance ratings of Category 1 through 5;
- Historical resources designated or listed as local landmarks, or designated under any local ordinance, such as a historic preservation overlay zone.²¹

¹⁷ California Public Resources Code § 5024.1(a).

¹⁸ California Public Resources Code § 5024.1(b).

¹⁹ California Public Resources Code § 5024.1(d).

²⁰ California Public Resources Code § 5024.1(d).

To be eligible for the California Register, a historic resource must be significant at the local, state, or national level under one or more of the following four criteria:

1. Is associated with events that have made a significant contribution to the broad patterns of California's history and cultural heritage;
2. Is associated with the lives of persons important in our past;
3. Embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of an important creative individual, or possesses high artistic values; or
4. Has yielded, or may be likely to yield, information important in prehistory or history.

Additionally, a historic resource eligible for listing in the California Register must meet one or more of the criteria of significance described above and retain enough of its historic character or appearance to be recognizable as a historic resource and to convey the reasons for its significance. Historical resources that have been rehabilitated or restored may be evaluated for listing.²²

Integrity under the California Register is evaluated with regard to the retention of location, design, setting, materials, workmanship, feeling, and association. The resource must also be judged with reference to the particular criteria under which it is proposed for eligibility. It is possible that a historic resource may not retain sufficient integrity to meet criteria for listing in the National Register, but it may still be eligible for listing in the California Register.²³

2. California Office of Historical Preservation Survey Methodology

The evaluation instructions and classification system prescribed by the California Office of Historic Preservation in its Instructions for Recording Historical Resources provide a three-digit evaluation rating code for use in classifying potential historic resources. The first digit indicates one of the following general evaluation categories for use in conducting cultural resources surveys:

1. Listed on the National Register or the California Register;
2. Determined eligible for listing in the National Register or the California Register;
3. Appears eligible for the National Register or the California Register through survey evaluation;
4. Appears eligible for the National Register or the California Register through other evaluation;
5. Recognized as Historically Significant by Local Government;

²¹ California Public Resources Code § 5024.1(e).

²² California Code of Regulations, California Register of Historical Resources (Title 14, Chapter 11.5), Section 4852(c).

²³ Ibid.

6. Not eligible for any Listing or Designation; and
7. Not evaluated for the National Register or California Register or needs re-evaluation.

The second digit of the evaluation status code is a letter code indicating whether the resource is separately eligible (S), eligible as part of a district (D), or both (B). The third digit is a number that is used to further specify significance and refine the relationship of the property to the National Register and/or California Register. Under this evaluation system, categories 1 through 4 pertain to various levels of National Register eligibility. The California Register, however, may include surveyed resources with evaluation rating codes through level 5. In addition, properties found ineligible for listing in the National Register, California Register, or for designation under a local ordinance are given an evaluation status code of 6.

III. EVALUATION

A. HISTORIC CONTEXT

1. Azusa

Jonathan Sayre Slauson was an attorney who moved west with his family from New York to practice law. Stopping in Nevada, Slauson became involved in the mining industry. He eventually moved to San Francisco, and then south to Los Angeles in 1874. He established the Los Angeles County Bank and managed it for ten years; making it one of California's most important financial institutions. He was also involved in many real estate and development projects in the early years of the City of Los Angeles. When Slauson died in 1905, his body lay in state in Los Angeles City Hall, and his funeral was attended by veritable "who's who" of Southern California.

In the 1860's, Slauson was able to purchase the bankrupt 13,000-acre Rancho Azusa de Dalton from Henry Dalton. Henry Dalton was an Englishman who bought El Susa Rancho from Don Luis Arenas in 1844. Dalton had to sell the ranch to Slauson when Dalton lost his effort to prove proper ownership of the historic rancho lands that the U.S. Government had deemed public property and open to homesteading. Out of his investment Slauson created the communities of Azusa, Covina, and Glendora. The land was highly valued for planting citrus groves and because Slauson had created a reliable source of irrigation by forming the Azusa Land and Water Company.

In 1887, the Los Angeles and San Gabriel Railroad Company (a subsidiary of the Atchison, Topeka and Santa Fe Railroad) ran a line east towards Glendora, and the Southern Pacific Railroad Company was surveying a path through the valley that would run near to the ATSF line.²⁴ The railroad lines gave the citrus growers a direct connection with retail and wholesale markets on the east coast of the country. Slauson himself owned a citrus ranch, growing oranges and lemons that he would then send to his own packing and shipping plant known as the Azusa-Foothill Citrus Company.²⁵

The City of Azusa was incorporated in 1908 and had a population approaching 1,400 residents. After World War II the city started moving away from an agrarian economy and into modern technological industries.

²⁴ *Los Angeles Times*. "Azusa: The Latest of the Foothills Boomers", March 24, 1887.

²⁵ "Jonathon Sayre Slauson". Findagrave.com

2. Mexican Schools

The population of Mexican workers in Southern California had grown in the early 1900s due to the need of hiring manual laborers to work in the citrus groves and packinghouses. Many communities met the responsibility of educating the children of the permanent and seasonal residents by operating elementary schools that were supposed to be “separate but equal”.

Schools in the United States had exhibited some form of *de facto* segregation since the United States Supreme Court in 1896 upheld the right of states to segregate the races under the covenant of providing separate but equal public facilities in *Plessy v. Ferguson*. Many states, particularly California and Texas, began the practice of segregating white school-age children away from those who were not white by building entirely separate facilities.²⁶

*It was more common than not during the 1920s for southern California towns to be segregated. Segregation in the citrus society encompassed many harsh and unjust realities, from segregated housing and public places, to inferior social status and political and economic exploitation.*²⁷

California went so far as to specifically state in California Political Code Section 1662 (1885) that Boards of Education were permitted to maintain separate schools for children of Indian, Japanese, Chinese, and people of Mongolian descent.²⁸ But the State code did not specifically address whether School Boards had to maintain separate schools for Mexican children as “Mexicans/Mexican Americans were racially classified as White”²⁹. The communities used the specious reasons of the spread of disease, the inability of the children to understand the English language, and even the excuse of “they prefer to be with their own” to separate the Mexican children from the white children.

In the City of Santa Ana in 1919, a group of Mexican residents formed an organization called Club Pro Patria and petitioned the Santa Ana School Board to discontinue the segregation of white and Mexican school children. The Santa Ana City Attorney stated that “under the present arrangements in the classification [segregation] of the pupils entering the school in Santa Ana it is entirely proper and legal to classify them [Mexicans] according to the regularity of attendance, ability to understand the English language and their aptness to advance in the

²⁶ Montoya, Margaret E. Excerpts from: “A Brief History of Chicano School Segregation: One Rationale for Affirmative Action”, *La Raza Law Journal Volume 12*, pages 159-172; 2001.
<http://academic.udayton.edu/race/04needs/affirm16.htm>

²⁷ Ibid.

²⁸ Colley, Nathaniel S. Jr. “Public School Desegregation in California Historical Background.” University of Riverside, September 1971.

²⁹ Montoya, Margaret E.

grades to which they shall be assigned”.³⁰ Meyer Weinberg states in his book *A Chance to Learn* that San Bernardino County had sixteen Mexican schools, Orange County fourteen, Los Angeles County ten, Imperial County eight, Kern County eight, Ventura County four, Riverside County two, and Santa Barbara County two.³¹

A search through archival newspapers available through Internet sources (Newspapers.com, NewspaperArchive.com, Los Angeles Times archives) to find communities with schools that operated expressly for the education of Mexicans found these examples:

- *The San Bernardino County Sun*, July 4, 1912: “Lots Purchased as Mexican School Site” in City of San Bernardino.
- *The Orange Star*, October 8, 1919: “Separate Schools are opened for Mexican Children” in Santa Ana.
- *The Orange Daily News*, April 6, 1920: “County Districts Vote School Bonds” that will include the construction in La Habra of a school for Mexican children near the groves.
- *The Orange Post*, February 2, 1922: “Miss Robbins will take charge of part of the students at the Mexican school in Anaheim.”
- *Bakersfield Californian*, October 4, 1929: “Separate School is Urged in Carpinteria” for Mexican and Indian children.
- *Covina Argus*, September 1930: “Mexican School Girl Gets State Award” for handiwork she created while a student at the Merwin Mexican School, west of Covina.
- *Covina Argus*, June 14, 1935: “Mexican School Presents Program” in Irwindale.
- *Los Angeles Times*, May 18, 1938: “All-Mexican School Will Present Program Today”. “The 100% Mexican student body at Pio Pico School includes the descendents of pioneer Southern California families.”

In October of 1929, a “Southern California school district” was informed that segregation of Mexican school children was illegal by the Attorney General Ulysses S. Webb of California.³² The Attorney General stated that school districts could not continue to maintain separate schools for Mexican children. Webb instructed the districts that “children must be allowed to choose the school they wish to attend”.³³ Unfortunately it would take another fourteen years until a group of parents in San Bernardino decided to take legal action to protect their children’s educational needs.

The history of the grammar schools in San Bernardino played an important role in the desegregation of schools throughout California. In 1904, San Bernardino County built two elementary schools to serve the children of the Mission Horticultural District and Bryn Mawr. They constructed the Mission School to educate the white children of the surrounding ranch

³⁰ Ibid.

³¹ Weinberg, Meyer. *A Chance to Learn*. Boston: Cambridge University Press; 1977. Pages 155-165.

³² *Bakersfield Californian*. “Segregation of Mexicans is Illegal”, October 4, 1929.

³³ Ibid.

and citrus grove owners, and the Bryn Mawr Elementary School for the children of the Mexican and Mexican-American residents in the area. “It was called the Mexican school, but for nearly four decades the Bryn Mawr School was the only place American children of Mexican descent could get an education.”³⁴

The location of the Bryn Mawr Elementary School was well situated for many of the local Latino residents. The school was located equal distant from the worker housing areas along Juanita Street and 1st Street. The school was located in close vicinity to the retail and commercial center of Bryn Mawr, where the children could be dropped off on their parent’s way to work in the packing houses, and picked up after work. The schoolyard would have served the purpose of a public park outside of school hours, and the building could be used as a local community meeting hall.

The Bryn Mawr Elementary School consisted of two rooms to teach children from kindergarten to the sixth grade. In one room were the students from kindergarten to the second grade and in the other were the third through sixth graders. The Mission Elementary School outgrew its facilities in 1936, and with assistance of Works Progress Administration (WPA) funding, a new Mission Elementary School was constructed at the intersection of California Street and Colton Avenue (Redlands Boulevard). The new Mission Elementary School consisted of eight classrooms and an auditorium.³⁵ Bryn Mawr Elementary School never had a large enrollment, and in 1936 it was noted that the school had less than 40 students.³⁶

The Bryn Mawr Elementary School was closed in 1943, after the Parent and Teachers Association President Rafaela Rey, a former student at the school, decided to confront the San Bernardino School District about the inequality of the level of education being given to the children of Mexican ancestry who lived in the Mission District and attended Bryn Mawr Elementary School. Alumnus of Bryn Mawr Elementary School were among the over 300,000 Latino soldiers that were then proudly serving their country in World War II, and were coming home to be educated under the GI Bill, only to face the situation that their children were forced to attend segregated schools. U.S. servicemen Manuel Rosales, Ysa Delgado, and Peter Hernandez, had been students of the little two-room schoolhouse, and had been declared heroes for their bravery in action.³⁷

Ms. Rey’s activism was probably bolstered by the locally important federal case of Lopez v. Secombe, which protested the denial of use by persons of Mexican ancestry from using the public swimming pool, bathhouse, playground, and park facility in the City of San Bernardino. Ignacio Lopez, a veteran of World War II, was a homeowner in the City of San Bernardino in 1943. Lopez, as a non-White person, had been allowed to purchase property under conditions

³⁴ *Redlands Daily Facts*; “Bryn Mawr School open until 1943”. July 28, 2005.

³⁵ *The Daily Sun*; “WPA money to Mission School”. December 24, 1936.

³⁶ *The Daily Sun*; September 28, 1936. San Bernardino City Library Archives.

³⁷ *Redlands Daily Facts*. Bryn Mawr School timeline, July 28, 2005.

of the GI Bill. With the enlistment of Mexican, Latino, and Asian soldiers into the various branches of the United States Armed Services, and the integration of those troops on the battlefields of Europe and the Pacific Islands, these non-White soldiers were coming home to find that they were regarded as second class citizens on their home soil, even though they were fighting and dying for their country. The G.I. Bill had been first introduced to the public by President Franklin D. Roosevelt in July of 1943, and he outlined the benefits that would be available to all service men and women, regardless of race, who served in the Armed Forces.³⁸

Lopez and other land owners of Mexican descent thought that as taxpayers for city and county services they were entitled to the same rights to use public facilities and services as any other property owner in the city. Lopez and the other non-Anglo homeowners filed a suit against the City of San Bernardino and based their case as City and County taxpayers, and as Mexican-Americans entitled to equal protection of the law and due process of the Fifth and Fourteenth Amendments to the Constitution. The federal court held on February 5, 1945, that they were so entitled and permanently enjoined the City of San Bernardino and its officials and employees from forever barring persons of Mexican ancestry the full privileges and immunities of citizens of the United States.³⁹

The Lopez case was quickly followed by *Mendez v. Westminster School District* (1946), which mandated California public school districts provide integrated schools for equal education opportunities of all children in the District. *Mendez v. Westminster School District* was the first federal case to find that segregation based on national origin was unconstitutional and would become the foundation case upon which *Brown v. Board of Education* would be argued.

3. Riley School

The first school constructed to serve the residents of Slauson's rancho lands was a simply made structure of earthen floors, shake roof, and brush and willow rod walls.⁴⁰ Center Grammar school was noted as being the first schoolhouses in Azusa was constructed in 1872/1875.⁴¹ Within the City of Azusa limits, the Azusa City School District was formed in 1888. In 1905, Covina and Azusa each established their own districts and Azusa constructed the Citrus Union High School.

Local historians believe that the original Riley School was constructed between 1903 and 1910.⁴² A date of 1903 would correspond with the fiftieth anniversary of the date of the death of Brevet Major-General Bennet Riley of the U.S. Army for whom the Riley School may

³⁸ The GI Bill's History. http://gibill.va.gov/benefits/history_timeline/index.html

³⁹ Valencia, Anaya et. al. *Mexican Americans and the Law*. Tucson: University of Arizona Press, 2004.

⁴⁰ Azusa Unified School District. "History of Azusa Schools". <http://ausd-ca.schoolloop.com/ourdistrict>

⁴¹ *Los Angeles Times*. "Progress Dooms First Schoolhouse", 1906.

⁴² Interview with Jeffery Cornejo, Azusa Historical Society.

have been named. General Riley served his entire life in the service of the U.S. Army with much of his early military duty spent in conflicts with American Indian communities in Great Plains Territory and in Florida. He received the title of Brevet Major-General in 1947 from his actions in the Mexican-American War at Contreras, Mexico. General Riley was then assigned to hold the post of Provincial Governor and Military Commander for the Upper California Territory from 1849 to 1850. General Riley was the Provincial Governor of California during the Gold Rush and the last Military Commander of California before it became achieved statehood in 1850.⁴³ General Riley died in 1853, and U.S. Army Fort Riley and Riley County in Kansas were posthumously named for him.

The Riley School was constructed to serve as the city's first kindergarten, and it was situated on 4th Street, between Pasadena and Soldana Avenues.⁴⁴ The Riley School campus was greatly enlarged in 1919, and the old Riley School kindergarten wood-frame building was attached to the larger Spanish Revival style school building. (Photograph 2) According to the *Los Angeles Times*, the Riley School campus was remodeled and enlarged with a three room addition in 1929 to accommodate a growing population in Azusa.⁴⁵

When the "new" Riley School campus had been constructed it appears that the "old" wood-frame schoolhouse was then used to house the classrooms for the Mexican children of Azusa.⁴⁶ It would continue to be used as the "Mexican School" in the city up to the federal case of Mendez vs. Westminster School District. The "old" Riley Schoolhouse building was removed from the "new" Riley School campus in 1946⁴⁷ to the grounds of the new Slauson Middle School, and was to be used "as a warehouse and maintenance depot for the district".⁴⁸ (Photograph 3) In 1955, the "new" Riley School complex that had been used over the years for kindergarten through 4th grade classes was demolished.

⁴³ *The New York Times*. "General Riley", June 11, 1853.

⁴⁴ Letter from F.M. Delach, City Manager, to City of Azusa Mayor and City Council and Azusa Unified School District School Board Members, January 30, 2006.

⁴⁵ *Los Angeles Times*. "School Contracts Granted at Azusa", July 4, 1928.

⁴⁶ Jeffrey Cornejo.

⁴⁷ Jeffrey Cornejo.

⁴⁸ *Los Angeles Times*. "Azusa Pupils Move From Old School Plants", January 31, 1954.



Photograph 2: Riley School in 1939.
(Photograph courtesy of Pomona Public Library Digital Collection)

An article from the Los Angeles Times, dated from December 1937, reported on the life of “Azusa pioneer” Charles S. Lee and the fact that he had begun building schools and schoolhouses in 1891 in Azusa. The Lee School was named after him for his 35 years of service as a trustee for Azusa’s grammar and high school, and as the person who conceived the idea of citrus smudging to protect crops from seasonal frost. It was also noted in the article that Mr. Lee was responsible for the construction of some the early school buildings in Azusa. We can only speculate at this time that the “old” Riley School building may have been constructed by Charles Lee.⁴⁹

⁴⁹ *Los Angeles Times*. “Glendora’s First Wedded Pair: Azusa Pioneer Conceived Idea of Citrus Smudging”. December 30, 1937.



Photograph 3: Aerial photograph of the future Slauson Middle School and “Old Schoolhouse” building (circled) in 1948. (Source: NETR Historic Aerials)

B. HISTORIC RESOURCES IDENTIFIED

A site visit and intensive-level inspection of the “Old Schoolhouse” building on the Slauson Middle School property in Azusa was performed by Pamela Daly, Architectural Historian, on November 20, 2013 and January 6, 2014. The property currently consists of the schoolhouse building located at the southeast corner of the Slauson Middle School property, and the building overlooks the northwest corner of the intersection of East 4th Avenue and North Angelino Street. (Photograph 4 and 5) The property is accessed by a short concrete driveway running off of East 4th Avenue that runs to the rear (west) of the schoolhouse.

The “Old Schoolhouse” is a one-story rectangular-massed building whose historic function was that of a small schoolhouse. The building measures approximately 56 feet long by 34 feet wide overall. The gable roof portion of the building is 48 feet long, and the shed roof addition across the west elevation of the building measure 8 feet long. (Photograph 6) The main block of the building has a medium-pitched gable roof set on as east/west axis. The

building is supported on wood posts with plywood boards enclosing the crawlspace between the ground and bottom sill of the building. The roof extends from the body of the house with wide overhanging eaves and exposed rafter tails. A few of the fascia boards along the edge of the roof are still in place. At the gable ends, wood brackets are used to support the overhanging eaves and louvered vents are set at the top of the facades. The entire building is clad with thin wood clapboards that appear to date from the 1930s, with no visible saw marks.

The main character-defining features of the building are the three sets of large, paired, jointed bi-fold casement windows on the north and south elevations that would have provided light to the classroom area of the building. Each window sash is comprised of four small, square, fixed lights, set two on top of two, at the top of the sash. Below the four square lights are four individually set lights that measure approximately 12 inches tall by 16 inches wide. Each casement is made from two sash panels that are joined by hinges. When the window is opened, the two sashes fold against each other along the outer casing. The windows also appear to date from the late 1920s, and that date would agree with the article in the Los Angeles Times stating that the Riley School building had been renovated in 1929. These bi-fold casement windows may have replaced the original sets of large, double-hung windows that could have been cumbersome to open. There is a smaller-sized pair of casement windows in the bathroom that is related to Craftsman style (1920s) windows, with three small individual lights set over one large light in each sash. (Photograph 7) The bathroom was constructed in the shed roof addition to the building, and a duplicate of the bathroom window is installed in the northern end of the addition as well. A small one-over-one window above the kitchen sink appears to have been inserted into a pre-existing opening. The windows on the front elevation are covered, but most probably are not original and date from when the front elevation was altered in 1946.

The main entrance to the building is located on the front (east) elevation, at the south end of the façade, under an awning supported by round metal posts. Concrete steps lead up to the front door, and red brick planters were constructed on each side of the steps. The awning support posts are set in the red brick planters. A large window opening is situated to the north of the front door, but is covered over with plywood. The awning and planters most probably date from 1946 when the schoolhouse building was moved from its prior site to the current location. The exterior door located at the northwest corner of the building, on the north elevation, appears to be the only door that dates prior to 1946.

A shed roof addition was constructed along the rear of the schoolhouse that appears to date from the 1929 renovations. It also appears that there were extensions, or ells, constructed off of the rear of the building as evidenced by the false gable ends on the upper portion of both the north and south exterior walls at the rear of the building. The west facing slope of the shed roof was matched by an east slope on the now removed ells. From historic aerial photographs we can see that the ells were removed before the building was moved to its current location.

The interior of the building was rearranged with false walls when a caretaker lived in the “Old Schoolhouse” building. The original classroom area would have been the width of the building, and approximately 40 feet long (or as long the span of the large windows). The cupboards in the larger “bedroom” would have been part of the classroom area. The interior of the classroom portion of the building appears to have its original wood plank wall cladding, although in some areas the wall boards have been covered with a liner and/or painted over. (Photograph 8) These original interior walls are character-defining features along with the original classroom supply cupboards. (Photograph 9) The floors and ceilings in the classroom appear to be mostly intact, except for some water damage in the eastern portion of the building. The ceiling was “dropped” in the kitchen and rear area of the building. (Photograph 10) The ceiling in this area may be hiding evidence of other historic material or changes to the building. The kitchenette area appears to be original, as teachers would have needed a small sink for various activities, whereas the bathroom appears to have been updated when the building was used for housing.



Photograph 4: The “Old Schoolhouse” building, front (east) and south elevations. The front elevation is to the right. (The windows have been covered.) View looking northwest.



Photograph 5: The "Old Schoolhouse" building, front and north elevation. View looking southwest.



Photograph 6: South and rear (west) elevations of the building. View looking north.



Photograph 7: Bathroom at the southwest end of the building.



Photograph 8: Interior view of the "Old Schoolhouse" building. View of the north wall of the large front room.



Photograph 9: View of the south wall of smaller interior room. Supply cupboards are to the right.



Photograph 10: Kitchen/pantry area of the northwest portion of the building.

C. SIGNIFICANCE

The subject property known as the “Old Schoolhouse” on the Slauson Middle School campus consists of a rectangular-massed building constructed for the specific use as a school facility. The building has been identified as being the old Riley School building that may date from 1903, and that was later used as the Mexican School in Azusa. The “Old Schoolhouse”/Riley School property is not listed in the National Register or California Register.

The building identified as being the old Riley School building has been moved from its original location at least once in its history. The original exterior of the building was remodeled in 1929, and has been altered with rooms added to the north and south elevations, and then those additions were later removed. The physical inspection of the Old Schoolhouse revealed a building whose design (massing and fenestration) pointed quite clearly to its original use as that of a one-room schoolhouse. The exterior of the “Old Schoolhouse” presents a one-room schoolhouse type building that has retained a substantial amount of its historic architectural integrity from the remodel in 1929. The interior of the building has also retained a substantial level of physical integrity of a one-room schoolhouse that dates from the early twentieth-century.

The “Old Schoolhouse” building has retained the important levels of integrity of materials, workmanship, design, feeling, and association. While the schoolhouse has not retained its original integrity of setting and location, its current setting and location on a property whose function is that of an educational campus, has created for the building a tangential relationship with its historic location.

Under the criterion for evaluating a property for its association with events that have made a significant contribution to the broad patterns of history in Azusa and the San Gabriel Valley, or the cultural heritage of California or the United States, the “Old Schoolhouse” property on the grounds of the Slauson Middle School, does appear eligible for listing as a historical resource under California Register Criterion A. The property has been found to have been directly associated with the history of education in the City of Azusa, and appears to be the oldest, and last remaining, one-room schoolhouse in Azusa and the San Gabriel Valley.⁵⁰ The “Old Schoolhouse” has also been identified as the building used for segregating Mexican and Latino school children before the School District was required by federal law to integrate their schools in 1946. The “Old Schoolhouse” is a physical reminder to many older residents of Azusa of the pre-World War II school years in the city. The Azusa Unified School District acknowledged the “historical connection of [the Old Schoolhouse] building to the community” in October of 2005 (Resolution #05-06:30), and the City of Azusa Cultural and Historic

⁵⁰ A search was performed by the South Central Coastal Information Center (California State University-Fullerton) of all one-room schoolhouses that have been recorded in Los Angeles County. The search returned only two such properties. This does not mean that there are not more one-room schoolhouses still standing in the County, only that the search revealed the one-room schoolhouse building type appears to be very rare in the County.

Preservation Commission identified this building as a potential historical landmark on January 3, 2007.⁵¹

Under the criterion for evaluating properties for its association with the lives of persons important to the history of Azusa, the San Gabriel Valley, California, or the nation, the “Old Schoolhouse” property does not appear eligible for listing. The property was not found to have been directly associated with any person important to local, regional, or national history. The building is not eligible for listing in the National Register under Criterion B, or the California Register under Criterion 2.

The “Old Schoolhouse” property does appear eligible for listing in the California Register under Criterion 3 as an example of a one-room schoolhouse dating from 1929. While the building may have been constructed as early as 1903, the exterior of the building was remodeled in 1929 and presents this Craftsman style exterior today. Minor alterations were made to the interior and exterior of the building when it was moved to its current location in 1946, but these can be easily reversed. As noted in the paragraph above discussing the “Old Schoolhouse” building with the history of education in Azusa, the “Old Schoolhouse” is an extremely rare example of a one-room schoolhouse in Los Angeles County. The interior of the “Old Schoolhouse” building is also significant for its level of physical integrity. The building successfully conveys its ability to present its historic significance of early education in Azusa. The “Old Schoolhouse” building embodies the distinctive characteristics of a type, period, or method of construction that is required for a building to be determined eligible for listing under Criterion 3 in the California Register. The guidelines allow that properties change over time; therefore, it is not necessary for a property to retain all its historic physical features or characteristics. The property must, however, retain the essential physical features that enable it to convey its historic identity.

The “Old Schoolhouse” property has not yielded, nor does it appear to have the potential to yield, information important about prehistory or history of the local area, California or the nation. The building does not appear eligible for listing in the National Register under Criterion D or California Register under Criterion 4.

In summation, the “Old Schoolhouse” property at 403 North Angelino Avenue does appear to meet the criteria for being determined eligible for listing in the California Register as a historical resource under Criterion 1 and 3 as a building that is associated with the early history of education in Azusa and the San Gabriel Valley, and as a rare example of a one-room schoolhouse dating from the early 1900s that was remodeled using the Craftsman style of architecture, and is located in Los Angeles County. At this time, the “Old Schoolhouse” building does not appear to meet the National Register criteria to be determined eligible for listing in the National Register.

⁵¹ Letter from City of Azusa Cultural and Historic Preservation Commission to Cynthia Cervantes-McGuire, Superintendent of Azusa Unified School District.

D. RECOMMENDATIONS

1. Protect in Place

It is recommended that AUSD prepare a plan to protect the “Old Schoolhouse” building from any direct adverse physical changes to the building (demolition or substantial alterations), or indirect adverse changes (such as continued deterioration of the building caused by deferred maintenance.)

The National Park Service, division of Technical Preservation Services, has prepared Preservation Briefs Number 31: Mothballing Historic Buildings. (The document can be found at <http://www.nps.gov/history/tps/how-to-preserve/briefs/31-mothballing.htm>) Mothballing the building will allow AUSD time to work with interested parties and develop a plan to protect the resource. Preparing the building for mothballing should be undertaken with the assistance of a qualified Historic Architect or Architectural Historian with training in methods of historic building conservation.

2. Secretary of the Interiors Guidelines for the Treatment of Historic Properties

If AUSD should decide to rehabilitate and/or reuse the “Old Schoolhouse” building, under CEQA they are required to follow *The Secretary of the Interior’s Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, & Reconstructing Historic Buildings* (Kay D. Weeks and Anne E. Grimmer.) It is recommended that AUSD retain the services of a qualified Historic Architect or Architectural Historian (with experience in preparing rehabilitation plans) to assist in the future use and function of the building.

3. California Historic Building Code

Once a building, structure, object, feature, or landscape has been determined eligible for listing in the National Register or California Register, a project that proposes repairs, alterations and/or additions necessary for the preservation, restoration, rehabilitation, moving or continued use of an historical building or structure” falls under the regulations of the California Historical Building Code (CHBC), California Code of Regulations Title 24, Part 8 (January 1, 2011). The regulations of the CHBC have the same authority as state law and are to be considered as such. The intent of the CHBC is to facilitate the preservation and continuing use of qualified historical buildings while providing reasonable safety for the building occupants and access for persons with disabilities.⁵² It is recommended that AUSD retain the services of a qualified Historic Architect or Architectural Historian (with experience in preparing rehabilitation plans) to assist in the future use and function of the building.

⁵² The document can be found at http://www.documents.dgs.ca.gov/bsc/Title_24/documents/2010/Part%202-8-10/2010-CA-Historical-Bldg.pdf

4. Recommended Mitigation Measures

The AUSD has proposed a project that will result in a substantial adverse change to the “Old Schoolhouse” building. The “Old Schoolhouse” has been determined through this survey and evaluation as potentially eligible for listing in the California Register as a building that is associated with the early history of education in Azusa and the San Gabriel Valley, and as a rare example of a one-room schoolhouse dating from the early 1900s.

Substantial adverse change means the physical demolition, destruction, relocation, or alteration of a resource, or its immediate surroundings, such that the ability of the historical resource to convey its significance would be materially impaired. The significance of a historic resource is materially impaired when a project demolishes or materially alters in an adverse manner those physical characteristics of a resource that convey its historic significance and that justify its eligibility for inclusion in the California Register.

Preferred Mitigation Measure (PMM): It is recommended that the “Old Schoolhouse” not be materially altered or demolished, and that the resource retains its eligibility for listing in the in the California Register. The initiation of PMM may avoid adverse impacts by not materially altering those physical characteristics that convey the buildings historic significance and architecture.

As part of PMM, the project proponents may wish to pursue the opportunities to explore feasible alternatives to demolition by contacting organizations that have been working for many years devising adaptive reuse plans that may include relocation, for surplus historic buildings such as the Los Angeles Conservancy.⁵³

If feasible, the “Old Schoolhouse” building should be rehabilitated to serve alternative use/s. The rehabilitation should follow the *Secretary of the Interior’s Guidelines for the Treatment of Historic Properties, Standards for the Rehabilitation* and project management should retain the services of a historic architect or architectural historian who meets the Secretary of the Interior’s Standards for Professionals, and has at least 10 years experience with using the *Guidelines*, to assist the project team to develop a rehabilitation plan. As part of the rehabilitation program, a Historic Structures Report (HSR) should be prepared to document current conditions and present proposed alterations to the building per the *Guidelines*.

Alternative Mitigation Measure (AMM): An alternative, though less preferred method of mitigation, will be to prepare documentation of the “Old Schoolhouse” prior to demolition by using the Historic American Building Survey (HABS) Level III standards as the guideline for

⁵³ The Los Angeles Conservancy is a nonprofit membership organization that works through education and advocacy to recognize, preserve, and revitalize the historic architectural and cultural resources of Los Angeles County. <https://www.laconservancy.org/>

recording the building through photographs, drawings and written description.⁵⁴ The initiation of AMM will not reduce or eliminate the adverse impacts of materially altering those physical characteristics that convey the buildings historic significance. The following documentation will be determined as adequate to document and record the historic resource:

Written Data: The history of the property and description of the historic resource as presented in this evaluation could suffice as appropriate documentation of the “Old Schoolhouse”.

Drawings: Under HABS Level III, a sketch plan of the interior floorplan of the building is required.

Photographs: HABS Level III documentation requires large-format photographs and negatives be produced to capture interior and exterior views of the “Old Schoolhouse”. It is also recommended that at least two large format photographs be taken to show the buildings setting in context, and in relationship to its location. The photographs and negatives must be created using archivally stable paper and processing procedures.

Document: The HABS Level III document must be produced on archival-quality paper, and all large format photographs and negatives labeled to HABS standards. A digital version of the HABS document will be prepared with the hard copy. The HABS document will be donated to the Azusa Historical Society or other responsible repository within the San Gabriel Valley.

⁵⁴ National Park Service; Historic American Building Surveys: <http://www.nps.gov/hdp/habs/index.htm>

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PRIMARY RECORD

Primary #
HRI #
Trinomial
NRHP Status Code: 3CS

Other Listings

Review Code

Reviewer

Date

Page 1 of 7

*Resource Name or #: Azusa Schoolhouse

P1. Other Identifier: The Old Schoolhouse, Azusa Mexican School

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

***a. County:** Los Angeles

and (P2b and P2c or P2d. Attach a Location Map as necessary.)

***b. USGS 7.5' Quad:** Azusa

Date: 1995

T 1 W ; R 10 W ; West ½ of Sec 34

; S. B. B.M.

c. Address: Northwest corner of West 4th Street and Angeleno Street

City: Azusa

Zip:

d. UTM: Zone: 11 ; 416052 mE/ 3776748 mN (G.P.S.)

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate) Elevation: 582 feet a.b.s.l.

The Old Schoolhouse building is located on the Slauson Middle School property, in the southeast corner. The Slauson Middle School has the address of 340 West Fifth Street, Azusa.

***P3a. Description:**

The "Old Schoolhouse" is a one-story rectangular-massed building whose historic function was that of a small schoolhouse. The building measures approximately 56 feet long by 34 feet wide overall. The gable roof portion of the building is 48 feet long, and the shed roof addition across the west elevation of the building measure 8 feet long. (Photograph 5) The main block of the building has a medium-pitched gable roof set on as east/west axis. The building is supported on wood posts with plywood boards enclosing the crawlspace between the ground and bottom sill of the building. The roof extends from the body of the house with wide overhanging eaves and exposed rafter tails. A few of the fascia boards along the edge of the roof are still in place. At the gable ends, wood brackets are used to support the overhanging eaves and louvered vents are set at the top of the facades. The entire building is clad with thin wood clapboards that appear to date from the 1930s, with no visible saw marks.

The main character-defining features of the building are the three sets of large, paired, jointed bi-fold casement windows on the north and south elevations that would have provided light to the classroom area of the building. Each window sash is comprised of four small, square, fixed lights, set two on top of two, at the top of the sash. Below the four square lights are four individually set lights that measure approximately 12 inches tall by 16 inches wide. (See Continuation Sheet for additional text)

***P3b. Resource Attributes:** HP15 – Educational Building

***P4. Resources Present:** Building Structure Object Site District Element of District Other (Isolates, etc.)

P5a. Photo or Drawing (Photo required for buildings, structures, and objects.)



P5b. Description of Photo: View looking northwest. January 6, 2104.

***P6. Date Constructed/Age and**

Sources: Historic

Prehistoric Both

Circa 1903, renovated in 1929.

***P7. Owner and Address:**

Azusa Unified School District

546 South Citrus Avenue

Azusa, CA 91702

***P8. Recorded by:**

Pamela Daly, M.S.H.P.

Daly & Associates

4486 University Avenue

Riverside, CA 92501

***P9. Date Recorded:** March 28, 2016

***P10. Survey Type:**

Intensive-level; CEQA.

***P11. Report Citation:** Daly, Pamela. *Historic Resource Evaluation Report of the Old Schoolhouse, 403 North Angelino Avenue, Azusa Unified School District, Azusa, Los Angeles County, CA.* March 2016.

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

DPR 523A (1/95)

***Required information**

BUILDING, STRUCTURE, AND OBJECT RECORD

Page 2 of 7

*NRHP Status Code: 3CS

***Resource Name or # : Azusa Schoolhouse**

- B1. Historic Name: Riley Schoolhouse, Azusa Mexican School
- B2. Common Name: Old Schoolhouse
- B3. Original Use: One-room schoolhouse
- B4. Present Use: Not in use.

*B5. **Architectural Style:** Vernacular Craftsman.

*B6. **Construction History:** (Construction date, alterations, and date of alterations)

The exact date of construction of the building is unknown but is believed to be 1903. Records indicate that the building was renovated in 1929.

*B7. **Moved?** No Yes Unknown **Date:** 1946

Original Location: From the Lee School Campus, Fifth Street, Azusa, in 1946. It's first location is unknown.

*B8. **Related Features:** None.

B9a. Architect: Unknown

b. Builder: Unknown

*B10. **Significance:** One-room schoolhouse; Mexican School **Theme:** Education
Period of Significance: 1903 -1946 **Property Type:** School building

Area: Los Angeles County
Applicable Criteria: NR/CR

The subject property known as the "Old Schoolhouse" on the Slauson Middle School campus consists of a rectangular-massed building constructed for the specific use as a school facility. The building has been identified as being the old Riley School building that may date from 1903. The "Old Schoolhouse"/Riley School property is not listed in the National Register or California Register.

The building identified as being the old Riley School building has been moved from its original location at least once in its history. The original exterior of the building was remodeled in 1929, and has been altered with rooms added to the north and south elevations, and then those additions removed. The physical inspection of the Schoolhouse revealed a building whose design (massing and fenestration) pointed quite clearly to its original use as that of a one-room schoolhouse. The exterior of the "Old Schoolhouse" presents a one-room schoolhouse type building that has retained a substantial amount of its historic architectural integrity from the remodel in 1929. The interior of the building has also retained a substantial level of physical integrity of a one-room schoolhouse that dates from the early twentieth-century.

The "Old Schoolhouse" building has retained the important levels of integrity of materials, workmanship, design, feeling, and association. While the schoolhouse has not retained its original integrity of setting and location, its current setting and location on a property whose function is that of an educational campus, has created for the building a tangential relationship with its historic location. (See Continuation Sheet for additional text.)

B11. Additional Resource Attributes: None

***B12. References:**

See referenced report for complete bibliography.

B13. Remarks:

*B14. **Evaluator:** Pamela Daly, M.S.H.P.

***Date of Evaluation:** March 28, 2016.

(This space reserved for official comments.)



*Recorded by: Pamela Daly, M.S.H.P.

*Date: March 28, 2016 Continuation Update

P3. Description, continued:

Each casement is made from two sash panels that are joined by hinges. When the window is opened, the two sashes fold against each other along the outer casing. The windows also appear to date from the late 1920s, and that date would agree with the article in the Los Angeles Times stating that the Riley School building had been renovated in 1929. These bi-fold casement windows may have replaced the original sets of large, double-hung windows that could have been cumbersome to open. There is a smaller-sized pair of casement windows in the bathroom that is related to Craftsman style (1920s) windows, with three small individual lights set over one large light in each sash. The bathroom was constructed in the shed roof addition to the building, and a duplicate of the bathroom window is installed in the northern end of the addition as well. A small one-over-one window above the kitchen sink appears to have been inserted into a pre-existing opening. The windows on the front elevation are covered, but most probably are not original and date from when the front elevation was altered in 1946.

The main entrance to the building is located on the front (east) elevation, at the south end of the façade, under an awning supported by round metal posts. Concrete steps lead up to the front door, and red brick planters were constructed on each side of the steps. The awning support posts are set in the red brick planters. A large window opening is situated to the north of the front door, but is covered over with plywood. The awning and planters most probably date from 1946 when the schoolhouse building was moved from its prior site to the current location. The exterior door located at the northwest corner of the building, on the north elevation, appears to be the only door that dates prior to 1946.

A shed roof addition was constructed along the rear of the schoolhouse that appears to date from the 1929 renovations. It also appears that there were extensions, or ells, constructed off of the rear of the building as evidenced by the false gable ends on the upper portion of both the north and south exterior walls at the rear of the building. The west facing slope of the shed roof was matched by an east slope on the now removed ells. From historic aerial photographs we can see that the ells were removed before the building was moved to its current location.

The interior of the building was rearranged with false walls when a caretaker lived in the "Old Schoolhouse" building. The original classroom area would have been the width of the building, and approximately 40 feet long (or as long the span of the large windows). The cupboards in the larger "bedroom" would have been part of the classroom area. The interior of the classroom portion of the building appears to have its original wood plank wall cladding, although in some areas the wall boards have been covered with a liner and/or painted over. These original interior walls are character-defining features along with the original classroom supply cupboards. The floors and ceilings in the classroom appear to be mostly intact, except for some water damage in the eastern portion of the building. The ceiling was "dropped" in the kitchen and rear area of the building. The ceiling in this area may be hiding evidence of other historic material or changes to the building.

B10. Significance, continued:

Under the criterion for evaluating a property for its association with events that have made a significant contribution to the broad patterns of history in Azusa and the San Gabriel Valley, or the cultural heritage of California or the United States, the "Old Schoolhouse" property on the grounds of the Slauson Middle School, does appear eligible for listing as a historical resource under California Register Criterion A. The property has been found to have been directly associated with the history of education in the City of Azusa, and appears to be the oldest, and last remaining, one-room schoolhouse in Azusa and the San Gabriel Valley. (A search was performed by the South Central Coastal Information Center [California State University-Fullerton] of all one-room schoolhouses that have been recorded in Los Angeles County. The search returned only two such properties. This does not mean that there are not more one-room schoolhouses still standing in the County, only that the search revealed the one-room schoolhouse building type appears to be very rare in the County.) The "Old Schoolhouse" has also been identified as the building used for segregating Mexican and Latino school children before the School District was required by federal law to integrate their schools in 1946. The "Old Schoolhouse" is a physical reminder to many older residents of Azusa of the pre-World War II school years in the city. The Azusa Unified School District acknowledged the "historical connection of [the Old Schoolhouse] building to the community" in October of 2005 (Resolution #05-06:30), and the City of Azusa Cultural and Historic Preservation Commission identified this building as a potential historical landmark on January 3, 2007. (Letter from City of Azusa Cultural and Historic Preservation Commission to Cynthia Cervantes-McGuire, Superintendent of Azusa Unified School District.)

Under the criterion for evaluating properties for its association with the lives of persons important to the history of Azusa, the San Gabriel Valley, California, or the nation, the "Old Schoolhouse" property does not appear eligible for listing. The property was not found to have been directly associated with any person important to local, regional, or national history. The building is not eligible for listing in the National Register under Criterion B, or the California Register under Criterion 2. (Text is continued on following forms.)

CONTINUATION SHEET

*Recorded by: Pamela Daly, M.S.H.P.

*Date: March 28, 2016 Continuation Update

B10. Significance, continued:

The "Old Schoolhouse" property does appear eligible for listing in the California Register under Criterion 3 as an example of a one-room schoolhouse dating from 1929. While the building may have been constructed as early as 1903, the exterior of the building was remodeled in 1929 and presents this Craftsman style exterior today. Minor alterations were made to the interior and exterior of the building when it was moved to its current location in 1946, but these can be easily reversed. As noted in the paragraph above discussing the "Old Schoolhouse" building with the history of education in Azusa, the "Old Schoolhouse" is an extremely rare example of a one-room schoolhouse in Los Angeles County. The interior of the "Old Schoolhouse" building is also significant for its level of physical integrity. The building successfully conveys its ability to present its historic significance of early education in Azusa. The "Old Schoolhouse" building embodies the distinctive characteristics of a type, period, or method of construction that is required for a building to be determined eligible for listing under Criterion 3 in the California Register. The guidelines allow that properties change over time; therefore, it is not necessary for a property to retain all its historic physical features or characteristics. The property must, however, retain the essential physical features that enable it to convey its historic identity.

The "Old Schoolhouse" property has not yielded, nor does it appear to have the potential to yield, information important about prehistory or history of the local area, California or the nation. The building does not appear eligible for listing in the National Register under Criterion D or California Register under Criterion 4.

In summation, the "Old Schoolhouse" property at 403 North Angelino Avenue does appear to meet the criteria for being determined eligible for listing in the California Register as a historical resource under Criterion 1 and 3 as a building that is associated with the early history of education in Azusa and the San Gabriel Valley, and as a rare example of a one-room schoolhouse dating from the early 1900s that was remodeled using the Craftsman style of architecture, and is located in Los Angeles County. At this time, the "Old Schoolhouse" building does not appear to meet the National Register criteria to be determined eligible for listing in the National Register.



The "Old Schoolhouse" building, front and north elevation. View looking southwest.



South and rear (west) elevations of the building. View looking north.



Interior view of the "Old Schoolhouse" building. View of the north wall of the large front room.



Kitchen/pantry area of the northwest portion of the building.

