Historical Resources Evaluation Report for 92nd Street Elementary School 9211 Grape Street, Los Angeles, California 90002

Prepared for:

Los Angeles Unified School District
Office of Environmental Health and Safety
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TABLE OF CONTENTS

SECTIONS **PAGE**

1.0 EXECUTIVE SUMMARY 1

2.0 INTRODUCTION 3

3.0 CAMPUS SITE DESCRIPTION AND SITE HISTORY 9

4.0 FOCUSED NEIGHBORHOOD CONTEXT 39

5.0 ARCHITECT/BUILDER 44

6.0 SIGNIFICANCE EVALUATION 47

7.0 INTEGRITY 56

8.0 CHARACTER-DEFINING FEATURES 58

9.0 BIBLIOGRAPHY 60

TABLES **PAGE**

1 Alfred S. Nibecker-Designed Architecture in Los Angeles 45
2 Eligibility of Buildings and Structures at 92nd Street Elementary School 51
3 Integrity of Assembly & Classroom Building West 56
4 Integrity of Administrative & Library Building/Kindergarten Building and Cafeteria Building 57
5 Character-Defining Features of Assembly & Classroom Building 58
6 Character-Defining Features of Administrative & Classroom Building/Kindergarten Building 59

FIGURES **PAGE**

1 Sketch Map of 92nd Street Elementary School 4
2 Project Location Map of 92nd Street Elementary School 5
3 Map of Permanent and Portable Buildings at 92nd Street Elementary School 10
4 General View of Northern Façade, Assembly & Classroom Building West 12
5 Northern Façade, Assembly & Classroom Building West 12
6 Detail, Northern Façade, Assembly & Classroom Building West 13
7 Entrance, Northern Façade, Assembly & Classroom Building West 13
8 Eastern Façades of Eastern Ell, Assembly & Classroom Building West 14
9 Southern Façade of Eastern Ell, Assembly & Classroom Building West 14
10 Eastern Façade of Western Ell, Assembly & Classroom Building West 15
11 Southern Façade of Western Ell, Assembly & Classroom Building West 15
12 Western Façade of Western Ell, Assembly & Classroom Building West 16
13 Detail, Western Façade of Western Ell, Assembly & Classroom Building West 16
14 Hallway, Interior, Assembly & Classroom Building West (2018) 17
15 Hallway, Interior, Assembly & Classroom Building West (1940) 18

16 General View of Classroom Buildings 18
17 Representative Classroom Building 19
18 Sheltered Breezeway and Courtyards, Classroom Buildings 19
19 Kindergarten Building 20
20 Classroom Building D 20
21 Administrative & Library Building/Kindergarten Building 21
22 Cafeteria Building 22
23 Boiler Vault Building 22
24 Lunch Shelter 23
25 Topographic Map of Watts (1923) 24
26 Topographic Map of Watts and 92nd Street Elementary School (1931) 25
27 Plot Plan of 92nd Street Elementary School (1930) 26
28 Historical Photograph of Original School Building (1932) 27
29 Architectural Drawing of Original School Building (1939) 27
30 Aerial Photograph of 92nd Street Elementary School (1938) 28
31 Architectural Drawing of Assembly & Classroom Building West (1939) 29
32A Building Permit Sketches of New Building Locations (1948–1949) 30
32B Building Permit Sketches of New Building Locations (1948–1949) 30
33 Sanborn Fire Insurance Map of 92nd Street Elementary School (1950) 31
34 Site Plan of 92nd Street Elementary School (1956) 32
35 Architectural Rendering of 92nd Street Elementary School (1956) 32
36 Aerial Photograph of 92nd Street Elementary School (1960) 33
37 Architectural Rendering of 92nd Street Elementary School (1959) 34
38 Sanborn Fire Insurance Map of 92nd Street Elementary School (1970) 35
39 Plot Plan of 92nd Street Elementary School (1974) 35
40 Architectural Plan of Administrative & Library Building/Kindergarten Building and Cafeteria Building 36
41 Aerial Photograph of 92nd Street Elementary School (1977) 37
42 Aerial Photograph of 92nd Street Elementary School (2018) 38
43 Map of "Redlining" in Los Angeles (1939) 42
44 Assembly & Classroom Building West, 92nd Street Elementary School 54
45 Administrative & Classroom Building/Kindergarten Building and Cafeteria Building, 92nd Street Elementary School 55

ATTACHMENTS

A Resumes of Key Personnel
B DPR 523 Series Forms

SECTION 1.0
EXECUTIVE SUMMARY

This report presents the results of an Historical Resources Evaluation Report (HRER) prepared for the 92nd Street Elementary School (AIN 6046-002-901) located in the Watts neighborhood of Los Angeles, California. The school contains 18 buildings, 12 of which are permanent buildings and 6 of which are portable buildings. Extant buildings at the school were constructed intermittently from 1939 to the early 2000s.

Sapphos Environmental, Inc. understands that the Los Angeles Unified School District (LAUSD) intends to improve the subject school in support of the 92nd Street Elementary School Comprehensive Modernization Project. Sapphos Environmental, Inc. was retained to determine if any of the buildings at the school may be considered historical resources pursuant to Section 15064.5(a) of the California Environmental Quality Act (CEQA) Guidelines. The buildings at the 92nd Street Elementary School were evaluated in this report using the eligibility criteria for listing in the National Register of Historic Places (National Register), California Register of Historical Resources (California Register), and for designation as a City of Los Angeles Historic-Cultural Monument (HCM).

The school was previously evaluated under SurveyLA in 2012 in the Southeast Los Angeles Survey. SurveyLA found the Assembly & Classroom Building West eligible for listing in the National Register, California Register, and as a City of Los Angeles HCM pursuant to Criteria A/1/1 and C/3/3. This survey misidentified the building's construction date as 1931, and evaluated the building using the Pre-1933 Long Beach Earthquake theme.

This HRER was prepared by Ms. Alexandra Madsen, Senior Architectural Historian, and Ms. Carrie Chasteen, Historic Resources Manager at Sapphos Environmental. Ms. Madsen and Ms. Chasteen meet the Secretary of the Interior's *Professional Qualification Standards* for History and Architectural History (Attachment A, *Resumes of Key Personnel*).

To inform the findings of this HRER, Sapphos Environmental, Inc. (Ms. Madsen) conducted a field inspection of the project site on August 24, 2018, to ascertain the general condition and physical integrity of the buildings thereon. Digital photographs were taken during the site inspection and field notes were made. The building permits for the parcel were obtained from the City of Los Angeles Department of Building and Safety. Dates of construction and subsequent alterations were determined by the building permit record, as well as additional resources, such as the field inspection, Sanborn maps, and historic plans and photographs. Additionally, the project site and surrounding area were researched at local libraries and archives to establish the general history and context of the project site, including a review of the Historic Property Data File for Los Angeles County, newspapers, books, and articles.

After careful research and evaluation, Sapphos Environmental, Inc. concluded that the Assembly & Classroom Building West is individually eligible for listing in the National Register, the California Register, and as a City of Los Angeles HCM pursuant to Criterion C/3/3 for its quality of architecture and as the work of a significant architect. Additionally, the Administration & Classroom Building/Kindergarten Building and Cafeteria Building are eligible for listing at the local level as HCMs pursuant to Criterion 3 for their architecture and as the work of a significant architect. Therefore, the Assembly & Classroom Building West, Administration & Classroom Building/Kindergarten Building, and Cafeteria Building meet the criteria to be considered historical resources pursuant to Section 15064.5(a) of the CEQA Guidelines.

SECTION 2.0
INTRODUCTION

2.1 PROJECT LOCATION AND CURRENT SETTING

The 92nd Street Elementary School occupies a 6-acre city block in the northeastern region of the Watts neighborhood of Los Angeles, California. The property's legal address is 9211 Grape Street, Los Angeles. The topography of this region is relatively flat and urban. The school is bordered by 92nd Street to the north, Grape Street to the east, 95th Street to the south, and Anzac Avenue to the west. The school is located east of Interstate 110 (I-110), north of Interstate 105 (I-105), and west of Interstate 710 (I-710).

Residential development surrounding the school to the north, east, south, and west is characterized by parcels with single-family residences. Single-family residences primarily date from the 1920s to the 1950s and are mostly vernacular. A Bible Revival Church is located across from the northwest corner of the school at 92nd Street and Anzac Avenue (Figure 1, *Sketch Map of 92nd Street Elementary School;* Figure 2, *Project Location Map of 92nd Street Elementary School*).

Figure 1. Sketch Map of 92nd Street Elementary School
SOURCE: *Sapphos Environmental, 2018*

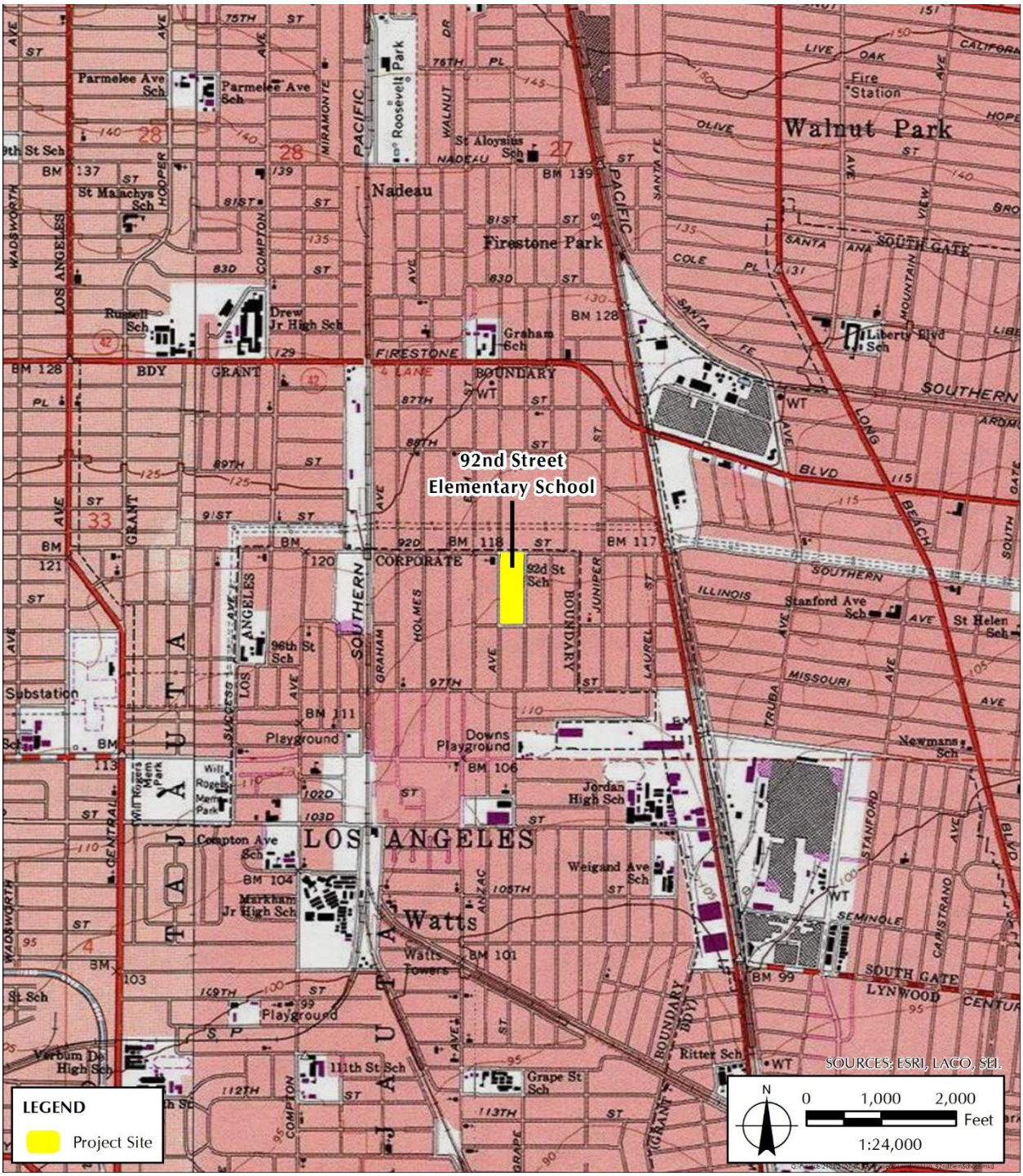

Figure 2. Project Location Map of 92nd Street Elementary School
SOURCE: *U.S. Geological Survey, 1991*

2.2 REGULATORY FRAMEWORK

2.2.1 Federal

The National Historic Preservation Act of 1966, as amended, defines the criteria to be considered eligible for listing in the National Register of Historic Places (National Register):

> *The quality of significance in American history, architecture, archeology, engineering, and culture is present in districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, materials, workmanship, feeling, and association and*
>
> *A. that are associated with events that have made a significant contribution to the broad patterns of our history; or*
>
> *B. that are associated with the lives of persons significant in our past; or*
>
> *C. that embody distinctive characteristics of a type, period, or method of construction, or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or*
>
> *D. that have yielded, or may be likely to yield, information important in prehistory or history* (36 Code of Federal Regulations [CFR] Section part 63).

According to *National Register Bulletin No. 15*, "to be eligible for listing in the National Register, a property must not only be shown to be significant under National Register criteria, but it also must have integrity." Integrity is defined in *National Register Bulletin No. 15* as "the ability of a property to convey its significance."[1] Within the concept of integrity, the National Register recognizes the following seven aspects or qualities that in various combinations define integrity: location, design, setting, materials, workmanship, feeling, and association.

2.2.2 State of California

Section 5024.1(c), Title 14 CCR, Section 4852 of the California Public Resources Code defines the criteria to be considered eligible for listing in the California Register of Historical Resources (California Register):

> *A resource may be listed as an historical resource in the California Register if it meets any of the following* [National Register] *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;*

[1] National Park Service, U.S. Department of the Interior. *National Register Bulletin, How to Apply the National Register Criteria for Evaluation.* 2017. Available at: https://www.nps.gov/nr/publications/bulletins/nrb15/

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*.

Section 4852(C) of the California Code of Regulations[2] defines integrity as follows:

> *Integrity is the authenticity of an historical resource's physical identity evidenced by the survival of characteristics that existed during the resource's period of significance. Historical resources eligible for listing in the California Register must meet one of the criteria of significance described in section 4852(b) of this chapter and retain enough of their historic character or appearance to be recognizable as historical resources and to convey the reasons for their significance. Historical resources that have been rehabilitated or restored may be evaluated for listing.*
>
> *Integrity is evaluated with regard to the retention of location, design, setting, materials, workmanship, feeling, and association. It must also be judged with reference to the particular criteria under which a resource is proposed for eligibility. Alterations over time to a resource or historic changes in its use may themselves have historical, cultural, or architectural significance.*

2.2.3 City of Los Angeles

Historic-Cultural Monument. Section 22.171.7 of the City Cultural Heritage Ordinance defines a Historic-Cultural Monument (HCM):

> *For purposes of this article, a Historic-Cultural Monument (HCM) 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. A proposed Monument may be designated by the City Council upon the recommendation of the Commission if it meets at least one of the following criteria:*
>
> 1. *Is identified with important events of national, state, or local history, or exemplifies significant contributions to the broad cultural, economic, or social history of the nation, state, city or community;*
>
> 2. *Is associated with the lives of historic personages important to national, state, city, or local history; or*
>
> 3. *Embodies the distinctive characteristics of a style, type, period, or method of construction; or represents a notable work of a master designer, builder, or architect whose individual genius influenced his or her age.* [3]

[2] California Office of Historic Preservation. 1999. *California State Law and Historic Preservation*, 4853 (c), p. 66.

[3] City of Los Angeles. 2018. Ordinance No. 185472, Section 22.171.7. Available at: https://preservation.lacity.org/sites/default/files/Cultural%20Heritage%20Ordinance%2C%20Revised%202018.pdf

Unlike the National and California Registers, the City Cultural Heritage Ordinance makes no mention of concepts such as integrity or period of significance. Additionally, properties do not have to reach a minimum age, such as 45 to 50 years, to be designated as HCMs.

Historic Preservation Overlay Zone. The City has established 33 Historic Preservation Overlay Zones (HPOZs), or historic districts. City Ordinance No. 175891 amended Section 12.20.3 of the City's municipal code regarding HPOZs. The purpose of the ordinance was stated as:

> *It is hereby declared as a matter of public policy that the recognition, preservation, enhancement, and use of buildings, structures, Landscaping, natural features, and areas within the City of Los Angeles having Historic, architectural, cultural, or aesthetic significance are required in the interest of the health, economic prosperity, cultural enrichment, and general welfare of the people.*

Contributing elements are defined as any building, structure, landscape, or natural feature identified in a historic resource survey as contributing to the historic significance of the HPOZ, including a building or structure which has been altered, where the nature and extent of the alterations are determined reversible by the historic resources survey.

2.3 CURRENT HISTORIC RESOURCE STATUS

SurveyLA, a city-wide survey undertaken by the City of Los Angeles Office of Historic Resources, previously evaluated the subject property in the 2012 Southeast Los Angeles Community Plan Area (CPA) Survey. This survey found the Assembly & Classroom Building West eligible for listing in the National Register, California Register, and as a City of Los Angeles HCM pursuant to Criteria A/1/1 and C/3/3.[4] However, the survey incorrectly dated the Assembly & Classroom Building West to 1931 and evaluated the building under the Pre-1933 Long Beach Earthquake Theme. This building was constructed in 1939/1940 and post-dates this earthquake.

[4] City of Los Angeles. 2012. *Historic Resources Survey Report: Southeast Los Angeles Community Plan Area*. Prepared by: Architectural Resources Group, San Francisco, CA.

SECTION 3.0
CAMPUS SITE DESCRIPTION AND SITE HISTORY

GENERAL CAMPUS SITE DESCRIPTION

92nd Street Elementary School occupies a rectangular city block of approximately 6 acres. The school has 18 buildings, 12 of which are permanent buildings and 6 of which are portable buildings (Figure 3, *Map of Permanent and Portable Buildings at 92nd Street Elementary School*). Buildings on the campus are mostly clustered in the central and northern region of the school, as the southern end is reserved for outdoor playground space.

The northernmost building, the Assembly & Classroom Building West, has an 'L'-shaped footprint and is situated in the northwestern corner of the lot. All other buildings have generally rectangular footprints. The school's primary pedestrian entrance is accessible from 92nd Street and cuts southward through the school's campus to create an accessible north-south axis. A person walking southward along this route would pass almost all of the buildings on the campus. Parking spaces are reserved to the eastern edge of the school along Grape Street, both at the northeast corner and along the center of the block.

The general design of the school evidences the evolution of thought regarding school campus layouts from the 1930s to the 1970s. The Assembly & Classroom Building West, the oldest extant building on the campus, reflects early design philosophies. These philosophies were reflected in self-contained monumental buildings that integrated various facilities, were often designed in Revival styles, and were intended to "impart prestige."[5] It also reflects a minimalization of ornament reflected in Revival-style buildings constructed after the 1933 Long Beach Earthquake.

Over time, as the school grew to accommodate more students, the look of the campus changed accordingly. By the 1950s, the general plan was most illustrative of the "finger-plan" school first introduced by Franklin & Kump and Associates in the late 1930s.[6] The two classroom buildings designed using this layout were completed in 1957, and a third finger (Classroom Building C) was added in 1960. These buildings have stucco exteriors and low-pitched gable roofs with exposed rafter tails. They are connected via a sheltered breezeway that features a flat roof upheld by evenly placed metal poles. Planters with various trees dot the open corridors between buildings.

Two buildings constructed in the mid-1960s, Classroom Building D and one of the kindergarten buildings, are generally vernacular. These buildings are situated perpendicular to each other in the central-eastern region of the school, across from the finger buildings.

Additional buildings, including the Administrative & Library Building/Kindergarten Building and the Cafeteria Building, were designed by architect Vincent J. Proby in 1975 and constructed in 1976. The Administrative & Library Building is oriented north-south and is attached to and perpendicular to the east-west facing Kindergarten Building in the northeastern corner of the

[5] Los Angeles Unified School District. 2014. *Historic Context Statement, 1870 to 1969*. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 49. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

[6] Los Angeles Unified School District. 2014. *Historic Context Statement, 1870 to 1969*. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 56. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

campus. The Cafeteria Building is the southeasternmost building and is situated on a north-south axis. These three buildings are New Formalist-style buildings that feature flat roofs with thick, curving fascia and stucco-clad exteriors.

From the 1980s to the present, a number of portable and utilitarian buildings were added to the campus design. These buildings are temporary in nature. These portable buildings are for the most part clustered in the southwestern region of the campus.

Figure 3. Map of Permanent and Portable Buildings at 92nd Street Elementary School
SOURCE: *Sapphos Environmental, Inc., 2018*

INDIVIDUAL BUILDINGS AND STRUCTURES

Assembly & Classroom Building West

The Assembly & Classroom Building West is situated in the northwest corner of the school, is designed in the Renaissance Revival style, was built in 1939/1940, and is the oldest extant building on the 92nd Street Elementary School campus. The Assembly & Classroom Building West is 1 story and approximately 15 feet in height. The exterior of all façades is common-coursed brick comprised of various natural tones. A diamond pattern of clinker bricks accents the parapet of the primary ell of the building. A flat roof with a slightly overhanging simple concrete cornice graces the uppermost section of the school building. Cast concrete detailing around windows and doors features quoins and label molds.

The building's assembly room projects slightly further north than the rest of the building, which is comprised of two ells. This building has an upside-down 'L'-shaped footprint and can be divided into a primary façade that faces 92nd Street, an eastern ell with an east-west axis, and a western ell with a north-south axis.

Primary (Northern) Façade

The primary (northern) façade of the Assembly & Classroom Building West slightly projects from the main ell of the building, and features many of the character-defining features of the Renaissance Revival style. From 92nd Street, this façade gives the impression of a generally rectangular massing. A concrete foundation and water table define the lower region of the building and are bordered by a thin belt course that wraps around the sides of the building. Small, rectangular air vents are evenly placed along the upper region of the elevation to provide passive air flow.

The original primary entrance to the building situated along this façade slightly projects from the rest of the façade and is accessible via two low, concrete stairs. This projecting bay provides minimal shelter for the entrance. Fenestration is linear and standard in nature; windows and doors are emphasized and ornamented with cast concrete molded trim and quoins. The primary door was replaced and windows along this façade have been covered with panels (Figure 4, *General View of Northern Façade, Assembly & Classroom Building West*; Figure 5, *Northern Façade, Assembly & Classroom Building West*).

Figure 4. General View of Northern Façade, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

Figure 5. Northern Façade, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

A side entrance along the northern façade is accessible via an Americans with Disabilities Act (ADA)-compliant concrete ramp with metal railings. One of the two parking lots on the campus abuts the Assembly & Classroom Building West's northern façade (Figure 6, *Detail, Northern Façade, Assembly & Classroom Building West;* Figure 7, *Entrance, Northern Façade, Assembly & Classroom Building West*).

Figure 6. Detail, Northern Façade, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

Figure 7. Entrance, Northern Façade, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

Eastern Ell

The eastern ell of the building features the most frequently traversed entrance to the building, which is across from the main office. This entrance has a raised concrete entrance and stairs with a metal handrailing. A shed roof provides a covered entrance porch that is upheld by metal columns. The boiler vault building is located kitty-corner to this entrance (Figure 8, *Eastern Façades of Eastern Ell, Assembly & Classroom Building West*).

Figure 8. Eastern Façades of Eastern Ell, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

The water table and concrete belt course wrap around the eastern ell. Windows along the eastern ell of the building are mostly covered with heating, ventilation, air conditioning (HVAC) units, wood or metal panels, or aluminum screens that are not original. However, the few visible windows do appear to be original 6-light double-hung wood windows. A number of doors along this ell provide access to individual classrooms and feature concrete steps with metal railings. Original metal box gutters line this and the western ell. Vents below the roof provide passive air flow for the building, and lights are installed for security purposes (Figure 9, *Southern Façade of Eastern Ell, Assembly & Classroom Building West*).

Figure 9. Southern Façade of Eastern Ell, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

Western Ell

The western ell of the building continues the symmetry and detailing evident on the northern façade and eastern ell. An electrical box is located against the exterior of the western ell's eastern façade (Figure 10, *Eastern Façade of Western Ell, Assembly & Classroom Building West*).

Figure 10. Eastern Façade of Western Ell, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

A mural depicting various animals set upon desert and tropical backgrounds that was likely completed by students, faculty, or a local artist is painted on the water table along this ell. Paint is an impermanent material that can easily be removed. The southern façade of the western ell features the rear entrance to the building. The rear entrance features both a central concrete staircase and perpendicular ADA-compliant concrete ramp with metal railing. Vents line the building's foundation (Figure 11, *Southern Façade of Western Ell, Assembly & Classroom Building West*).

Figure 11. Southern Façade of Western Ell, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

The western façade of the western ell of the building mimics much of the detailing, design, and appearance of the other facades. Individual staircases with metal railings lead to each classroom's back door. Crape myrtle (*Lagerstroemia indica*) trees are planted in a line along this façade as it borders Anzac Avenue (Figure 12, *Western Façade of Western Ell, Assembly & Classroom Building West;* Figure 13, *Detail, Western Façade of Western Ell, Assembly & Classroom Building*).

Figure 12. Western Façade of Western Ell, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

Figure 13. Detail, Western Façade of Western Ell, Assembly & Classroom Building West
SOURCE: *Sapphos Environmental, Inc., 2018*

The interior of the building retains many original features, such as the exposed brick walls and transom windows with wood surrounds that line the hallway.

Compared to a photograph from 1940, shortly after the building was completed, it is evident that the interior of the building maintains much of its integrity despite minor alterations. Although the original transom windows, doors, and light fixtures were replaced, the wood surrounds remain, and the building's interior retains its original general appearance and feeling (Figure 14, *Hallway, Interior, Assembly & Classroom Building West* [*2018*]; Figure 15, *Hallway, Interior, Assembly & Classroom Building West* [*1940*]). Additional photographs of the interior were unavailable because the classes were in session at the time of the site visit.

Figure 14. Hallway, Interior, Assembly & Classroom Building West (2018)
SOURCE*: Sapphos Environmental, Inc., 2018*

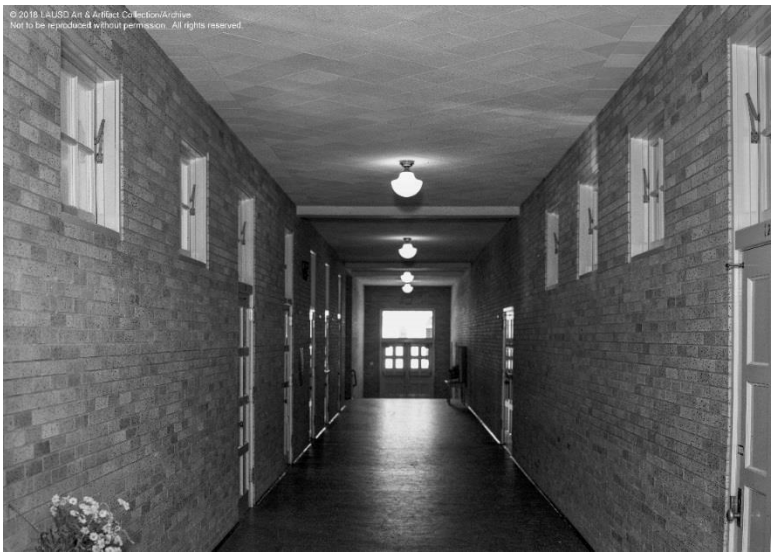

Figure 15. Hallway, Interior, Assembly & Classroom Building West (1940)
SOURCE: *LAUSD, Negative Slide Transparency PH.5548.002*

Classroom Buildings

The two 1957-built Classroom Buildings and the 1960-built Classroom Building C form the finger building plan that lines the western boundary of the campus. These buildings are attached via a sheltered breezeway along their eastern façades; this breezeway stretches the length of the three buildings and the campus boundary to the west. The breezeway also reaches east towards the Administrative & Library Building (Figure 16, *General View of Classroom Buildings*).

Figure 16. General View of Classroom Buildings
SOURCE: *Sapphos Environmental, Inc., 2018*

The classroom buildings feature low-pitch gable roofs clad in composition shingles with boxed, slightly overhanging eaves that provide shelter for the classroom entrances. The buildings have concrete foundations and stucco exteriors. Classrooms in this building are paired, as visible from exterior fenestration. Metal casement windows with aluminum screens are broken by HVAC units and flanked on either side by metal doors. Vents line the wall to provide air flow and security lights are installed on the overhanging eaves (Figure 17, *Representative Classroom Building*).

Figure 17. Representative Classroom Building
SOURCE*: Sapphos Environmental, Inc., 2018*

Sheltered Breezeway

The classroom buildings are connected by the modest Modern-style sheltered breezeway. The breezeway has a flat roof that is lined with a metal pipe and is upheld by metal columns. The negative space between classroom buildings creates courtyards with asphalt paving, numerous trees, and circular planters that are evenly placed. The combination of the sheltered breezeway and trees provides some shade and shelter from the elements (Figure 18, *Sheltered Breezeway and Courtyards, Classroom Buildings*).

Figure 18. Sheltered Breezeway and Courtyards, Classroom Buildings
SOURCE: *Sapphos Environmental, Inc., 2018*

Kindergarten Building

The 1965-built Kindergarten Building is located south of the Administrative & Library Building and is situated on a north-south axis. This building is vernacular, has a rectangular footprint, and features a low-pitch gable roof with bracketed eave. From afar, this design mimics the look of exposed rafter tails. A metal column upholds the deeply overhanging roof and provides shelter.

The building's exterior is stucco and a central vent beneath the gable provides passive air flow for the building (Figure 19, *Kindergarten Building*).

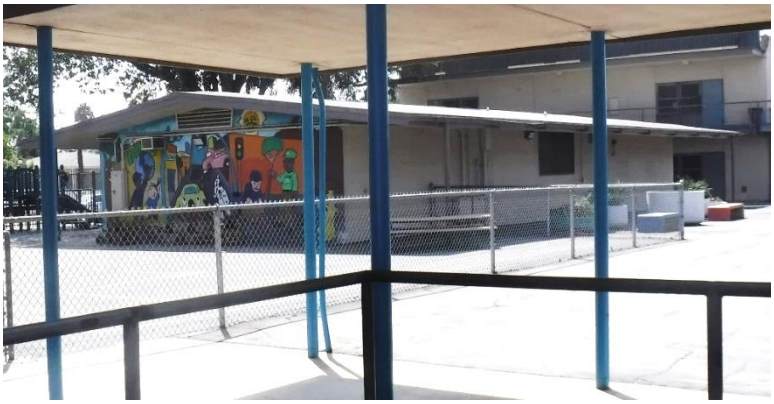

Figure 19. Kindergarten Building
SOURCE: *Sapphos Environmental, Inc., 2018*

Classroom Building D

Classroom Building D is perpendicular to, and located just south of, the Kindergarten Building. It was constructed in 1968 and is the only 2-story building on the campus. The building is vernacular, has a rectangular footprint, and features a flat roof with a metal fenced enclosure. A flat, boxed eave projects along the northern façade about 3 feet below the roof to provide shelter for the second story of the building. The second story has classrooms and is accessible via a staircase that winds around the western façade. The floor of the second-story exterior hallway in turn provides shelter for classrooms at the first story of the building. Fenestration includes paired metal casement windows with aluminum screens. The doors of Classroom Building D are industrial metal (Figure 20, *Classroom Building D*).

Figure 20. Classroom Building D
SOURCE: *Sapphos Environmental, Inc., 2018*

Administrative & Library Building/ Kindergarten Building

The Administrative & Library Building and Kindergarten Building are attached to form an 'L'-shaped complex in the northwestern corner of the school campus. The complex was designed in 1975 by architect Vincent J. Proby Jr., constructed in 1976, and reflects the New Formalist style of architecture. The sheltered breezeway is attached to the southwestern corner of the complex.

The buildings feature stucco-clad exteriors and 12-light casement aluminum windows. Metal doors line the exterior. The most dramatic character-defining feature of these buildings are their sweeping, exaggerated eaves which are rounded and slightly flared at the top. This project parapet wall screens the building's otherwise flat roof and gives the building a monumental appearance (Figure 21, *Administrative & Library Building/Kindergarten Building*).

Figure 21. Administrative & Library Building/Kindergarten Building
SOURCE: *Sapphos Environmental, Inc., 2018*

Cafeteria Building

The 1976-built Cafeteria Building is similar to the Administrative & Library Building/Kindergarten Building in design and construction. The Cafeteria Building has a generally rectangular plan and is situated in the southeastern region of the campus. The building has a rough-texture stucco exterior and generally flat roof. It was also designed by Vincent J. Proby Jr. in the New Formalism style of architecture.

Like the Administrative & Library Building/Kindergarten Building, the Cafeteria Building has an exaggerated, large, rounded eave that slightly flares at the top. The Cafeteria Building's eave dramatically projects to provide a sheltered walkway in front of the building. The eave is upheld by inverted golf-tee-shaped columns that narrow as they raise, creating a colonnade. These columns have brick polygon-shaped bases with metal railings to provide additional stability. A mural of a water scene decorates the building's western façade (Figure 22, *Cafeteria Building*).

Figure 22. Cafeteria Building
SOURCE: *Sapphos Environmental, Inc., 2018*

Boiler Vault Building

The boiler vault building is located next to the Assembly & Classroom Building West and was constructed in 1971. It has a rough-textured stone exterior, a flat roof with metal parapet, and metal doors with cut-out vents to provide passive air flow (Figure 23, *Boiler Vault Building).*

Figure 23. Boiler Vault Building
SOURCE: *Sapphos Environmental, Inc., 2018*

Lunch Shelter

The Lunch Shelter was built in 2001 and has a metal gable roof upheld by metal squared columns (Figure 24, *Lunch Shelter*).

Figure 24. Lunch Shelter
SOURCE: *Sapphos Environmental, Inc., 2018*

SITE HISTORY AND CONSTRUCTION CHRONOLOGY

The Planning Phase, 1920–1930

Prior to the development of 92nd Street Elementary School in the late 1920s and early 1930s, the block that comprises the school campus was a residential area of single-family residences. Situated in the northeastern corner of the Watts neighborhood, a topographic map of Watts from 1923 evidences the residential character of the future area of development. The city block where the school is located is highlighted in red (Figure 25, *Topographic Map of Watts* [*1923*]).

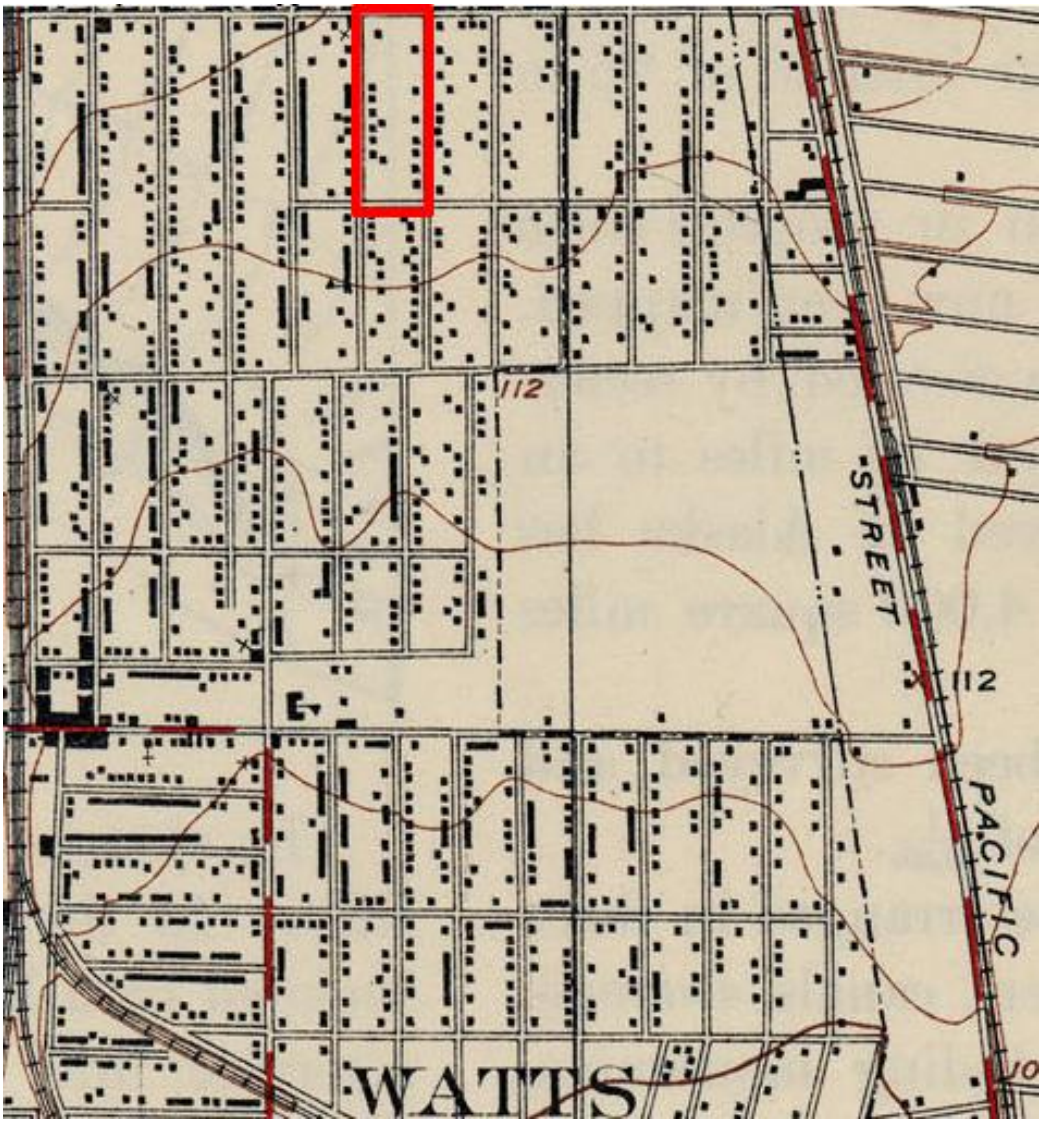

Figure 25. Topographic Map of Watts (1923)
SOURCE: *University of Texas at Austin, Perry-Castaneda Library Map Collection*[7]

Early Development, 1930–1940

In April of 1930, funds for the development of the school were allocated. As a newspaper article from that month records:

> *Funds to build twelve-room buildings on the Crescent Heights and the Ninety-second-street school sites were appropriated by the Board of Education yesterday. Each of the new school buildings will cost $84,000. Supt. Bouelle advised the board that the buildings housing the students of these schools at present are altogether unsatisfactory.* [8]

[7] University of Texas at Austin: University of Texas Libraries. Perry Castaneda Library Map Collection: California Topographic Maps (Watts, 1923) 1:24,000. Accessed September 4, 2018. Available at: http://legacy.lib.utexas.edu/maps/topo/california/txu-pclmaps-topo-ca-watts-1923.jpg
*This is likely a misspelling of A.S. Nibecker.

[8] "School Board Votes Fund for Buildings." 4 April 1930. *Los Angeles Times,* p. 23.

This development is further illustrated in a second topographic map dating to 1931; this map shows the northern area of the city block cleared of residences (Figure 26, *Topographic Map of Watts and 92nd Street Elementary School* [*1931*]).

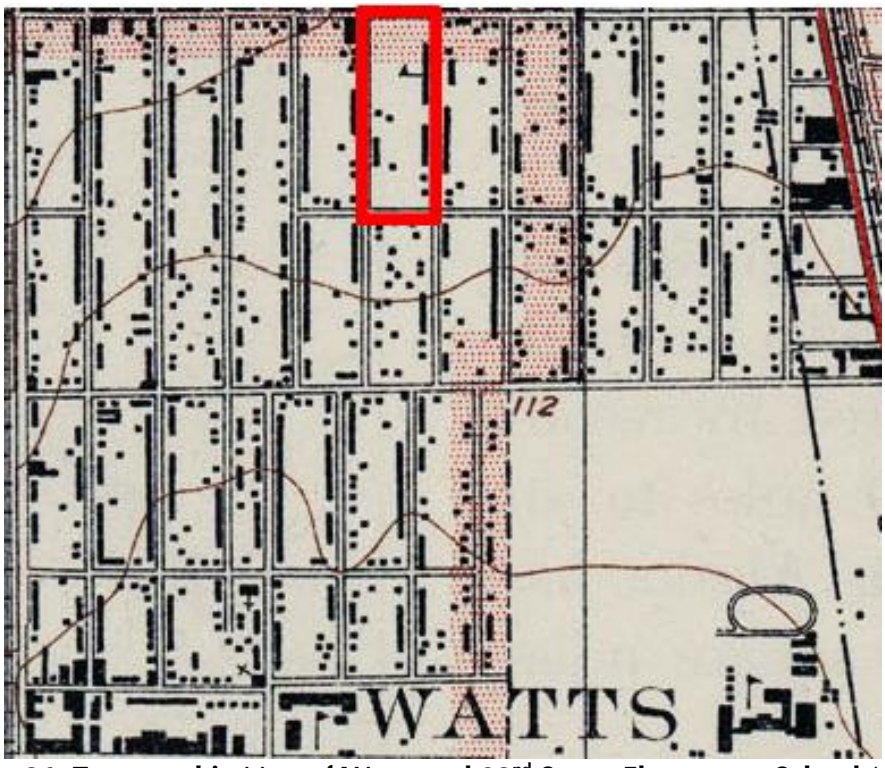

Figure 26. Topographic Map of Watts and 92nd Street Elementary School (1931)
SOURCE: *University of Texas at Austin, Perry-Castaneda Library Map Collection*[9]

A plot plan of the school evidences the original layout of six bungalows, a swing box, and sand box on the site in 1930 (Figure 27, *Plot Plan of 92nd Street Elementary School* [*1930*]).

[9] University of Texas at Austin: University of Texas Libraries. Perry Castaneda Library Map Collection: California Topographic Maps (Watts, 1931) 1:24,000. Accessed September 4, 2018. Available at: http://legacy.lib.utexas.edu/maps/topo/california/txu-pclmaps-topo-ca-watts-1931.jpg

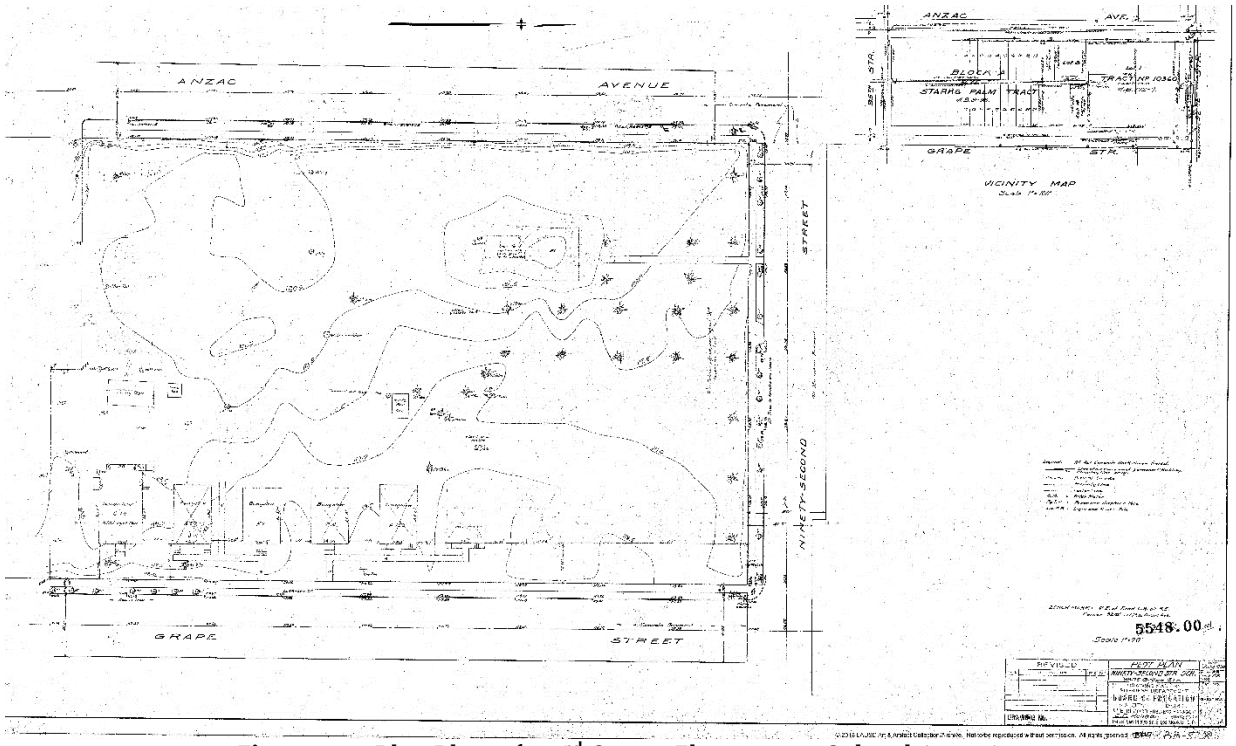

Figure 27. Plot Plan of 92nd Street Elementary School (1930)
SOURCE: *LAUSD Vault Drawing No. 5548.00.000 [001]*

In August of 1930, the sketches for the new school building were approved by the Board of Education. A.S. Becker,* head of the department of architecture, completed these renditions.[10] Prior to and during the construction of this building, bungalows were used as temporary school houses. A sanitary building was moved onto the campus in 1931 and a "temporary school bungalow" was relocated onto the lot from Garage Avenue in 1935.[11]

According to a building permit issued on March 17, 1931, architect Alfred S. Nibecker Jr. designed the original school building.[12] Nibecker revised the first floor's framing two months later in May of 1931.[13] A historical photograph from 1932 shows what the building looked like shortly after its construction (Figure 28, *Historical Photograph of Original School Building* [*1932*]). Additionally, 1939 plans for alterations illustrate the original building's design (Figure 29, *Architectural Drawing of Original School Building* [1939]).

[10] "Sketches for New School Approved." 1 August 1930. *Los Angeles Times,* p. 18.
[11] City of Los Angeles. Issued 18 December 1931. Relocation Permit No. 26735; City of Los Angeles. Issued 25 November 1935. Relocation Permit No. 22236.
[12] City of Los Angeles. Issued 17 March 1931. Building Permit No. 05502.
[13] City of Los Angeles. Issued 22 May 1931.Building Permit No. 10654.

Figure 28. Historical Photograph of Original School Building (1932)
SOURCE: *LAUSD, Negative Slide Transparency, PH.5548.001*

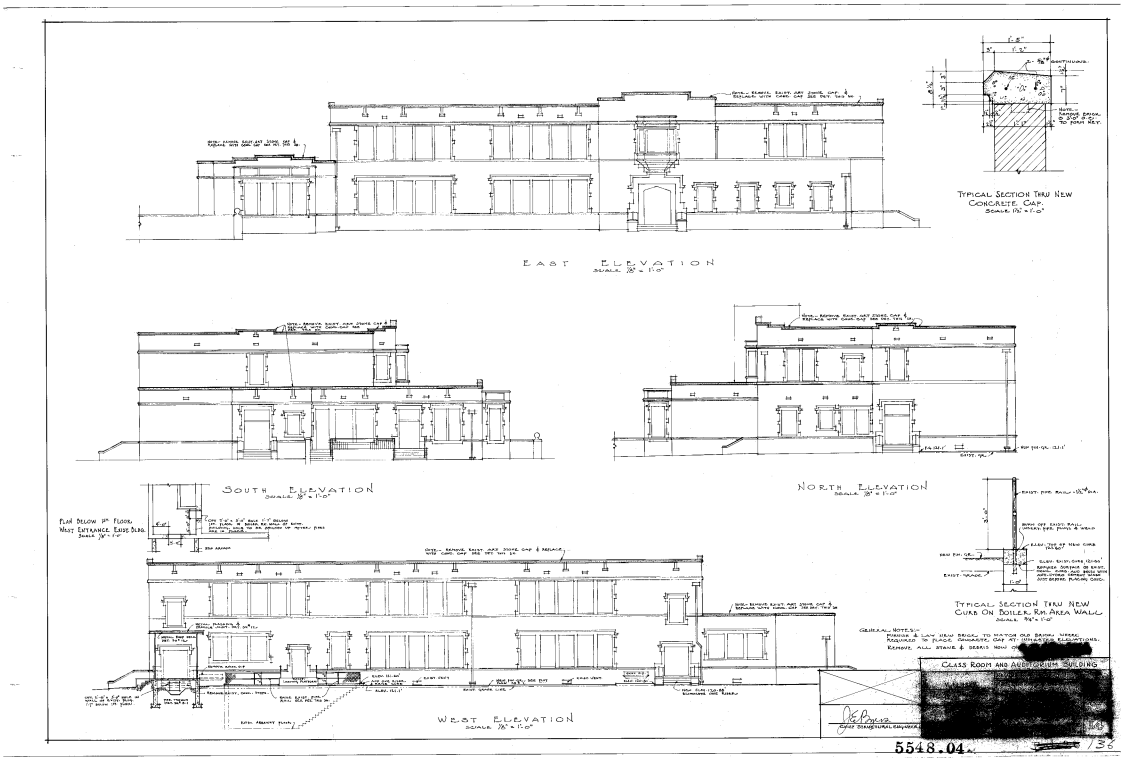

Figure 29. Architectural Drawing of Original School Building (1939)
SOURCE: *LAUSD Vault Drawing No. 5548.00.000 [0014]*

The original school building occupied the northeastern corner of the campus. An aerial photograph from 1938 shows the building's plan and the single-family residences that occupied the southern half of the block. The surrounding area was generally residential (Figure 30, *Aerial Photograph of 92nd Street Elementary School* [*1938*]).

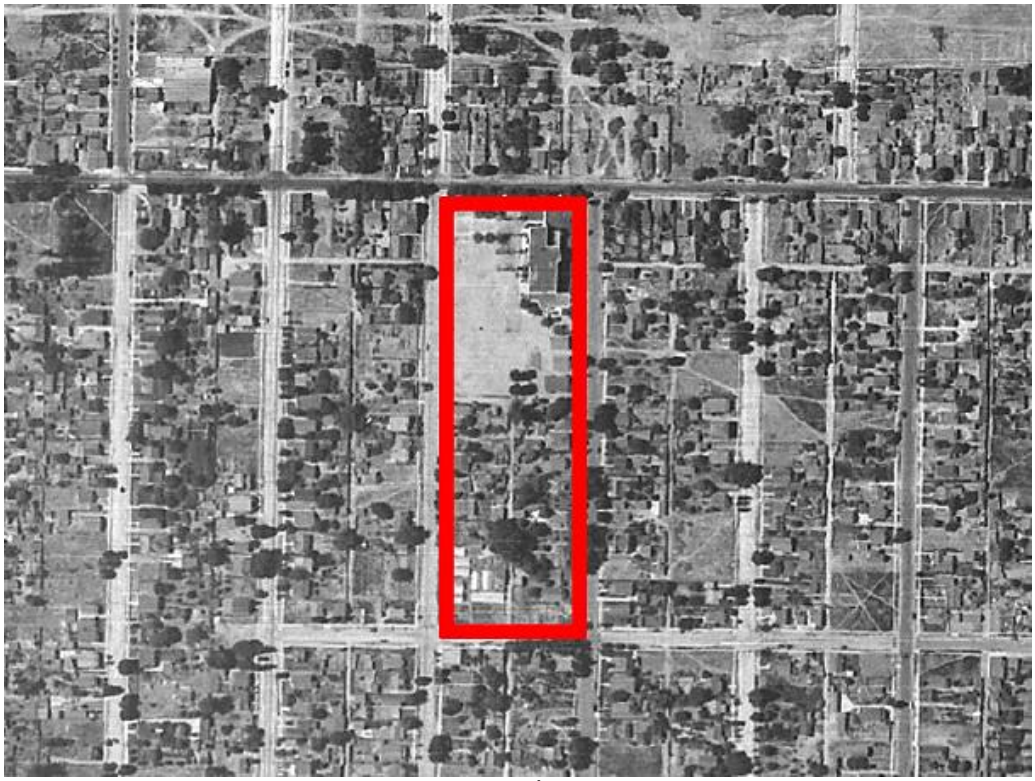

Figure 30. Aerial Photograph of 92nd Street Elementary School (1938)
SOURCE: *Environmental Data Resources, Inc.* (*EDR*)

The aerial also attests to the original school building's survival after the 1933 Long Beach Earthquake, a decisive natural event that left many buildings in ruins and challenged building codes across Southern California. The City of Los Angeles adopted new stringent building codes in 1927 to account for future earthquakes.[14] Because the original school building was built in 1931, five years after the City adopted new seismic regulations, the original school building was constructed to be more resilient than buildings from earlier decades. It is likely because of the new building code requirements that the original school building withstood the earthquake. The *Los Angeles Unified School District Historic Context Statement* describes this change after the earthquake, specifically noting the building's architect Alfred S. Nibecker Jr.:

> *As reconstruction began, Los Angeles City school districts intended to build new seismically sound buildings but also facilities with regionally inflected styles. As the* Los Angeles Times *reported in 1934, new and repaired buildings would be designed for "absolute safety with simplicity and beauty of architecture in harmony with the atmosphere and traditions of Southern California." Many designs were executed by the district's architectural department, under the direction of Alfred Nibecker, but bids were also issued to outside architects, with the intention of awarding the work to a wide field of architects. In addition, new buildings were to be explicitly Southern Californian in design but "free of needless ornamentation."*

[14] Los Angeles Unified School District. 2014. *Historic Context Statement, 1870 to 1969*. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 63. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

After the 1933 Long Beach Earthquake, additional building codes were added to supplement existing codes related to seismic activity. New buildings incorporated advanced construction techniques and the new building codes were enforced at the state and local level.[15] The buildings constructed at 92nd Street Elementary School after 1933 reflect these new guidelines.

In 1939, Alfred S. Nibecker Jr. completed numerous improvements at the school campus, including an addition to the original school building for new classrooms and an auditorium. The original stone coping on the building was replaced with concrete coping. These alterations were estimated at $75,000.[16]

Alfred S. Nibecker Jr. also designed the Assembly & Classroom Building West in the northwest corner of the campus at this date. Although the original building permit was not available, architectural drawings of the school illustrate its design and identify Nibecker as the building's architect (Figure 31, *Architectural Drawing of Assembly & Classroom Building West* [*1939*]). Nibecker designed this building in the Renaissance Revival style of architecture but also minimized the amount of ornament that was displayed on the building—this was a direct nod to the move away from ostentatious detailing that could become dangerous if there were another earthquake. The building's construction was completed by 1940.

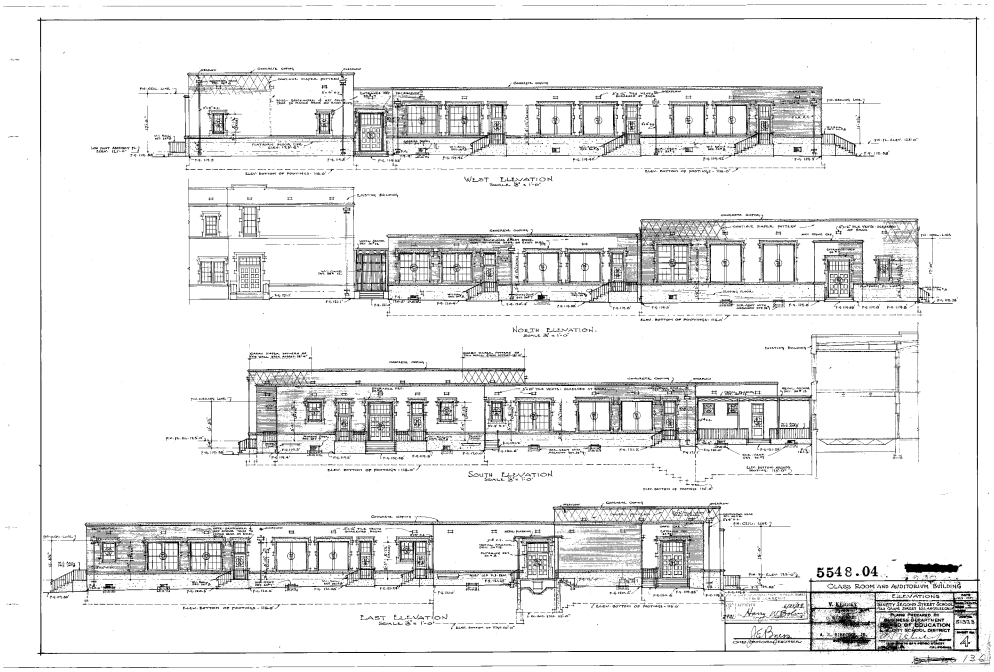

Figure 31. Architectural Drawing of Assembly & Classroom Building West (1939)
SOURCE: *LAUSD Vault Drawing No. 5548.00.000 (004)*

[15] Los Angeles Unified School District. 2014. *Historic Context Statement, 1870 to 1969*. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 63. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

[16] City of Los Angeles. Issued 19 September 1939. Building Permit No. 36810.

Early Expansion, 1940–1950

In 1948, Nibecker constructed a school building in the southwestern corner of the campus. This building had a rectangular footprint and a stucco-clad exterior.[17] A year later, E.B.C. Billerbeck designed a second stucco-clad school building to the west of the new construction.[18] Sketches of the proposed buildings were submitted with the building permits (Figures 32A–B, *Building Permit Sketches of New Building Locations* [*1948–1949*]).

Figures 32A–B. Building Permit Sketches of New Building Locations (1948–1949)
SOURCE: *City of Los Angeles, Department of Building and Safety, Online Portal*[19]

A 1950 Sanborn Fire Insurance Map displays the growth of the school in the 1930s and 1940s. The 1939/1940 Assembly & Classroom Building West as well as three buildings south of the original school building evidence this development (Figure 33, *Sanborn Fire Insurance Map of 92nd Street Elementary School* [*1950*]). The first portable building was installed in 1949 just south of the finger buildings.

[17] City of Los Angeles. Issued 10 November 1948. Building Permit No. 28981.
[18] City of Los Angeles. Issued 27 June 1949. Building Permit No. 16800.
[19] City of Los Angeles. Issued 10 November 1948. Building Permit No. 28981; City of Los Angeles. Issued 27 June 1949. Building Permit No. 16800. Available at: http://ladbsdoc.lacity.org/idispublic/

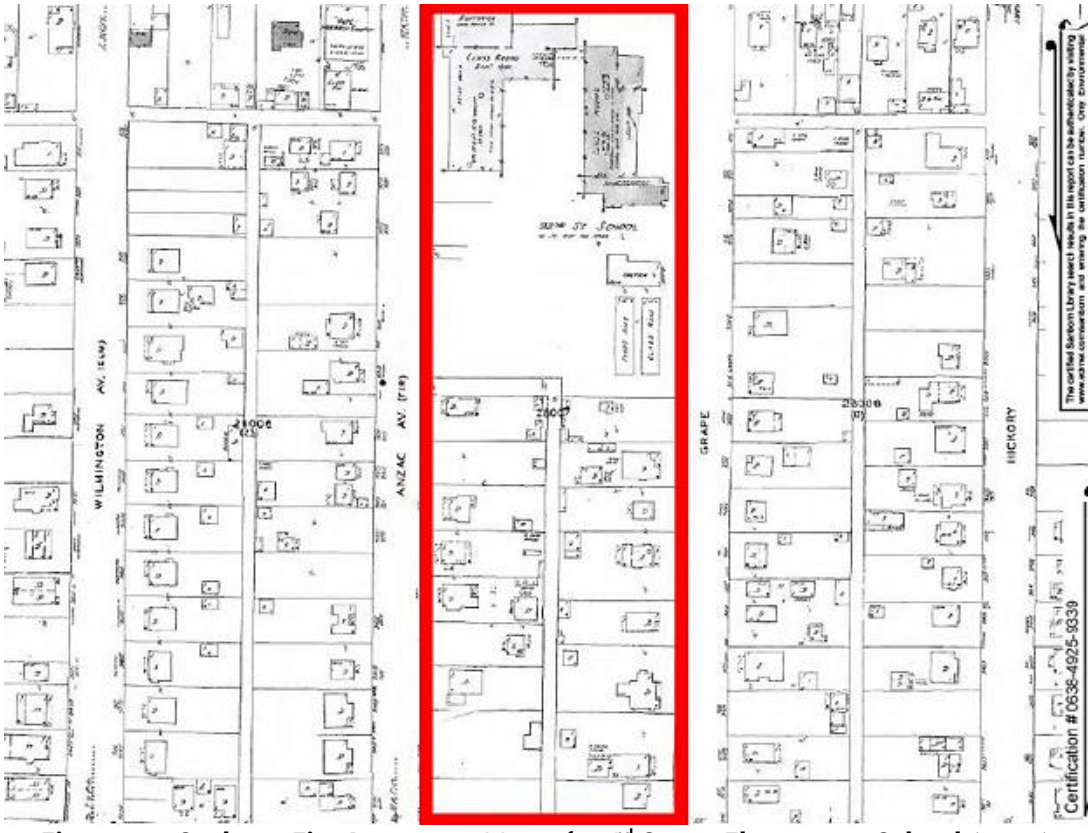

Figure 33. Sanborn Fire Insurance Map of 92nd Street Elementary School (1950)
SOURCE: *Sanborn Fire Insurance Map, Environmental Data Resources, Inc. (EDR)*

Between 1940 and 1960 the black population of Watts increased eightfold.[20] This reflected a general population boom in the area. As more families moved to the area, the demands on 92nd Street Elementary School and surrounding education facilities were exacerbated, and the school commissioned more buildings to meet the increased demand.

A plot plan and architectural rendition from 1956 illustrate the additional buildings completed at the site to meet this increased demand (Figure 34, *Plot Plan of 92nd Street Elementary School* [*1956*]; Figure 35, *Architectural Rendering of 92nd Street Elementary School* [*1956*]).

[20] Wyatt, David. 1997. Five Fires: Race, Catastrophe, and the Shaping of California. Reading, MA: Addison-Wesley.

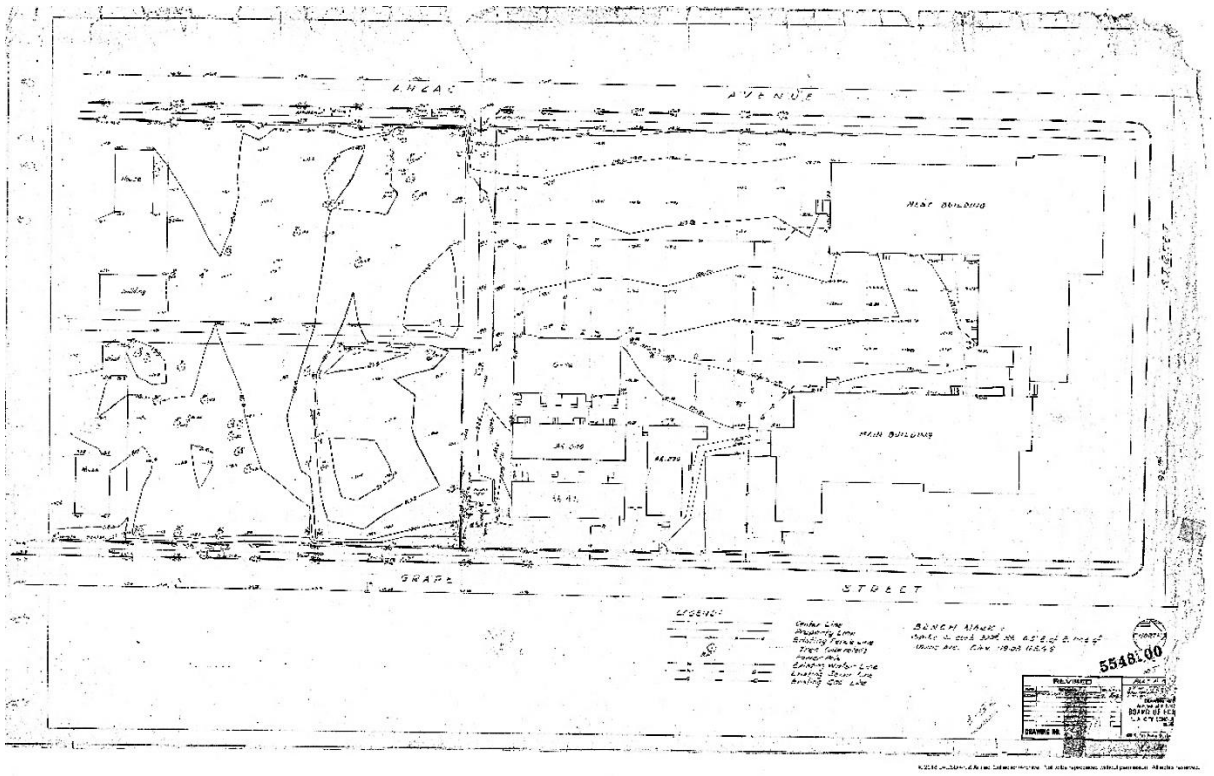

Figure 34. Site Plan of 92nd Street Elementary School (1956)
SOURCE: *LAUSD Vault Drawing No. 5548.00.000 (005)*

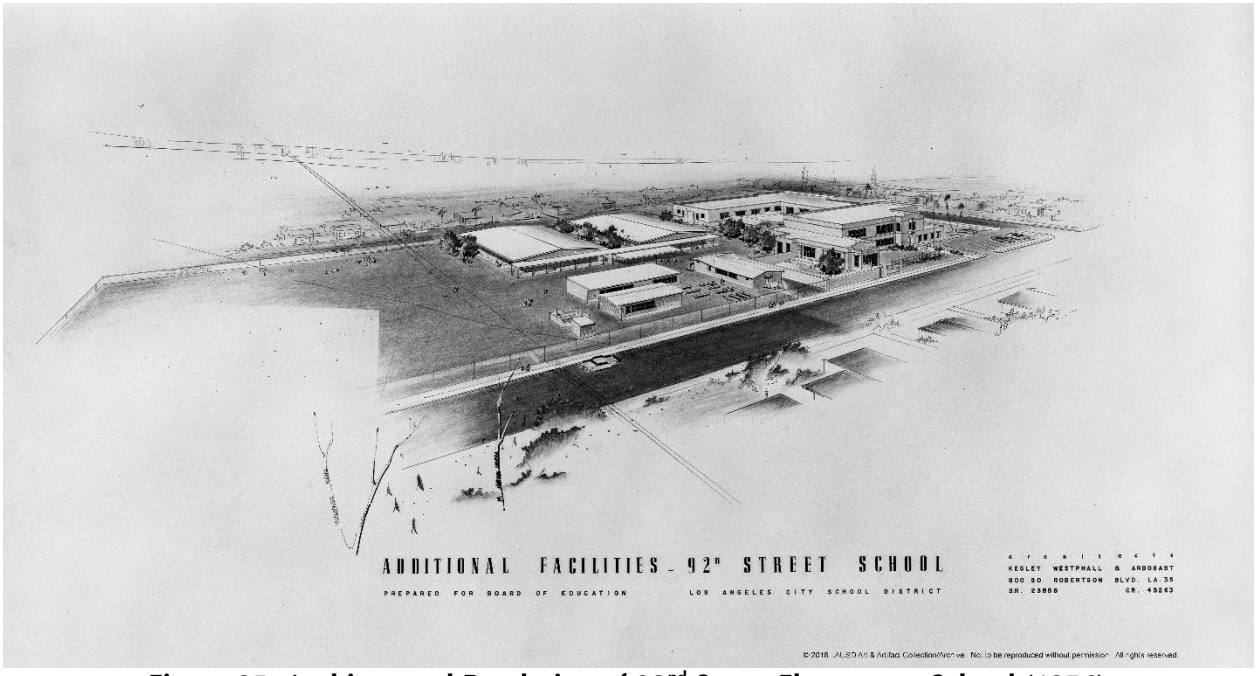

Figure 35. Architectural Rendering of 92nd Street Elementary School (1956)
SOURCE: *LAUSD, Negative Slide Transparency PH.5548.002*

The two earlier Classroom Buildings and the covered breezeway that comprise the finger buildings along the western edge of the campus were designed by James E. Westphall in 1956 and constructed by John A. Martin in 1957.[21,22] The third finger building (Classroom Building C) was constructed in 1960 although no building permit was available for this construction. An architectural rendering and aerial photograph from 1960 show the new classroom construction at the school campus (Figure 36, *Aerial Photograph of 92nd Street Elementary School* [*1960*]; Figure *37, Architectural Rendering of Classroom Building, 92nd Street Elementary School* [*1959*]). The school also purchased and demolished the single-family residences that remained on the southern end of the city block.

Figure 36. Aerial Photograph of 92nd Street Elementary School (1960)
SOURCE: *Environmental Data Resources, Inc. (EDR)*

[21] City of Los Angeles. Issued 2 November 1956. Building Permit No. 56993.
[22] City of Los Angeles. Issued 5 November 1956. Building Permit No. 56994.

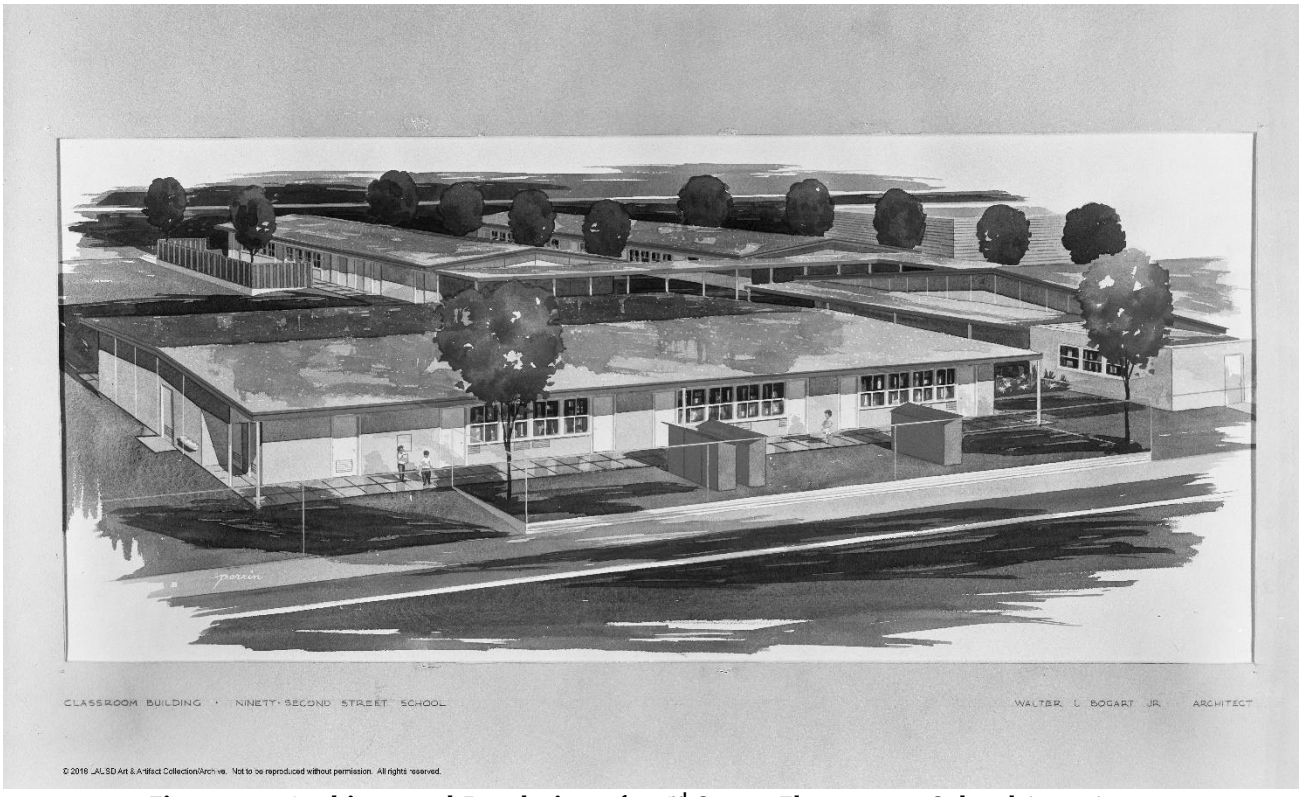

Figure 37. Architectural Rendering of 92nd Street Elementary School (1959)
SOURCE: *LAUSD, Negative Slide Transparency PH.5548.004*

Continued Growth, 1960–1970

In the 1960s, as fear of a nuclear war loomed on the American conscience, 92nd Street Elementary School was one of 21 sites approved as a fallout shelter by the City of Los Angeles Board of Education. The facilities' "concrete basements, in most cases, [were] made available to federal, state, and city civil defense authorities as temporary shelters."[23] The school was stocked with dehydrated food and temporary emergency administrative offices were arranged, likely in the basement of one of the finger buildings. No information was available on when this shelter was disbanded.

Although the school campus continued to grow over the course of the 1960s, it was identified as a school where students absences were an issue. For this reason, is was one of 14 schools to receive a specialized dropout deterrent program in 1963.[24]

By 1970, numerous additional buildings were completed at the site, including the Kindergarten Building and Classroom Building D which were constructed in 1965 and 1968, respectively (Figure 38, *Sanborn Fire Insurance Map of 92nd Street Elementary School* [*1970*]).

[23] "21 L.A. School Sites Picked for Use as Fallout Shelters." 30 October 1962. *Los Angeles Times,* p. 31.
[24] "14 Schools Selected to Deter Dropouts." 6 March 1963. *Los Angeles Times,* p. 34.

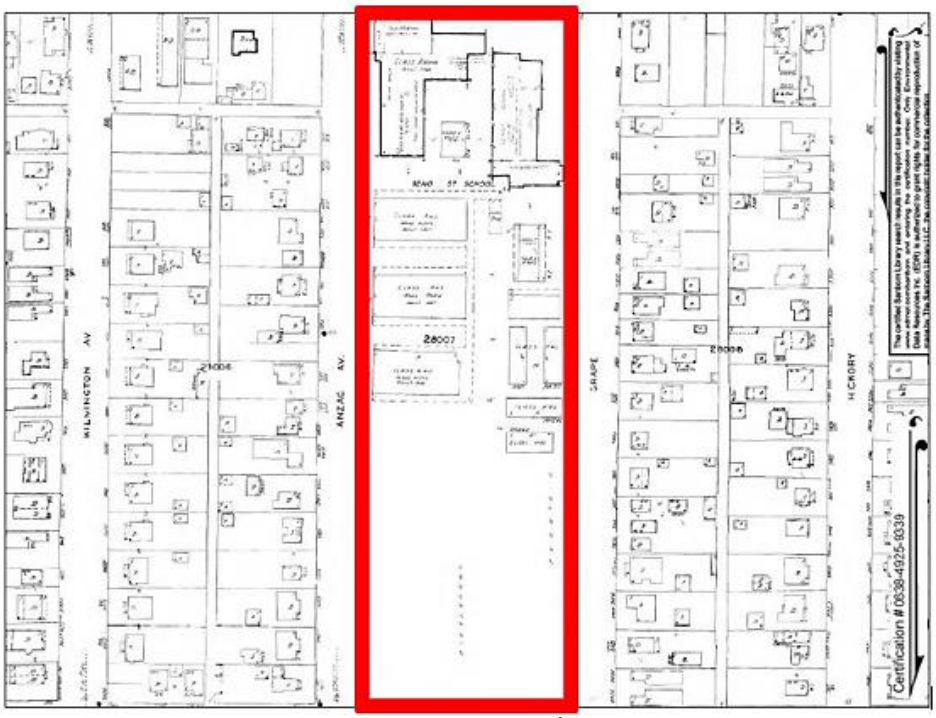

Figure 38. Sanborn Fire Insurance Map of 92nd Street Elementary School (1970)
SOURCE: *Sanborn Fire Insurance Map, Environmental Data Resources, Inc. (EDR)*

In 1976, three key buildings were constructed at the school campus. The construction of one of these buildings, the Administrative & Library Building, required the demolition of the original school building as evidenced in a 1974 plot plan (Figure 39, *Plot Plan of 92nd Street Elementary School* [*1974*]).

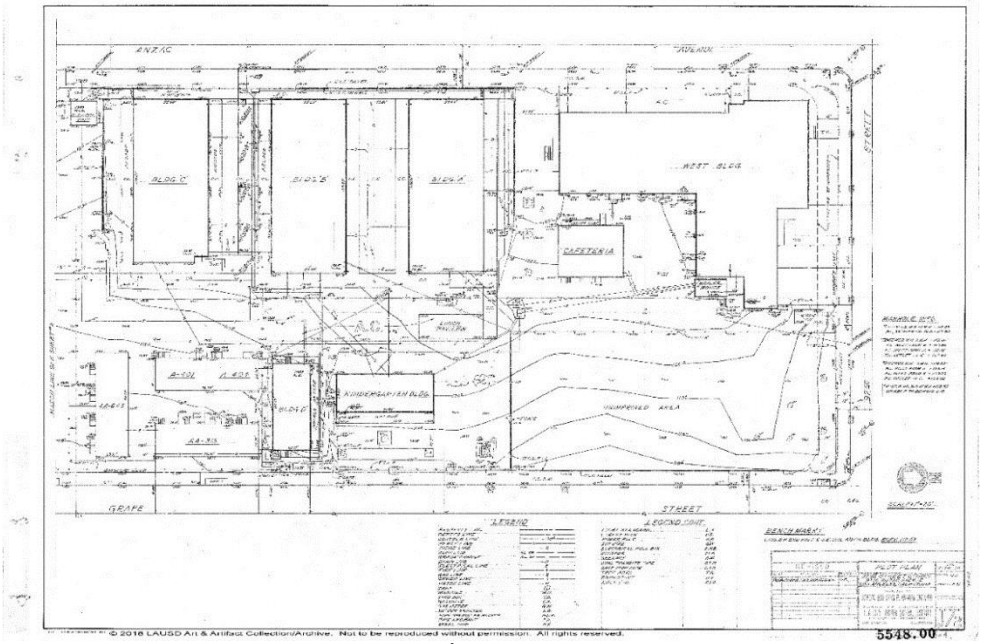

Figure 39. Plot Plan of 92nd Street Elementary School (1974)
SOURCE: *LAUSD Vault Drawing No. 5548.00.000 (014)*

The Administrative & Library Building/Kindergarten Building and Cafeteria Building were all designed in the same style of New Formalism with rough textured stucco exteriors and sweeping, exaggerated eaves by architect Vincent J. Proby Jr. The Cafeteria Building is the southeastern most building on the campus. Proby's design of these buildings is evident from 1975 plans (Figure 40, *Architectural Plan of Administrative & Library Building/Kindergarten Building and Cafeteria Building* [*1976*]).

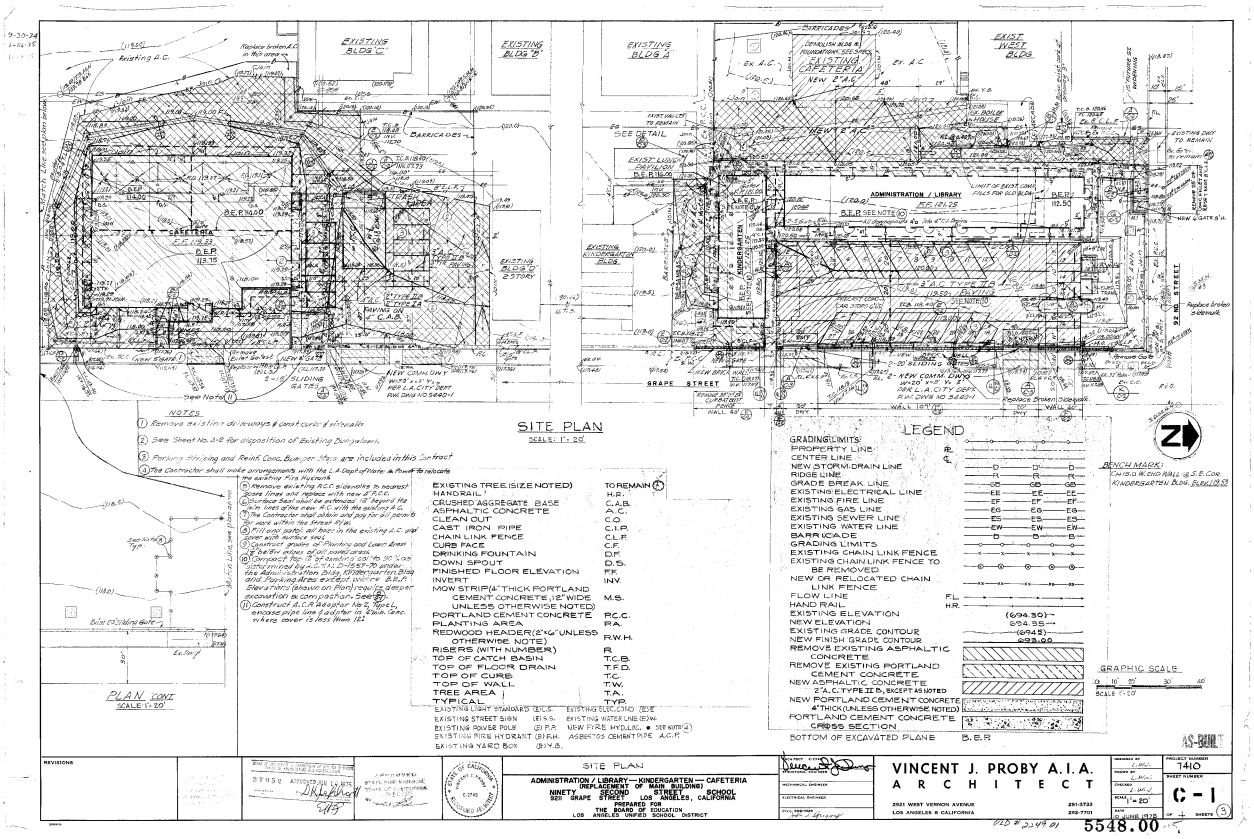

Figure 40. Architectural Plan of Administrative & Library Building/Kindergarten Building and Cafeteria Building
SOURCE: *LAUSD Vault Drawing No. 5548.00.000 [015]*

Additionally, in the 1970s, the southern portion of the school campus was converted into a blacktop outdoor play area and a parking lot was added along the central-eastern boundary of the campus.

The boiler vault building, next to the Assembly & Classroom Building West, was constructed in 1971. A permanent storage unit was installed in 1973. The addition of these buildings is visible in a 1977 aerial photograph (Figure 41, *Aerial Photograph of 92nd Street Elementary School* [*1977*]).

Figure 41. Aerial Photograph of 92nd Street Elementary School (1977)
SOURCE: *Environmental Data Resources, Inc.* (*EDR*)

Later Additions, 1980–Present

Two portable singular modular buildings were installed in 1986 just south of the Assembly & Classroom Building West. Additional modular buildings for sanitary purposes and classrooms were installed in 1998 and 2005. These portable buildings are located in the southwestern region of the school campus. A shade structure, next to the Cafeteria Building, was installed in 2001.

A contemporary aerial photograph of the school visualizes the changes that occurred from 1977 to present. The newer permanent and portable buildings are evident, as is the use of the southern end of the school for outdoor activities (Figure 42, *Aerial Photograph of 92nd Street Elementary School* [*2018*]).

Figure 42. Aerial Photograph of 92nd Street Elementary School (2018)
SOURCE: *Google Earth Pro, 2018*

4.1. FOCUSED NEIGHBORHOOD CONTEXT

92nd Street Elementary School is in the Watts neighborhood of the Southeast Los Angeles Community Plan Area (CPA). This area was surveyed for SurveyLA in 2012. Background information regarding the area in general, and Watts specifically, is excerpted from this survey below.[25]

4.1.1 Neighborhood Geography

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.

The neighborhood of Watts developed as a separate city (incorporated in 1907) at the southernmost end of the CPA prior to being consolidated in 1926. What became the area of Watts was originally a portion of the Rancho La Tajauta. The land was devoted to cattle ranching. Farmers began moving into the area in the 1870s and the land was subdivided into smaller acreage. The railroad arrived in Watts after the turn of the 20th century, spurring development. The area was a diverse mixture of white, African American, Japanese/Japanese American, and Mexican/Mexican American residents. Its cheap land prices attracted working-class residents.

[25] City of Los Angeles. March 2012. *SurveyLA: Southeast Los Angeles Community Plan Area*. Prepared by: Galvin Preservation Associates, El Segundo, CA. Available at: http://preservation.lacity.org/sites/default/files/SELA%20Final%20Report_HPLAEdit.pdf

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.*

For much of its history, Watts had been lacking in the kinds of services and community institutions that served Central Avenue. This was largely a result of its distance from the remainder of the city. This was only exacerbated by the exodus of middle-class blacks and community institutions after World War II. This lack of services plagued the community in the 1950s and 1960s. Tensions mounted, ultimately contributing to the Watts Riots in August 1965. During the five days of civil unrest, nearly a thousand buildings were destroyed, leaving a permanent mark on the built environment of the area. [26]

4.1.2 Types of Development

The CPA largely comprises single-family neighborhoods, which followed a typical development pattern with commercial corridors along larger streets and single-family residential development along smaller, gridded streets in between. Multi-family duplex and fourplex property types are scattered throughout these early developments.

[26] City of Los Angeles. March 2012. *SurveyLA: Southeast Los Angeles Community Plan Area*. Prepared by: Galvin Preservation Associates, El Segundo, CA. Available at: http://preservation.lacity.org/sites/default/files/SELA%20Final%20Report_HPLAEdit.pdf

Commercial development along major thoroughfares typically include historic theaters, restaurants, one-to-three story mixed use commercial and residential buildings, gas stations, and banks. The majority of resources from this period of development date from the 1890s to the 1920s.

Institutional resources occurring throughout the CPA include religious buildings, schools, and public facilities such as Department of Water and Power buildings. These resources are typically sited within residential neighborhoods or along commercial corridors and are generally contemporaneous with adjacent residential development. There is a significant amount of industrial development in the CPA, and there are large portions zoned for industrial use along Alameda Street and Slauson Avenue. A small residential tract planned and constructed by the Goodyear Tire and Rubber Company is located adjacent to the former site of the Goodyear industrial plant; this development is an extremely rare example of purpose-built worker housing in Los Angeles.[27]

4.2 "REDLINING" AND "BUSING" IN LOS ANGELES

In 1933, President Roosevelt founded the Homeowners' Loan Corporation (HOLC). Under the HOLC, instead of refinancing of mortgages every 5 to 10 years as the precedent, mortgage terms were extended to about 20 years, after which they were fully paid off.[28] The Federal Housing Administration (FHA), intended to determine areas safe for bank investment versus those with low property values, was formed in 1934. In order to relay these findings, "safety maps" were created by real estate agents, which showed the hazards and amenities of the city, block-by-block. Green and blue areas were deemed desirable, yellow areas were mediocre, and red areas indicated neighborhoods in decline. Tellingly, red areas often had a so-called 'subversive racial element,' indicating that Jews, Mexicans, Chinese, or African-Americans lived in the area, which banks claimed indicated low property value. These maps were the origins of "redlining."[29]

As a result of this discriminatory real estate practice, many of these red areas, typically located in the core of inner cities, were neglected by investors and fell into decay. To stimulate the move to the suburbs, the FHA services were mostly dispensed on the edges of cities in new developments.[30] However, African-American families were prohibited from participating in the suburban housing boom,[31] and many moved to designated black neighborhoods, which were often located in the most undesirable areas (Figure 43, *Map of "Redlining" in Los Angeles* [*1939*]).[32]

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27 City of Los Angeles. March 2012. *SurveyLA: Southeast Los Angeles Community Plan Area*. Prepared by: Galvin Preservation Associates, El Segundo, CA. Available at: http://preservation.lacity.org/sites/default/files/SELA%20Final%20Report_HPLAEdit.pdf

28 Wright, Russell O. 2007. *Chronology of Housing in the United States*. Jefferson, NC: McFarland & Co., p. 23.

29 Nichols, Chris. 13 January 2013. "Disp L.A. Case #29: Redlining Maps." *Los Angeles Magazine*. Available at: http://www.lamag.com/askchris/displa-case-29-redlining-maps/

30 Wright, Russell O. 2007. *Chronology of Housing in the United States*. Jefferson, NC: McFarland & Co., p. 24.

31 Wright, Russell O. 2007. *Chronology of Housing in the United States*. Jefferson, NC: McFarland & Co., p. 24.

32 Madrigal, Alexis C. "The Racist Housing Policy That Made Your Neighborhood." 22 May 2014. *The Atlantic*. Available at: http://www.theatlantic.com/business/archive/2014/05/the-racist-housing-policy-that-made-your-neighborhood/371439/

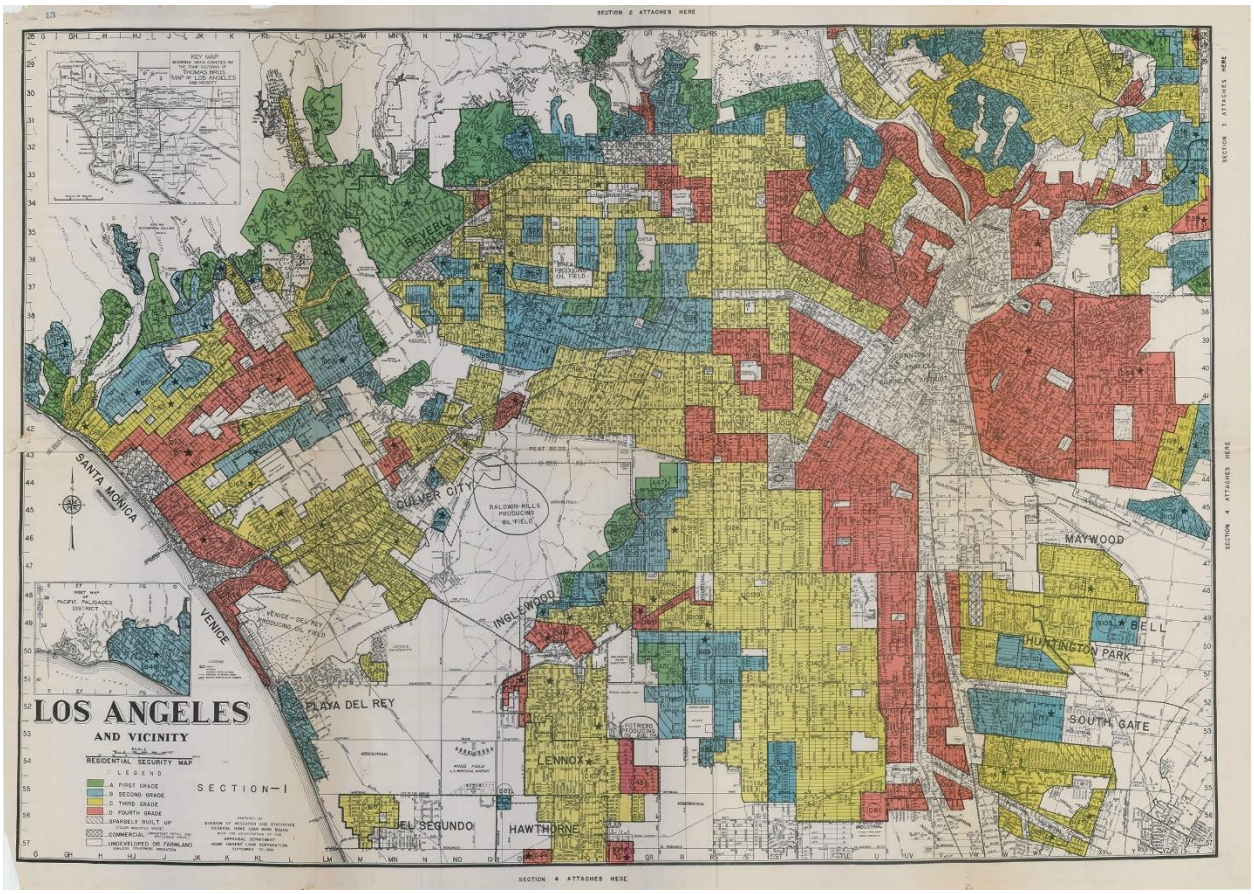

Figure 43. Map of "Redlining" in Los Angeles (1939)
SOURCE: *Los Angeles County Public Library, Tessa Digital Collections*[33]

In 1938, complaints were filed against the principal of the 92nd Street Elementary School. Parents of students there decried the principal's suggestion that black children "would be happier if they enrolled in a school ten blocks away where the majority of students were colored" and attempted to force black students to transfer.[34] The *Los Angeles Sentinel* launched an investigation of the Board of Education. No further information was available in the historical record on this issue.

The issues associated with "redlining" visibly manifested in the school system into the 1960s. As the population increased—enrollment from 1959–1960 to 1960–1961 rose by 28,000 students—discrimination and racial segregation became increasingly pronounced. The black population of Watts increased eightfold between 1940 and 1960.[35] As Architectural Historian Teresa Grimes, *et al.*, writes:

> *While the LAUSD officially mandated that students attend the school closest to them, white students in racially mixed neighborhoods were able to seek a waiver and attend a predominately white school. This practice, combined with segregated residential patterns, resulted in de facto segregation well into the 1950s. When the* [National Association for the Advancement of Colored People] *NAACP started investigating the schools' system in 1953*

[33] Los Angeles Public Library, Tessa Digital Collections, Accessed September 5, 2018. Available at: https://www.lapl.org/sites/default/files/media/images/blog-central/history/LosAngelesHOLC-lg.jpg
[34] "Charge Prejudice to School Head." 15 September 1938. *Los Angeles Sentinel*.
[35] Wyatt, David. 1997. Five Fires: Race, Catastrophe, and the Shaping of California. Reading, MA: Addison-Wesley.

> *and U.S. Supreme Court handed down the* landmark Brown v. Board of Education *case in 1954, schools became a central focus of the Los Angeles civil rights movement. Resistance from both the LAUSD and white parents in affected neighborhoods throughout the city led to a protracted battle over school desegregation well into the 1970s.*[36]

One of the solutions presented by the Los Angeles Unified School District was to "bus" students from various areas of the City to other schools, thereby forcibly integrating the student body. This was perhaps the most controversial solution, and some students were sent to schools that were hours away from their homes.[37]

A study on integration included two students from 92nd Street Elementary School in 1977. The 45-member committee marked "the first integration activity carried out from those ideas proposed in the school district's integration plan now before the Los Angeles Superior Court."[38] Besides the two students involved in this study, there is no evidence that busing was conducted at the 92nd Street Elementary School.

Indeed, there were many other schools in the Watts neighborhood that were more directly involved in conversations regarding discrimination, inequal access to education, and involved in busing programs. A dozen are listed in the *Historic Resources Associated with African Americans in Los Angeles* by Architectural Historian Theresa Grimes.[39] This is not to say 92nd Street Elementary School did not suffer similar issues, but that the historical record only briefly mentions an example of discrimination in 1938 and two students from the school who were involved in a 3-day summit on busing. The school was established prior to the demographic changes that occurred in Watts, but the school also did not experience an event that was significant in this change through integration of the schools.

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[36] Grimes, Teresa. 31 December 2008. "Historic Resources Associated with African Americans in Los Angeles, Los Angeles County, California," National Register of Historic Places. Washington, DC: U.S. Department of the Interior, National Park Service.

[37] Los Angeles Unified School District. 2014. *Historic Context Statement, 1870 to 1969*. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 112. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

[38] Birkinshaw, Jack. 14 April 1977. "Committee to Begin Study of L.A. Student Integration." *Los Angeles Times,* p. 182.

[39] Grimes, Teresa. 31 December 2008. "Historic Resources Associated with African Americans in Los Angeles, Los Angeles County, California," National Register of Historic Places. Washington, DC: U.S. Department of the Interior, National Park Service.

5.1 ARCHITECTS

5.1.1 Alfred S. Nibecker Jr.

Alfred S. Nibecker Jr. worked as an architect during a pivotal moment in Los Angeles architectural history from the 1920s through the 1950s. As further explained in the *Los Angeles Unified School District Historic Context Statement:*

> *Guiding the Los Angeles school districts through rapid expansion in 1920s, disaster and depression during the 1930s, and the great postwar boom through the mid-1950s was district architect and business manager Alfred S. Nibecker, Jr. In the 1920s, Nibecker began private practice in Los Angeles; he joined the Los Angeles City Board of Education as an architect in 1926, where he remained until his retirement in 1955. In his three-decade career with the school district, Nibecker oversaw the construction of, and contributed designs to, hundreds of school plant projects. Many commissions were completed by the district's in-house staff, but many others were handled by a range of the region's best architects and builders, with an increasing number of firms specializing in school design. In addition to his work with the Los Angeles City school districts, Nibecker was a fellow of the American Institute of Architects and served on the National Committee on School House Construction, the National Advisory Council on School Building Problems, run under the auspices of the U.S. Department of the Interior, Office of Education. In 1955, Nibecker was made an honorary member of the Structural Engineers Association of Southern California, the association's highest award.*[40]

Alfred S. Nibecker Jr. was mostly active in Los Angeles. The below table identifies some of Nibecker's other designs at schools in the City and their potential eligibility criteria as identified by SurveyLA (Table 1, *Alfred S. Nibecker-Designed Architecture in Los Angeles*).

[40] Los Angeles Unified School District. March 2014. *Historic Context Statement, 1870 to 1969.* Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 42. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

TABLE 1
ALFRED S. NIBECKER JR.-DESIGNED ARCHITECTURE IN LOS ANGELES

Name	CPA	Location	Style	Year	Eligibility
Pacific Palisades Elementary School	Brentwood-Pacific Palisades	Pacific Palisades, CA	Spanish Colonial Revival	1930	A/C; 1/3; 1/3[41]
David Starr Jordan High School	Southeast Los Angeles	Los Angeles, CA	PWA Moderne	1933–1935	A/C; 1/3; 1/3[42]
El Sereno Middle School	Northeast Los Angeles	Los Angeles, CA	Renaissance Revival	1940	C/3/3[43]
109th Street Elementary School	Southeast Los Angeles	Los Angeles, CA	French Revival (Norman)	1930	A/C; 1/3; 1/3[44]

As evidenced by this table, Nibecker was active designing educational facilities across the city from the 1930s to 1950s. He worked in a number of designs, including PWA Moderne, Renaissance Revival, Spanish Colonial Revival, and French Norman Revival. Nibecker's skills at learning and creating exemplary high-style designed buildings of various architectural styles demonstrates his mastery of architecture. Nibecker is recognized for his greatness in the field of Revival-style design of educational facilities and is a known craftsman of consummate skill.

5.1.2 Vincent J. Proby Jr.

Vincent Jarvis Proby Jr. was born in Wichita, Texas in 1928. His family moved to Oklahoma shortly after his birth, where he resided for much of his childhood. Proby and his family moved to Los Angeles in the 1940s, where he lived for the rest of his life.[45] Proby attended Los Angeles City College before transferring to the University of California, Los Angeles (UCLA) where he studied architecture.[46] As an architect, Proby completed the A. C. Bilbrew branch library in Willowbrook in 1974.[47] In 1984, he and Jack W. Haywood designed the California African-American Museum

41 City of Los Angeles. 2013. "Historic Districts, Planning Districts and Multi-Property Resources." *SurveyLA: Brentwood-Pacific Palisades Community Plan Area,* pp. 94–97. Prepared by: Architectural Resources Group, Inc., San Francisco, CA. Available at: http://www.preservation.lacity.org/files/Brentwood%20Pacific%20Palisades%20Districts.pdf

42 City of Los Angeles. 2012. "Historic Districts, Planning Districts and Multi-Property Resources." *SurveyLA: Southeast Los Angeles Community Plan Area,* pp. 19–21. Prepared by: Galvin Preservation Associates, El Segundo, CA. Available at: http://preservation.lacity.org/files/SELAAppendixCFinal3_12.pdf

43 City of Los Angeles. [2012] February 2017. "Individual Resources." *SurveyLA: Northeast Los Angeles Community Plan Area*, p. 69. Prepared by: Historic Resources Group, Pasadena, CA and Galvin Preservation Associates, El Segundo, CA. Available at: http://preservation.lacity.org/sites/default/files/NortheastLosAngeles_IndividualResources.pdf

44 City of Los Angeles. 2012. "Individual Resources." *SurveyLA: Southeast Los Angeles Community Plan Area,* p. 21. Prepared by: Galvin Preservation Associates, El Segundo, CA. Available at: http://preservation.lacity.org/files/SELAAppendixAFinal3-12.pdf

45 "Vincent Jarvis Proby Jr., Family Tree." Ancestry.com.

46 "Proby, Vincent J. Jr." 1970. American Architects Directory. Accessed September 10, 2018. Available at: http://public.aia.org/sites/hdoaa/wiki/American%20Architects%20Directories/1970%20American%20Architects%20Directory/Bowker_1970_P.pdf

47 "Vincent Proby." 2005–2012. Pacific Coast Architecture Database. Accessed September 10, 2018. Available at: http://pcad.lib.washington.edu/firm/864/

(CAAM) in Exposition Park in Los Angeles.[48] This building was identified as a potential historic resource in Los Angeles.[49] Other educational buildings he designed included buildings at UCLA, Los Angeles City College, and Pierce College.[50] He also completed the Aldama Street School Auditorium as well as classroom buildings at 74th Street School, 52nd Street School, and Brocton Avenue School.[51,52] Additionally, Proby designed multiple Bank of America branches, churches, shopping malls, and medical buildings. [53]

Proby was the first African-American to be appointed to the State Board of Architectural Examiners where he served as President, Vice President, and Treasurer over the course of eight years. He won the State Board of Architectural Examiners Leadership Award, the NAACP's Act-So Award and was honored by the City of Los Angeles and County of Los Angeles.[54]

[48] "Black History Month Recognizes: California African American Museum. 22 February 2018. *Los Angeles Sentinel*. Accessed September 10, 2018. Available at: https://lasentinel.net/black-history-month-recognizes-california-african-american-museum.html

[49] City of Los Angeles. SurveyLA: LA Citywide Historic Context Statement, African American History of Los Angeles. 2018. Prepared by GPA Consulting and Alison Rose Jefferson. Page 214.

[50] "Untitled." Los Angeles County Arts Commission. Accessed September 10, 2018. Available at: https://www.lacountyarts.org/civicart/objects-1/info/176

[51] "Proby, Vincent J. Jr." 1970. American Architects Directory. Accessed September 10, 2018. Available at: http://public.aia.org/sites/hdoaa/wiki/American%20Architects%20Directories/1970%20American%20Architects%20Directory/Bowker_1970_P.pdf

[52] "Work Started on Drawings for School." 21 November 1965. *Los Angeles Times*.

[53] "Architect, Proby, Dies." 10 December 1987. *Los Angeles Sentinel*.

[54] "Architect, Proby, Dies." 10 December 1987. *Los Angeles Sentinel*.

6.1 SIGNIFICANT EVALUATION

The Assembly & Classroom Building West was designed in the Renaissance Revival style of architecture. The Administrative & Library Building/Kindergarten Building and Cafeteria Building were designed in the New Formalist style of architecture. Other buildings at the campus that date to the historic period are vernacular. For this reason, the subsequent architectural theme for the Renaissance Revival from the *Los Angeles Unified School District Historic Context Statement,* has been included. The architectural theme for New Formalism was also adapted from the Riverside Historic Context, which covers Southern California, as this theme was not included in the *Los Angeles Unified School District Historic Context Statement*. The Administrative & Classroom Building West was built just after the 1933 Long beach earthquake, for this reason the Post-1933 Long Beach Earthquake School Plans theme has been included:

6.1.1 Renaissance Revival Style[55]

In the late 19th and early 20th centuries, the Renaissance Revival style began as a fairly literal translation of sixteenth-century Italian palazzi in two- and three-story buildings. The style evolved into one of the most popular of the 1920s, in particular for midrise office buildings. The architecture firm of McKim, Mead, and White, which included architects Charles McKim, William Mead, and Stanford White, designed some of the United States' most elegant expressions of the revival during its earlier years. During the 1920s, local architects such as the firms of Walker and Eisen (Albert R. Walker and Percy A. Eisen) and Parkinson and Parkinson (John Parkinson and Donald Parkinson) designed many of Los Angeles's best examples.

Renaissance Revival buildings in Southern California are generally sheathed in brick or stucco. Facades are symmetrical or highly regular and divided into bays by the fenestration pattern or by piers, which are often treated as columns with bases and capitals. Variations in surface finishes, fenestration, and level of detail visually distinguish each section, creating a horizontal emphasis that is reinforced by prominent belt courses. A cornice, set above a frieze and/or architrave, traditionally tops a Renaissance Revival building. Windows on top stories are often distinguished from lower stories by different surrounds and configuration.

Typical Character-Defining Features:

- Rectangular massing
- Brick, stucco, and concrete, with trim of terra cotta or cast stone and bases of granite or masonry
- Horizontal emphasis; differentiated treatment of stories
- Symmetry and regularity
- Brick, stucco, or concrete exterior, often scored to resemble masonry
- Gabled and/or hipped roof, often sheathed in clay tiles

[55] Los Angeles Unified School District. March 2014. *Historic Context Statement, 1870 to 1969*. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 120. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

- Linear fenestration pattern
- Belt courses and cornices
- Classical detailing
- Cast stone or terra cotta architectural ornament

6.1.2 New Formalism (Post-1945)[56]

New Formalism was developed in the mid-1950s as a reaction to modernism's total rejection of historical precedent. A maturing modernism grasped the many commonalities with classicism, such as emphases on structure and a uniform construction grid, a carefully organized hierarchy, and clarity of geometric form. Searching for symbolic meaning, modernist architects of the mid-1950s through the early 1970s embraced classical precedents in establishing building proportions, in the use of the arches, stylized classical columns and entablatures, and in use of the colonnade as a compositional device, as well as the elevated podium. Traditional rich materials such as travertine, marble, or granite were used, as were manmade materials that mimicked their luxurious qualities. However, they were used in a panelized way that was non-traditional. On a larger urban design scale, grand axes and symmetry were used to achieve a modern monumentality. Primary in developing New Formalism were three architects: Edward Durrell Stone, Philip Johnson, and Minoru Yamasaki, all of whom had earlier achieved prominence working within the International Style and other modernist idioms. Stone's well-published American Embassy in New Delhi (1954) is considered by many to mark the origin of the movement.

In Southern California the style was applied mainly to auditoriums, museums, and educational facilities. In these campus settings, buildings were often arranged symmetrically along grand axes and landscape features to achieve a modern monumentality. Edward Durrell Stone produced his first Southern California design in the mode of New Formalism in 1958. His local masterpiece, the Stuart Pharmaceutical Company Plant and Office Building in Pasadena is listed in the National Register.

Typical Character-Defining Features:

- Symmetrical plans
- Flat rooflines with heavy overhanging entablatures
- Full-height colonnades and elevated podiums used as compositional devices
- Repeating arches and rounded openings
- Large screens of perforated cast stone or concrete or metal grilles
- Lacey concrete block privacy walls
- Buildings set behind plazas

[56] City of Riverside. *Modernism Context Statement*. 2009. Available at: https://www.riversideca.gov/historic/pdf/Modernism.pdf

6.1.3 Historic Context Statement

CONTEXT: PUBLIC AND PRIVATE INSTITUTIONAL DEVELOPMENT | EDUCATION

THEME: LAUSD | POST–1933 LONG BEACH EARTHQUAKE SCHOOL PLANTS, 1933–1945 [57]

Property Type:	Institutional/Educational
Property Subtypes:	Elementary, Junior High, and High School Buildings and Campuses
Period of Significance:	1933 to 1945
Area of Significance:	Education
Geographic Location:	Citywide
Area of Significance:	A/1

Eligibility Standards:

- Exemplifies post–Long Beach earthquake school planning and design concepts of the period, including requirements under the 1934 Field Act
- One-story massing for elementary schools; up to two stories for junior/high schools
- Retains most of the associative and character-defining features from the period of significance

Character-Defining Features | Buildings/Structures:

- One-story massing for elementary schools; up to two stories for middle and senior high schools
- Reinforced concrete, steel- or wood-frame construction
- Classroom wings designed for easy access and views to outdoors—with variations including 'L'-, 'H'-, 'T'-shaped building plans
- Generous expanses of windows, including steel- and wood-framed multi-light windows, awning and hopper casements, clerestories, and large-pane fixed windows; window groupings often mark the location of classrooms
- Stylistically more streamlined and less ornamental than 1920s period-revival styles
- Emphasis on "traditional Southern Californian" styles, such as Spanish Colonial and Mission Revival
- Styles can also include PWA Streamline Moderne, Art Deco, Late Moderne, and proto-modern styles
- May have been partially or fully funded through Works Progress Administration (WPA), 1935 to 1943
- WPA projects may include significant interior artwork such as murals, paintings and sculpture
- May have been designed by a prominent architect of the period

[57] Los Angeles Unified School District. March 2014. *Historic Context Statement, 1870 to 1969*. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 120. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

Character-Defining Features | Campus/District:

- Unified site plan consisting of buildings and structures designed and sited according to their use
- Use of designed outdoor and landscaped spaces, for outdoor study, recreation, and dining
- Often displays connecting sheltered corridors throughout campus
- Emphasis on a more expansive site plan
- Varied collection of buildings, differentiated by function and use (rather than a single building with all functions inside)
- Might include an elaborate administration building, located near the campus entrance; administration buildings usually serve as the focal point of the campus
- Campus often composed of groupings of classroom wings, auditoriums, gymnasiums, cafeterias, and outdoor recreation and dining areas
- Middle or senior high schools might include a gymnasium designed in the style of the campus overall

Integrity Considerations:

- Should retain most of the essential physical features from the period of significance
- Some materials may have been removed or altered
- Modern lighting and fencing of site acceptable
- Schools from this period generally include buildings constructed after the period of significance, in particular post-World War II buildings, which may be noncontributing
- Eligible properties under this theme may be a single building, if it exemplifies the design ideals of the era, or a grouping (campus) of buildings constructed during the period of significance
- Intact campus groupings from the pre-1945 era are not common
- Many pre-1933 schools were substantially remodeled following the Long Beach earthquake—may retain a 1920s plan but with 1930s stylistic detailing.
- Pre-1933 schools rehabilitated post-1933 might exhibit added seismic supports of steel columns, beams, or diagonal bracing; original masonry might be covered by concrete/stucco sheathing
- Should retain integrity of Materials, Design, Workmanship, Feeling, and Association from its period of significance

Comments: Buildings exhibiting distinctive design features might also qualify under Criteria C/3, as the embodiment of the distinctive characteristics of a type/period or method of construction, as an example of the work of a master architect, or for high artistic values.

6.2 SIGNIFICANCE ANALYSIS

The individual buildings were evaluated against the above applicable Contexts, Themes, and Property Types including the Renaissance Revival architectural style and the Post-1933 Long Beach Earthquake School Plants. Features of the school were evaluated both for individual eligibility for listing in the National Register, the California Register, and for local designation as a HCM. The school campus was also considered for eligibility as a historic district (Historic Preservation Overlay Zone).

6.2.1 Individual Components

The following chart reflects the eligibility findings of individual resources at the 92nd Street Elementary School. Note that only buildings that are 45+ years of age or will reach that date within the projected timeline for the subject property (approximately 3 years) and thereby date to the historic period were evaluated (Table 2, *Eligibility of Buildings and Structures at 92nd Street Elementary School*).

TABLE 2
ELIGIBILITY OF BUILDINGS AND STRUCTURES AT
92ND STREET ELEMENTARY SCHOOL

Name	Figure 3 Number	Year Built	Type	Historical Resource
Administrative & Library Building/ Kindergarten Building	1/6	1976	Permanent	Yes
Assembly & Classroom Building West	2	1939/1940	Permanent	Yes
Classroom Building (Finger)	3	1957	Permanent	No
Classroom Building (Finger)	4	1957	Permanent	No
Classroom Building C (Finger)	5	1960	Permeant	No
Kindergarten Building	7	1965	Permanent	No
Sheltered Breezeway	8	1957	Permanent	No
Classroom Building D	9	1968	Permanent	No
Cafeteria Building	10	1976	Permanent	Yes
Two/Three Unit Relocatable	11	1949	Portable	No
Storage Unit	12	1973	Permanent	No
Boiler Vault Building	13	1971	Permanent	No
Single Unit Modular	14	1986	Portable	N/A
Single Unit Modular	15	1986	Portable	N/A
Lunch Shelter	16	2001	Permanent	N/A
Sanitary Modular Building	17	2005	Portable	N/A
Double Unit Modular Building	18	1998	Portable	N/A
Double Unit Modular Building	19	2005	Portable	N/A

92ND STREET ELEMENTARY SCHOOL ELIGIBILITY

Criterion A/1/1

Based upon a review of the Post-1933 Long Beach Earthquake School Plants context of the *Los Angeles Unified School District Historic Context Statement*, the 92nd Street Elementary School does not have an important association with the early settlement or educational development within the Watts neighborhood. The school was constructed in in the 1930s, before the demographics of the neighborhood changed to a majority African-American area and was not associated with any notable events. Therefore, the school is not eligible under Criterion A.

Criterion B/2/2

No information was found to suggest that anyone associated with the 92nd Street Elementary School through the 1970s were historic personages, or that any other individuals of historic significance were associated with the property. Therefore, the 92nd Street Elementary School is not eligible under Criterion B.

Criterion C/3/3

Three building at the school are individually significant for their architecture and design by significant architects: The Assembly & Classroom Building West, the Administrative & Library Building/Kindergarten Building, and the Cafeteria Building. Whereas all three buildings are historical resources, the Assembly & Classroom Building West is eligible under the federal, state, and local criteria whereas the Administrative & Library Building/Kindergarten Building and the Cafeteria Building are only eligible under local criteria.

The 92nd Street Elementary School is not eligible for listing as a historic district because the school lacks a cohesive plan. Although the school was constructed organically, it represents piece-meal construction that occurred over the course of many decades, from the 1930s to present. The 1939 Assembly & Classroom Building West reflects the Post-1933 Long Beach Earthquake School Plants design. The finger buildings (Classroom Buildings, 1956) are not significant in design nor are they strong examples of this design and therefore are not eligible for listing under the Postwar Modern, Functionalist School Plant theme. The Administrative & Library Building/Kindergarten Building and the Cafeteria Building were constructed in 1976 as individual buildings scattered throughout the existing campus and do not reflect a clear campus design. Therefore, the 92nd Street Elementary School is not a unified entity as the historical resources' significance is not interrelated.

Moreover, the individually eligible buildings were designed in varying architectural styles by different architects. Therefore, these building are significant independent of each other and represent different designs. Alfred S. Nibecker designed the Assembly & Classroom Building West in the Renaissance Revival style of architect that reflected a minimization of ornament, likely to account for changes in building practices to account for seismic activity. Vincent J. Proby was an architect active in the 1960s through 1980s who designed the Administrative & Library Building/Kindergarten Building and Cafeteria Building in the New Formalist style of architecture. The 92nd Street Elementary School therefore is not eligible as a historic district because it lacks a cohesive plan and represents different periods of architectural productivity reflecting diverse architects and architectural styles.

Assembly & Classroom Building West

The Assembly & Classroom Building West was designed in 1939 by significant architect Alfred S. Nibecker in the Renaissance Revival style. The building was evaluated using the Renaissance Revival architectural style and the Post-1933 Long Beach Earthquake School Plants and comparative methods to other Nibecker-designed schools across Los Angeles.

Alfred S. Nibecker was a significant architect who focused on Revival-style educational facilities across Los Angeles. Recognized for his ability to adopt and master various architectural styles, Nibecker was known for designing French Norman Revival, Renaissance Revival, and Spanish Colonial Revival-style buildings. Nibecker also evidences a mastery of designing buildings in these Revival-styles with conservative ornament without unnecessary ornamentation, a necessary change

in design that occurred after the 1933 Long Beach Earthquake. Nibecker's ability to capture the true essence of a style without gaudy or excessive finishes proves his skill as an architect. The Assembly & Classroom Building West is a prime example of his reformed yet true-to-form rendition of the Renaissance Revival architectural style. Therefore, the Assembly & Classroom Building West represents Nibecker's architectural versatility and capability and quality of design.

The Assembly & Classroom Building West exhibits quality of craftsmanship and is an excellent example of the Renaissance Revival style of architecture in Los Angeles. The building retains its character-defining features of this style of architecture. As this building is a unique and intact example of this architectural style which was designed by a significant architect in the City of Los Angeles, the building is significant in design. The Assembly & Classroom Building West embodies distinctive characteristics of Renaissance Revival-style architecture and is the work of a significant architect. Therefore, the property is eligible for individual listing in the National Register, California Register, and as an HCM at the local level of significance under Criterion C/3/3 for its architecture and association with Alfred S. Nibecker (Figure 44, *Sketch Map of Assembly & Classroom Building West, 92nd Street Elementary School*).

Administrative & Library Building/ Kindergarten Building and Cafeteria Building

The Administrative & Library Building/Kindergarten Building and Cafeteria Building were designed in 1976 by significant architect Vincent J. Proby in the New Formalism style of architecture. The buildings evidence this style's emphasis on symmetrical plans, flat rooflines with heavy overhanging entablatures, and full-height colonnades. Therefore, the buildings were evaluated using the New Formalism style theme.

Proby designed the A. C. Bilbrew branch library in Willowbrook, the CAAM in Exposition Park, as well as numerous educational buildings at University of California, Los Angeles (UCLA), Los Angeles City College, and Pierce College.[58] Additionally, Proby designed multiple Bank of America branches, churches, shopping malls, and medical buildings. [59] Proby was the first African-American to be appointed to the State Board of Architectural Examiners where he served as President, Vice President, and Treasurer over the course of eight years. He won the State Board of Architectural Examiners Leadership Award, the NAACP's Act-So Award, and was honored by the City of Los Angeles and County of Los Angeles.[60] Proby was a significant architect in Los Angeles who broke the color barrier for awards and adopted a new and monumental form of architecture, notably the New Formalism style.

The Administrative & Library Building/Kindergarten Building and Cafeteria Building exhibit quality of craftsmanship and are strong local examples of the New Formalist style of architecture. Moreover, few examples of this style appear to be extant in Southeast Los Angeles, making these buildings rare examples in the Watts area. Although the buildings are significant for style, design, and association with Vincent J. Proby, a significant architect, this significance is limited to the local level. Therefore, the Administrative & Library Building/Kindergarten Building and Cafeteria Building are eligible for designation as HCMs for their design by significant architect Vincent J. Proby pursuant to Criterion 3 (Figure 45, *Sketch Map of Administrative & Library Building/Kindergarten Building and Cafeteria Building, 92nd Street Elementary School*).

[58] "Untitled." Los Angeles County Arts Commission. Accessed September 10, 2018. Available at: https://www.lacountyarts.org/civicart/objects-1/info/176

[59] "Architect, Proby, Dies." 10 December 1987. *Los Angeles Sentinel*.

[60] "Architect, Proby, Dies." 10 December 1987. *Los Angeles Sentinel*.

Criterion D/4/4

Criterion D was not considered in this report as it generally applies to archaeological resources. Additionally, there is no reason to believe the property has the potential to yield important information regarding prehistory or history (Attachment B, *DPR 523 Series Forms)*.

Figure 44. Assembly & Classroom Building West, 92nd Street Elementary School
SOURCE: *Sapphos Environmental, Inc., 2018*

Figure 45. Administrative & Classroom Building/Kindergarten Building and Cafeteria Building, 92nd Street Elementary School
SOURCE: *Sapphos Environmental, Inc., 2018*

7.1 INTEGRITY

Assembly & Classroom Building West

The Assembly & Classroom Building West retains its *location, design, workmanship, feeling,* and *association*. Some *materials* have changed where original windows were replaced with HVAC units and the *location* is somewhat changed from the time of construction. The *setting* has been only minimally altered from the construction and demolition of surrounding buildings. Overall, the Assembly & Classroom Building West retains its integrity and ability to convey its significance (Table 3, *Integrity of Assembly & Classroom Building West*).

TABLE 3
INTEGRITY OF ASSEMBLY & CLASSROOM BUILDING WEST

	High	Medium	Low	Remarks
Location	X			Remains in original location.
Design	X			Maintains major designed relationships including form, plan, space, structure, and style of the building.
Setting		X		Some changes to setting character, as original buildings surrounding the subject building were demolished, and new ones have been built since the time of construction in 1939. However, surrounding structures also used for educational purposes.
Materials		X		Building retains key exterior and interior materials from this period of historic significance. Some windows and doors have been replaced.
Workmanship	X			Retains original workmanship and evidence of the crafts of the architect.
Feeling	X			Property continued to express aesthetic and historic sense of 1939.
Association	X			Retains association and conveys architectural character.

Administrative & Library Building/Kindergarten Building and Cafeteria Building

The Administrative &Library Building/Kindergarten Building and Cafeteria Building retain their *location, design, materials, workmanship, feeling,* and *association*. The *setting* has been only minimally altered from the construction and demolition of surrounding buildings. Overall, the Administrative & Library Building/Kindergarten Building and Cafeteria Building retain their integrity and ability to convey their significance (Table 4, *Integrity of Administrative & Library Building/Kindergarten Building and Cafeteria Building*).

TABLE 4
INTEGRITY OF ADMINISTRATIVE & LIBRARY BUILDING/KINDERGARTEN BUILDING AND CAFETERIA BUILDING

	High	Medium	Low	Remarks
Location	X			Remains in original location.
Design	X			Maintains major designed relationships including form, plan, space, structure, and style of the building.
Setting		X		Some changes to setting character, as original buildings surrounding the subject building were demolished, and new ones have been built since the time of construction in 1939. However, surrounding structures also used for educational purposes.
Materials	x			Building retains key exterior and interior materials from this period of historic significance.
Workmanship	X			Retains original workmanship and evidence of the crafts of the architect.
Feeling	X			Property continued to express aesthetic and historic sense of 1939.
Association	X			Retains association and conveys architectural character.

8.1 CHARACTER-DEFINING FEATURES

Assembly & Classroom Building West

The Assembly & Classroom Building West retains numerous original details that comprise the building's character-defining features. These include aspects of the building's shape/form, roof, openings, projections, trim and secondary features, and materials. The character-defining features are also ranked to inform advance planning (Table 5, *Character-Defining Features of Assembly & Classroom Building*).

TABLE 5
CHARACTER-DEFINING FEATURES OF ASSEMBLY & CLASSROOM BUILDING

Type	Feature	Ranking
Shape/Form	'L'-shaped plan	MS
	1-story (approximately 15 feet)	MS
Roof	Flat Roof	S
	Concrete cornice	MS
Openings	Projecting primary entrance along 92nd Street	MS
	Rhythm of windows and doors	S
	Concrete ADA-accessible ramps and stairs	NHNS
	Original Wood Windows	MS
Projections	Slightly projecting assembly room along front façade	S
Trim and Secondary Features	Cast concrete molded trim and quoins around windows and doors	MS
	Metal Box Pipes	S
	Metal Window Screens	NHNS
	HVAC units	NHNS
Materials	Natural-tone common-bond speckled brick exterior	MS
	Diamond design of clinker bricks	MS
	Concrete water table	MS
	Concrete belt course	MS
Interior	Exposed natural-tone common-bond speckled brick walls	MS
	Wood transom window surrounds	MS
	Door surrounds	S
	Original cabinets	S
	Linoleum floor	CU
	Light Fixtures	NHNS
	Transom Windows	NHNS
	Ceiling	NHNS
Setting	Setback from 92nd Street and Anzac Avenue	MS

KEY:
MS = Most significant
S = Significant
CU = Common and Utilitarian
HNS = Historic; Not Significant
NHNS = Not Historic; Not Significant

Administrative & Classroom Building/Kindergarten Building and Cafeteria Building

The Administrative & Classroom Building/Kindergarten Building and Cafeteria Building retain numerous original details that comprise the buildings' character-defining features. These include aspects of the buildings' shape/form, roof, openings, projections, and materials. The character-defining features are also ranked to inform advanced planning (Table 6, *Character-Defining Features of Administrative & Classroom Building/Kindergarten Building*).

TABLE 6
CHARACTER-DEFINING FEATURES OF ADMINISTRATIVE & CLASSROOM BUILDING/KINDERGARTEN BUILDING

Type	Feature	Ranking
Shape/Form	Rectangular floor plan	S
	1-story	S
Roof	Flat Roof	S
	Curved Fascia/Eave	MS
	Stylized colonnade (Cafeteria Building only)	MS
Openings	Flush entrances with metal doors	S
	Rhythm of windows and doors	S
	Twelve-light aluminum windows	MS
	Original Aluminum transom windows	MS
Secondary Features	Brick polygon-shaped bases (Cafeteria Building only)	MS
Materials	Stucco Exterior	MS
	Aluminum windows	S
	Metal doors	NHNS
Setting	Setback from 92nd Street and Anzac Avenue	S
KEY: MS = Most significant S = Significant NHNS = Not Historic; Not Significant		

SECTION 9.0
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ATTACHMENT A
RESUMES OF KEY PERSONNEL

Sapphos environmental inc

Alexandra I. Madsen, MA, BA

Senior Architectural Historian

MA, Art History, University of Texas at Austin, Austin, TX

BA (Magna Cum Laude), History, Saint Anselm College, Manchester, NH

- *Cultural resources management and legal compliance*
- *Identification and evaluation of the built environment*
- *Archival documentation*
- *Historic preservation consultation*
- *Secretary of the Interior's* Standards for the Treatment of Historic Properties
- *CEQA cultural resources analysis*
- *Section 106*

Years of Experience: 6+

Relevant Experience

- *Los Angeles County Department of Parks and Recreation 523 Series Forms*
- *Los Angeles Unified School District Design Review Reports*
- *Design Review*
- *Mills Act Tax Abatement Program*
- *Historic American Buildings Survey Report and Pamphlet, Bakersfield, CA*
- *Board Member, Highland Park Heritage Trust*

Ms. Alexandra Madsen, Senior Architectural Historian for Sapphos Environmental, Inc., has over six years of experience in the field of cultural resource management. Ms. Madsen has a Master's Degree in Art History from the University of Texas at Austin, where she focused on built environments, and a Bachelor's Degree in History from Saint Anselm College. She meets and exceeds the Secretary of the Interior's *Professional Qualification Standards* in History and Architectural History.

Ms. Madsen is experienced with Section 106 of the National Historic Preservation Act, California Environmental Quality Act (CEQA) compliance, and the Secretary of the Interior's *Standards for the Treatment of Historic Properties* (*Standards*). She has extensive experience in archival research and field surveys, completing cultural resources reports, and in evaluating properties under federal, State, and local criteria. She has worked on historic projects located in Los Angeles, Orange, and Kern Counties in Southern California.

Ms. Madsen has served as the project manager for numerous historic resource assessments within Los Angeles County for CEQA compliance. She completed evaluations for properties located in Glendale, Huntington Beach, Los Angeles, Long Beach, Monrovia, Orange, Sierra Madre, South Pasadena, Tustin, and West Hollywood among others.

In addition to these assessments, Ms. Madsen considered over 20 Los Angeles County Parks and Golf Courses for inclusion in federal, State, and local registers. These evaluations were documented with Department of Parks and Recreation (DPR) 523 series forms and informed by site visits, historic context statements, and substantial archival research. She also has extensive survey experience, and completed a Historical Resources Evaluation Report (HRER) and Historic Property Survey Report (HPSR) for the California Department of Transportation (Caltrans) in support of the SR 55 improvement project in Orange County.

Moreover, Ms. Madsen evaluated several educational institutions for the Los Angeles Unified School District (LAUSD), including Canfield Avenue Elementary School, Canoga Park High School, and Locke High School, consistent with the requirements of CEQA. These reports documented the construction of the school campuses, their early history, and notable events, people, or architectural styles encompassed on the campuses.

Ms. Madsen has reviewed the design of proposed construction, alterations, and additions to ensure compliance with the *Standards* for residential, commercial, and municipal properties. Properties assessed for compliance include a proposed podium-style building on Melrose Avenue in Los Angeles, alterations to a Mid-Century Modern clubhouse at the Los Verdes Golf Course, and an addition to a private residence in Sierra Madre, among others.

Ms. Madsen completed Historic American Buildings Survey (HABS) documentation in support of the 24th Street Widening Project in the City of Bakersfield, consistent with the requirements of Section 106. For this project, she authored a Historic Context Statement exploring the history of Bakersfield and a pamphlet illustrating the subject historic district's character.

Ms. Madsen is a member of the National Trust for Historic Preservation, California Preservation Foundation, L.A. Conservancy, and Pasadena Heritage. She is a board member of the Highland Park Heritage Trust.

Sapphos environmental inc.

Carrie E. Chasteen, MS, BA

Senior Historic Resource Specialist

MS, Historic Preservation, School of the Art Institute of Chicago, Chicago, IL

BA, History and Political Science, University of South Florida, Tampa, FL

Phi Alpha Theta historical honor society

- *Cultural resources management and legal compliance*
- *History of California*
- *Identification and evaluation of the built environment*
- *Historic American Building Survey (HABS) and Engineering Record (HAER) documentation*
- *Historic Property Survey Reports (HPSRs)*
- *Historical Resources Evaluation Reports (HRERs)*

Years of Experience: 15+

Relevant Experience

- *Certified Oregon Transportation Investment Act (OTIA) III CS3 Technical Lead*
- *Historic Preservation Commissioner, City of Pasadena, CA*
- *Historic consultant for the Shangri La Hotel renovation project, Santa Monica, CA*
- *Principal Architectural Historian for the Interstate 10 (I-10) Corridor Project*
- *HABS/HAER documentation for Mission Control at NASA JPL in Pasadena, CA*

Ms. Carrie Chasteen has more than 15 years of experience in the field of cultural resources management and the built environment, including project management, agency coordination, archival research, managing large surveys, preparation of Environmental Impact Statement / Environmental Impact Report (EIS/EIR) sections, peer review, and regulatory compliance. She meets and exceeds the Secretary of the Interior's *Professional Qualification Standards* in the fields of History and Architectural History.

Ms. Chasteen has served as Principal Investigator / Principal Architectural Historian on projects in Kern, San Bernardino, Riverside, Ventura, Los Angeles, Orange, Imperial, and San Diego Counties in Southern California. She has extensive experience with the California Office of Historic Preservation, the California Department of Transportation (Caltrans), San Bernardino Associated Governments (SANBAG), Los Angeles County Department of Parks and Recreation, the City of Los Angeles, and various other State, county, and local government agencies.

Ms. Chasteen served as the historic consultant for the design team for the renovation of the Shangri La Hotel, Santa Monica, California, which won a historic preservation award from the Santa Monica Conservancy. For the Shangri La Hotel project, Ms. Chasteen documented and ranked the character-defining features of the building and structures on the property; reviewed plans for consistency with the Secretary of the Interior's *Standards for the Treatment of Historic Properties;* assisted with developing creative solutions to meet the objectives of updating the hotel amenities while maintaining the historic character of the building; assisted with the entitlement process including presentations before the Planning Commission; and prepared Historic American Building Survey (HABS) documentation of the linoleum flooring which was set in unique patterns per room throughout the entire building. Additional experience includes serving as Principal Architectural Historian for the Interstate 10 (I-10) Corridor Project. For this project, Ms. Chasteen prepared a Historic Property Survey Report (HPSR), Historical Resources Evaluation Report (HRER), and a Finding of No Adverse Effect with Non-Standard Conditions (FNAE). As part of the FNAE, she conducted agency consultation with the Cities of Redlands, Upland, and Ontario, and with other interested parties including regional historical societies. Ms. Chasteen has also prepared Historic American Buildings Survey / Historic American Engineering Record (HABS / HAER) documentation for the former Caltrans District 7 headquarters building and the Space Flight Operations Facility, commonly referred to as Mission Control, a National Historic Monument, at the Jet Propulsion Laboratory (JPL) in Pasadena.

Ms. Chasteen is a member of the Society of Architectural Historians, National Trust for Historic Preservation, California Preservation Foundation, and Pasadena Heritage. Ms. Chasteen is also a Historic Preservation Commissioner for the City of Pasadena.

ATTACHMENT B
DPR 523 SERIES FORMS

State of California — The Resources Agency DEPARTMENT OF PARKS AND RECREATION **PRIMARY RECORD**		Primary # HRI # Trinomial NRHP Status Code: 3S
Other Listings Review Code	Reviewer	Date

Page 1 **of** 11 ***Resource Name or #** (Assigned by recorder)**:** Assembly & Classroom Building West
P1. Other Identifier: None

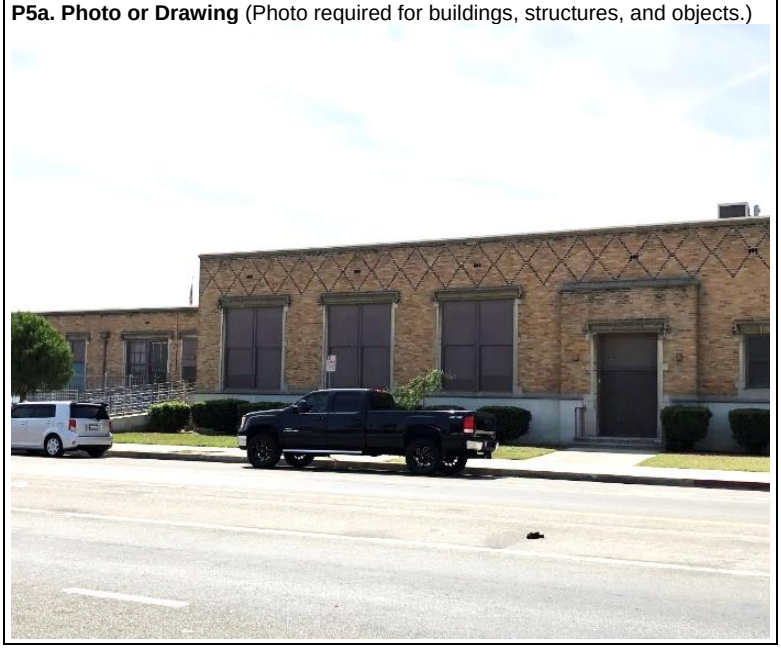
***P2. Location:** ☐ **Not for Publication** ☒ **Unrestricted**
***a. County:** Los Angeles **and** (P2b and P2c or P2d. Attach a Location Map as necessary.)
***b. USGS 7.5' Quad:** South Gate **Date**: 1981 **T; R;__of__of Sec** ;__**B.M.**
c. Address: 9211 Grape Street **City:** Los Angeles **Zip:** 90002
d. UTM (Give more than one for large and/or linear resources) **Zone:** 11 , 385715 mE/ 37575641 mN
e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate): Rancho San Pascual (APN 6046-002-901)

***P3a. Description** (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries): The Assembly & Classroom Building West is situated in the northwest corner of the school, is designed in the Renaissance Revival style, was built in 1939/1940, and is the oldest extant building on the 92nd Street Elementary School campus. The Assembly & Classroom Building West is 1 story and approximately 15 feet in height. The exterior of all façades is common-coursed brick comprised of various natural tones. A diamond pattern of clinker bricks accents the parapet of the primary ell of the building. A flat roof with a slightly overhanging simple concrete cornice graces the uppermost section of the school building. Cast concrete detailing around windows and doors features quoins and label molds. (*See Continuation Sheet page 4*)

***P3b. Resource Attributes** (List attributes and codes)**:** 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, date, accession #): View facing southeast; August 24, 2018; IMG_1672.jpg (*See Continuation Sheet page 5*)

***P6. Date Constructed/Age and Source:**
☒Historic ☐Prehistoric ☐Both

***P7. Owner and Address:**
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

***P8. Recorded by** (Name, affiliation, and address): Alexandra Madsen
Carrie Chasteen
Sapphos Environmental, Inc.
430 N. Halstead Street
Pasadena, CA 91107

***P9. Date Recorded:** September 18, 2018

***P10. Survey Type** (Describe)**:**
Intensive, CEQA Compliance, P—Project Review

***P11. Report Citation** (Cite survey report and other sources, or enter "none")**:** Sapphos Environmental, Inc. 2018. Historical Resource Assessment Report for the Assembly & Classroom Building West at 92nd Street Elementary School.

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):

BUILDING, STRUCTURE, AND OBJECT RECORD

***Resource Name or #** (Assigned by recorder): Classroom & Assembly Building West ***NRHP Status Code:** 3S

B1. Historic Name: Classroom & Assembly Building West
B2. Common Name: Classroom & Assembly Building West
B3. Original Use: Educational Facility **B4. Present Use:** Educational Facility
***B5. Architectural Style:** Renaissance Revival
***B6. Construction History:** (Construction date, alterations, and date of alterations)

Alfred S. Nibecker Jr. designed the Assembly & Classroom Building West in the northwest corner of the campus at this date. The original building permit was not available, although architectural drawings of the school illustrate its design and identify Nibecker as the architect. Nibecker designed this building in the Renaissance Revival style of architecture but also minimized the amount of ornament that was displayed on the building—this was a direct nod to the move away from ostentatious detailing that could become dangerous if there were another earthquake.

***B7. Moved?** ☒ **No** ☐ **Yes** ☐ **Unknown** **Date:** N/A **Original Location:** N/A
***B8. Related Features:** N/A
B9a. Architect: Alfred S. Nibecker Jr. **b. Builder:** C. W. Pierce
***B10. Significance: Theme: Residential architecture** **Area:** Watts, Los Angeles
Period of Significance: 1939 **Property Type:** Education Building **Applicable Criteria:** C/3/3
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

See Continuation Sheet page 8.

B11. Additional Resource Attributes (List attributes and codes): N/A

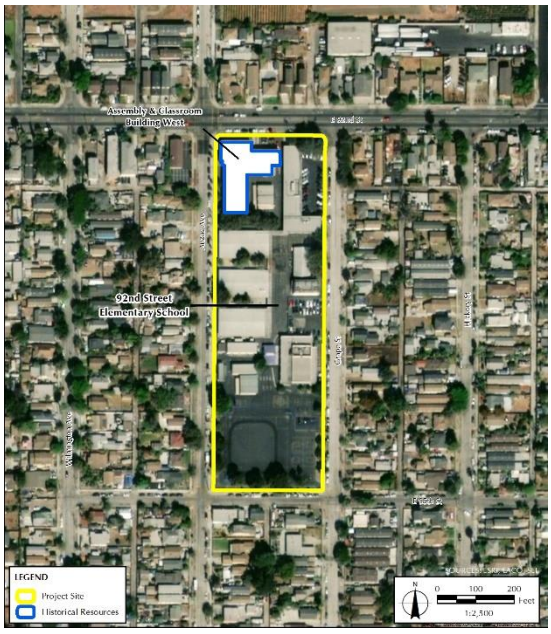
***B12. References:** See Continuation Sheet page 8.

***B13. Remarks:** N/A

***B14. Evaluator:**
Alexandra Madsen
Carrie Chasteen
Sapphos Environmental, Inc.
430 N. Halstead Street
Pasadena, CA 91107

***Date of Evaluation:** September 18, 2018

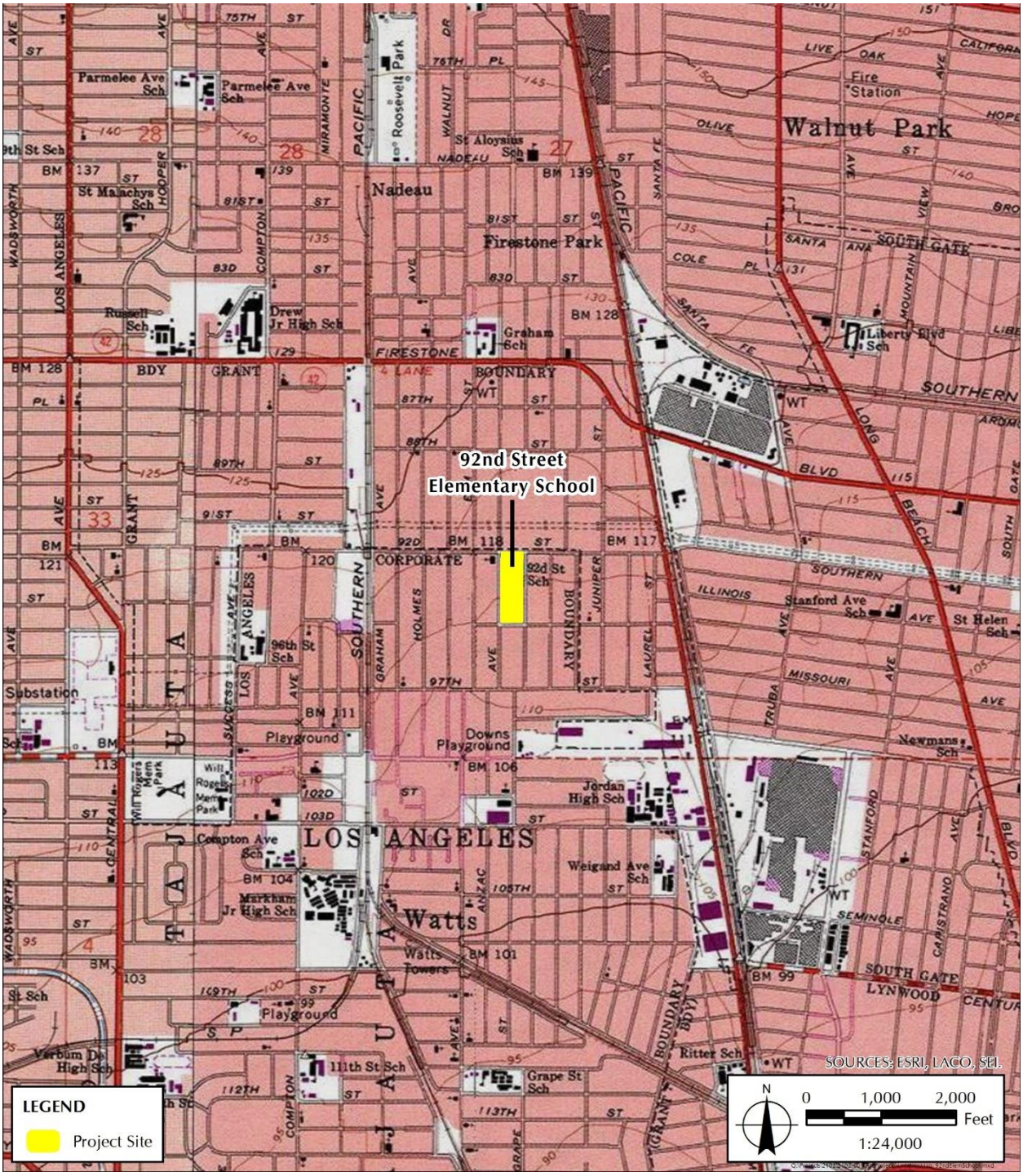
(Sketch Map with north arrow required.)



(This space reserved for official comments.)

***Resource Name or #** (Assigned by recorder): Assembly & Classroom Building West

***Map Name:** South Gate ***Scale:** 1:24,000 ***Date of map:** 1981



***P3a. Description:** (*Continued from Primary Record page 1*)

The building's assembly room projects slightly further north than the rest of the building, which is comprised of two ells. This building has an upside-down 'L'-shaped footprint and can be divided into a primary façade that faces 92nd Street, an eastern ell with an east-west axis, and a western ell with a north-south axis.

Primary (Northern) Façade

The primary (northern) façade of the Assembly & Classroom Building West slightly projects from the main ell of the building, and features many of the character-defining features of the Renaissance Revival style. From 92nd Street, this façade gives the impression of a general rectangular massing. A concrete foundation and water table define the lower region of the building and are bordered by a thin belt course that wraps around the sides of the building. Small, rectangular air vents are evenly placed along the upper region of the elevation to provide passive air flow.

The original primary entrance to the building situated along this façade slightly projects from the rest of the façade and is accessible via two low, concrete stairs. This projecting bay provides minimal shelter for the entrance. Fenestration is linear and standard in nature; windows and doors are emphasized and ornamented with cast concrete molded trim and quoins. The primary door was replaced and windows along this façade have been covered with panels.

A side entrance along the northern façade is accessible via an Americans with Disabilities Act (ADA)-compliant concrete ramp with metal railings. One of the two parking lots on the campus abuts the Assembly & Classroom Building West's northern façade.

Eastern Ell

The eastern ell of the building features the most frequently traversed entrance to the building, which is across from the main office. This entrance has a raised concrete entrance and stairs with a metal handrailing. A shed roof provides a covered entrance porch that is upheld by metal columns. The boiler vault building is located kitty-corner to this entrance.

The water table and concrete belt course wrap around the eastern ell. Windows along the eastern ell of the building are mostly covered with heating, ventilation, air conditioning (HVAC) units, wood or metal panels, or aluminum screens that are not original. However, the few visible windows do appear to be original 6-light double-hung wood windows. A number of doors along this ell provide access to individual classrooms and feature concrete steps with metal railings. Original metal box gutters line this and the western ell. Vents below the roof provide passive air flow for the building, and security lights are installed for security purposes.

Western Ell

The western ell of the building continues the symmetry and detailing evident on the northern façade and eastern ell. An electrical box is located against the exterior of the western ell's eastern façade.

This ell features a painted mural depicting various animals set upon desert and tropical backgrounds that was likely completed by students, faculty, or a local artist. Paint is an impermanent material that can easily be removed. The southern façade of the western ell features the rear entrance to the building. The rear entrance features both a central concrete staircase and perpendicular ADA-compliant concrete ramp with metal railing. Vents line the building's foundation.

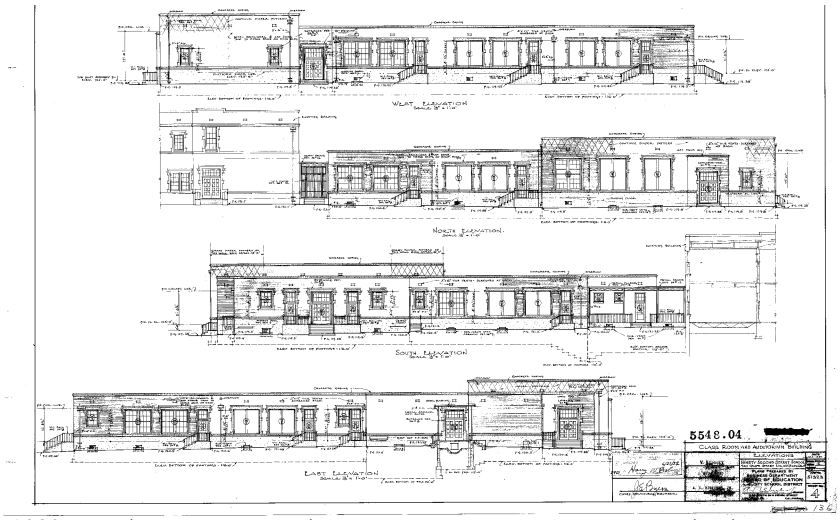
The western façade of the western ell of the building mimics much of the detailing, design, and appearance of the other facades. Individual staircases with metal railings lead to each classroom's back door. Crape myrtle (*Lagerstroemia indica*) trees are planted in a line along this façade as it borders Anzac Avenue. (*See Continuation Sheet page 5*)

***P3a. Description:** (*Continued from Continuation Sheet page 4*)

As visible from the entrance accessible on the southern façade of the western ell, the interior of the building retains many original features, such as the exposed brick walls and transom windows with wood surrounds that line the hallway.

Compared to a photograph from 1940, shortly after the building opened, it is evident that the interior of the building maintains much of its integrity despite minor alterations. Although the original transom windows, doors, and light fixtures were replaced, the wood surrounds remain, and the building's interior retains its original general appearance and feeling. Additional photographs of the interior were unavailable because the classes were in session at the time of the site visit.

P5a. Photo or Drawing: (*Continued from Primary Record page 1*)



1939 Architectural Drawing of Assembly & Classroom Building West
SOURCE: *LAUSD Vault Drawing No. 5548.00.000 (004)*

Detail, Northern Façade

(*See Continuation Sheet Page 6*)

P5a. Photo or Drawing: (*Continued from Continuation Sheet page 5*)

Eastern Façades of Eastern Ell

Eastern Façade of Western Ell

Southern Façade of Western Ell

(*See Continuation Sheet Page* 7)

P5a. Photo or Drawing: (*Continued from Continuation Sheet page 6*)

Western Façade of Western Ell

Hallway, Interior

***B10. Significance:** (*Continued from Building, Structure, and Object Record page 2*)

Alfred S. Nibecker Jr.

Alfred S. Nibecker Jr. worked as an architect during a pivotal moment in Los Angeles architectural history from the 1920s through the 1950s. As further explained in the *Los Angeles Unified School District Historic Context Statement:*

> *Guiding the Los Angeles school districts through rapid expansion in 1920s, disaster and depression during the 1930s, and the great postwar boom through the mid-1950s was district architect and business manager Alfred S. Nibecker, Jr. In the 1920s, Nibecker began private practice in Los Angeles; he joined the Los Angeles City Board of Education as an architect in 1926, where he remained until his retirement in 1955. In his three-decade career with the school district, Nibecker oversaw the construction of, and contributed designs to, hundreds of school plant projects. Many commissions were completed by the district's in-house staff, but many others were handled by a range of the region's best architects and builders, with an increasing number of firms specializing in school design.*
>
> *In addition to his work with the Los Angeles City school districts, Nibecker was a fellow of the American Institute of Architects and served on the National Committee on School House Construction, the National Advisory Council on School Building Problems, run under the auspices of the U.S. Department of the Interior, Office of Education. In 1955, Nibecker was made an honorary member of the Structural Engineers Association of Southern California, the association's highest award.*

Alfred S. Nibecker Jr. was mostly active in Los Angeles. The below table identifies some of Nibecker's other designs at schools in the City and their potential eligibility criteria as identified by SurveyLA. Nibecker was active designing educational facilities across the city from the 1930s to 1950s. He worked in a number of designs, including PWA Moderne, Renaissance Revival, Spanish Colonial Revival, and French Norman Revival. Nibecker's skills at learning and creating exemplary high-style designed buildings in various architectural styles demonstrates his mastery of architecture. Nibecker is recognized for his greatness in the field of Revival-style design of educational facilities and is a known craftsman of consummate skill.

EVALUATION

Criterion A/1/1

Based upon a review of the Post-1933 Long Beach Earthquake School Plants context of the *Los Angeles Unified School District Historic Context Statement*, the 92nd Street Elementary School does not have an important association with the early settlement or educational development within the Watts neighborhood. The school was constructed in in the 1930s, before the demographics of the neighborhood changed to a majority African-American area and was not associated with any notable events. Therefore, the school is not eligible under Criterion A.

Criterion B/2/2

No information was found to suggest that anyone associated with the 92nd Street Elementary School through the 1970s were historic personages, or that any other individuals of historic significance were associated with the property. Therefore, the 92nd Street Elementary School is not eligible under Criterion B.

Criterion C/3/3

Three building at the school are individually significant for their architecture and design by master architects: The Assembly & Classroom Building West, the Administrative & Library Building/Kindergarten Building, and the Cafeteria Building. The Assembly & Classroom Building West is eligible under the federal, state, and local criteria.

(*See Continuation Sheet page 9*)

***B10. Significance:** (*Continued from Continuation Sheet page 8*)

The 92nd Street Elementary School is not eligible for listing as a historic district because the school lacks a cohesive plan. Although the school was constructed organically, it represents piece-meal construction that occurred over the course of many decades, from the 1930s to present. The 1939 Assembly & Classroom Building West reflects the Post-1933 Long Beach Earthquake School Plants design. The finger buildings (Classroom Buildings, 1956) are not significant in design nor are they strong examples of this design and therefore are not eligible for listing under the Postwar Modern, Functionalist School Plant theme. The Administrative & Library Building/Kindergarten Building and the Cafeteria Building were constructed in 1976 as individual buildings scattered throughout the existing campus and do not reflect a clear campus design. Therefore, the 92nd Street Elementary School is not a unified entity as the historical resources' significance is not interrelated.

Moreover, the individually eligible buildings were designed in varying architectural styles by different architects. Therefore, these building are significant independent of each other and represent different designs. Alfred S. Nibecker designed the Assembly & Classroom Building West in the Renaissance Revival style of architect that reflected a minimization of ornament, likely to account for changes in building practices to account for seismic activity. Vincent J. Proby was an architect active in the 1960s through 1980s who designed the Administrative & Library Building/Kindergarten Building and Cafeteria Building in the New Formalist style of architecture. The 92nd Street Elementary School therefore is not eligible as a historic district because it lacks a cohesive plan and represents different periods of architectural productivity reflecting diverse architects and architectural styles.

Assembly & Classroom Building West

The Assembly & Classroom Building West was designed in 1939 by master architect Alfred S. Nibecker in the Renaissance Revival style. The building was evaluated using the Renaissance Revival architectural style and the Post-1933 Long Beach Earthquake School Plants and comparative methods to other Nibecker-designed schools across Los Angeles.

Alfred S. Nibecker was a master architect who focused on Revival-style educational facilities across Los Angeles. Recognized for his ability to adopt and master various architectural styles, Nibecker was known for designing French Norman Revival, Renaissance Revival, and Spanish Colonial Revival-style buildings. Nibecker also evidences a mastery of designing buildings in these Revival-styles with conservative ornament without unnecessary ornamentation, a necessary change in design that occurred after the 1933 Long Beach Earthquake. Nibecker's ability to capture the true essence of a style without gaudy or excessive finishes proves his skill as an architect. The Assembly & Classroom Building West is a prime example of his reformed yet true-to-form rendition of the Renaissance Revival architectural style. Therefore, the Assembly & Classroom Building West represents Nibecker's architectural versatility and capability and quality of design.

The Assembly & Classroom Building West exhibits quality of craftsmanship and is an excellent example of the Renaissance Revival style of architecture in Los Angeles. The building retains its character-defining features of this style of architecture. As this building is a unique and intact example of this architectural style which was designed by a master architect in the City of Los Angeles, the building is significant in design. The Assembly & Classroom Building West embodies distinctive characteristics of Renaissance Revival-style architecture and is the work of a master architect. Therefore, the property is eligible for individual listing in the National Register, California Register, and as an HCM at the local level of significance under Criterion C/3/3 for its architecture and association with Alfred S. Nibecker.

Criterion D/4/4

Criterion D was not considered in this report as it generally applies to archaeological resources. Additionally, there is no reason to believe the property has the potential to yield important information regarding prehistory or history.

Integrity

The Assembly & Classroom Building West retains its *location*, *design*, *workmanship*, *feeling*, and *association*. Some *materials* have changed where original windows were replaced with HVAS units and the *location* is somewhat changed from the time of construction. Overall, the Assembly & Classroom Building West retains its integrity and ability to convey its significance.

(*See Continuation Sheet page 10*)

***B10. Significance:** (*Continued from Continuation Sheet page 9*)

INTEGRITY OF ASSEMBLY & CLASSROOM BUILDING WEST

	High	Medium	Low	Remarks
Location	X			Remains in original location.
Design	X			Maintains major designed relationships including form, plan, space, structure, and style of the building.
Setting		X		Some changes to setting character, as original buildings surrounding the subject building were demolished, and new ones have been built since the time of construction in 1939. However, surrounding structures also used for educational purposes.
Materials		X		Building retains key exterior and interior materials from this period of historic significance. Some windows and doors have been replaced.
Workmanship	X			Retains original workmanship and evidence of the crafts of the architect.
Feeling	X			Property continued to express aesthetic and historic sense of 1939.
Association	X			Retains association and conveys architectural character.

The Assembly & Classroom Building West retains numerous original details that comprise the building's character-defining features. These include aspects of the building's shape/form, roof, openings, projections, trim and secondary features, and materials. The character-defining features are also ranked to inform advance planning.

CHARACTER-DEFINING FEATURES OF ASSEMBLY & CLASSROOM BUILDING

Type	Feature	Ranking
Shape/Form	'L'-shaped plan	MS
	1-story (approximately 15 feet)	MS
Roof	Flat Roof	S
	Concrete cornice	MS
Openings	Projecting primary entrance along 92nd Street	MS
	Rhythm of windows and doors	S
	Concrete ADA-accessible ramps and stairs	NHNS
	Original Wood Windows	MS
Projections	Slightly projecting assembly room along front façade	S
Trim and Secondary Features	Cast concrete molded trim and quoins around windows and doors	MS
	Metal Box Pipes	NHNS
	Metal Window Screens	NHNS
	HVAC units	NHNS
Materials	Natural-tone common-bond speckled brick exterior	MS
	Diamond design of clinker bricks	MS
	Concrete water table	MS
	Concrete belt course	MS
Interior	Exposed natural-tone common-bond speckled brick walls	MS
	Wood transom window surrounds	MS
	Door surrounds	S
	Original cabinets	S
	Linoleum floor	CU
	Light Fixtures	NHNS
	Transom Windows	NHNS
	Ceiling	NHNS
Setting	Setback from 92nd Street and Anzac Avenue	MS

KEY:
MS = Most significant; S = Significant; CU= Common and Utilitarian; HNS = Historic; Not Significant; NHNS = Not Historic; Not Significant

***B12. References:** (*Continued from Building, Structure, and Object Record page 2*)

Los Angeles Unified School District. March 2014. Historic Context Statement, 1870 to 1969. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 42. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf

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

PRIMARY RECORD

Primary #
HRI #
Trinomial
NRHP Status Code: 3CS

Other Listings
Review Code **Reviewer** **Date**

***Resource Name or #** (Assigned by recorder)**:** Administrative & Classroom Building/ Kindergarten Building and Cafeteria Building

P1. Other Identifier: None

***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:** South Gate **Date**: 1981 **T; R;__of__of Sec** ;__**B.M.**

c. Address: 9211 Grape Street **City:** Los Angeles **Zip:** 90002

d. UTM (Give more than one for large and/or linear resources) **Zone:** 11 , 385715 mE/ 37575641 mN

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate): Rancho San Pascual (APN 6046-002-901)

***P3a. Description** (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries):

Administrative & Library Building/ Kindergarten Building

The Administrative & Library Building and Kindergarten Building are attached to form an 'L'-shaped complex in the northwestern corner of the school campus. The complex was designed in 1975 by architect Vincent J. Proby Jr., constructed in 1976, and reflects the New Formalist style of architecture. The sheltered breezeway is attached to the southwestern corner of the complex. (*See Continuation Sheet page 4*)

***P3b. Resource Attributes** (List attributes and codes)**:** 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, date, accession #): View of Administrative & Classroom Building/Kindergarten Building; August 24, 2018; IMG_1679.jpg (*See Continuation Sheet page 4*)

***P6. Date Constructed/Age and Source:**
☒Historic ☐Prehistoric ☐Both

***P7. Owner and Address:**
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

***P8. Recorded by** (Name, affiliation, and address): Alexandra Madsen
Carrie Chasteen
Sapphos Environmental, Inc.
430 N. Halstead Street
Pasadena, CA 91107

***P9. Date Recorded:** September 18, 2018

***P10. Survey Type** (Describe)**:**
Intensive, CEQA Compliance, P—Project Review

***P11. Report Citation** (Cite survey report and other sources, or enter "none")**:** Sapphos Environmental, Inc. 2018. Historical Resource Assessment Report for Administrative & Classroom Building/Kindergarten Building and Cafeteria Building at 92nd Street Elementary School.

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):

BUILDING, STRUCTURE, AND OBJECT RECORD

***Resource Name or #** (Assigned by recorder)**:** Administrative & Classroom Building/Kindergarten Building and Cafeteria Building ***NRHP Status Code:** 3CS

B1. Historic Name: Administrative & Classroom Building/Kindergarten Building and Cafeteria Building
B2. Common Name: Administrative & Classroom Building/Kindergarten Building and Cafeteria Building
B3. Original Use: Educational Facility **B4. Present Use:** Educational Facility
***B5. Architectural Style:** New Formalism
***B6. Construction History:** (Construction date, alterations, and date of alterations)

The Administrative & Library Building/Kindergarten Building and Cafeteria Building were all designed in the same style of New Formalism with rough textured stucco exteriors and sweeping, exaggerated eaves by architect Vincent J. Proby Jr. The Cafeteria Building is the southeastern most building on the campus. Proby's design of these buildings is evident from 1975 plans.

***B7. Moved?** ☒ **No** ☐ **Yes** ☐ **Unknown** **Date:** N/A **Original Location:** N/A
***B8. Related Features:** N/A
B9a. Architect: Vincent J. Proby **b. Builder:** Unknown
***B10. Significance: Theme: Residential architecture** **Area:** Watts, Los Angeles
Period of Significance: 1975–1976 **Property Type:** Education Building **Applicable Criteria:** 3
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

See Continuation Sheet page 5.

B11. Additional Resource Attributes (List attributes and codes): N/A

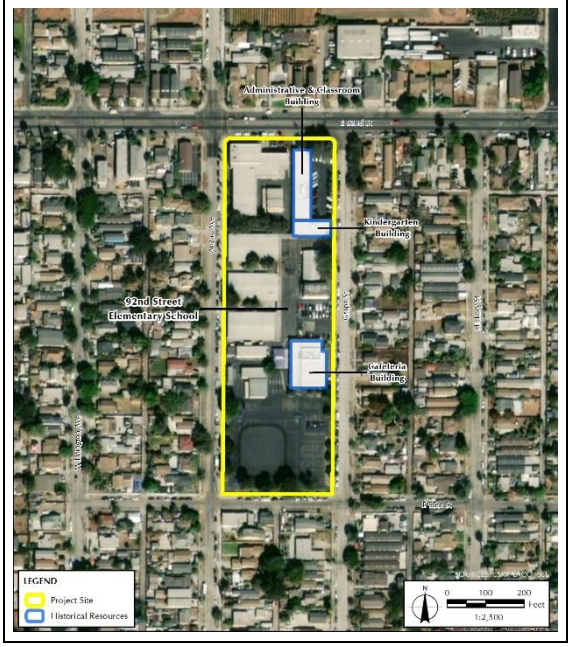
***B12. References:** See Continuation Sheet page 8.

***B13. Remarks:** N/A

***B14. Evaluator:**
Alexandra Madsen
Carrie Chasteen
Sapphos Environmental, Inc.
430 N. Halstead Street
Pasadena, CA 91107

***Date of Evaluation:** September 18, 2018

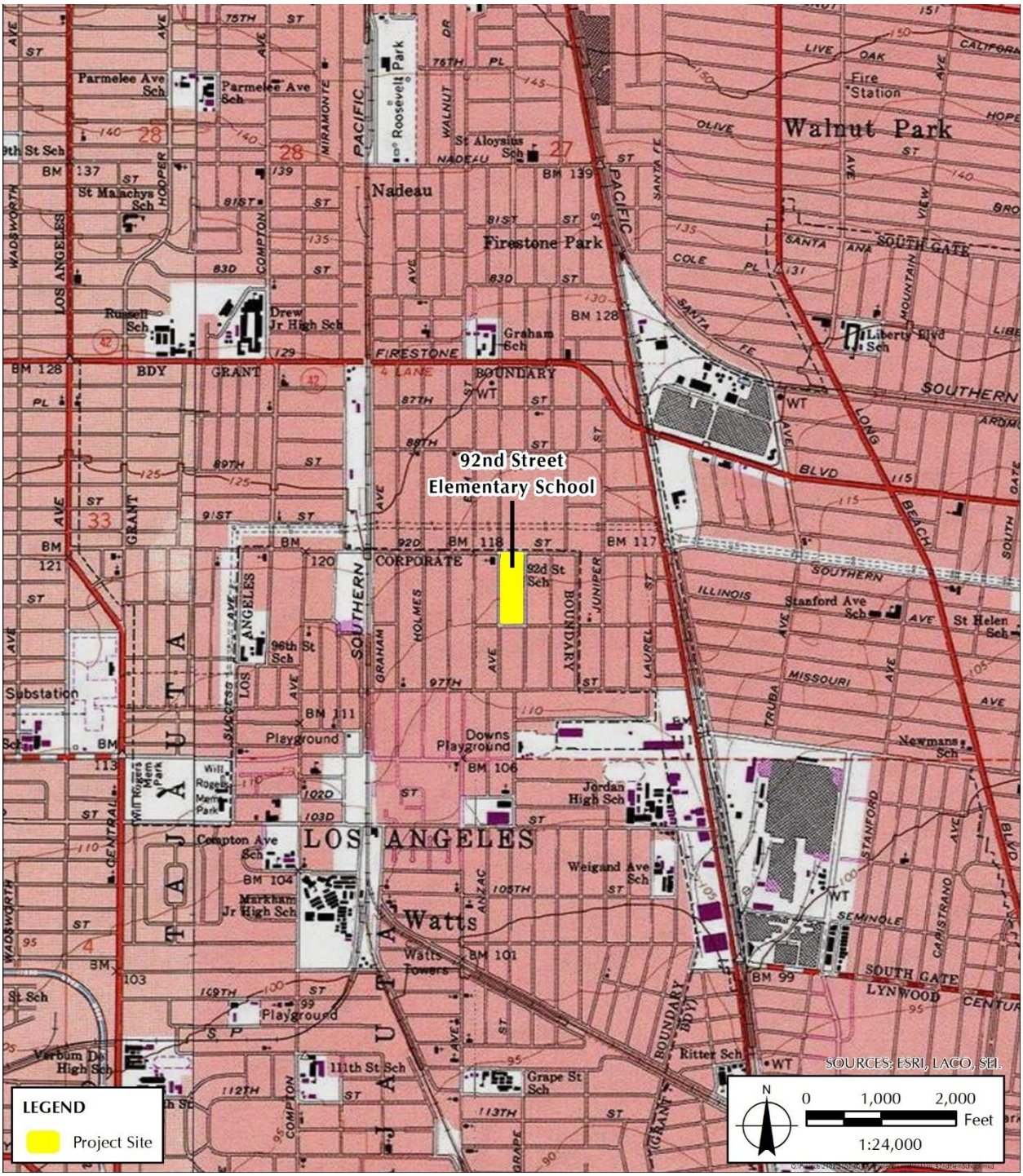
(Sketch Map with north arrow required.)



(This space reserved for official comments.)

***Resource Name or #** (Assigned by recorder): Administrative & Classroom Building/ Kindergarten Building and Cafeteria Building

***Map Name:** South Gate ***Scale:** 1:24,000 ***Date of map:** 1981



***P3a. Description:** (*Continued from Primary Record page 1*)

Administrative & Library Building/ Kindergarten Building

The buildings feature stucco-clad exteriors and 12-light casement aluminum windows. Metal doors line the exterior. The most dramatic character-defining feature of these buildings are their sweeping, exaggerated eaves which are rounded and slightly flared at the top. This project parapet wall screens the building's otherwise flat roof and gives the building a monumental appearance.

Cafeteria Building

The 1976-built Cafeteria Building is similar to the Administrative & Library Building/Kindergarten Building in design and construction. The Cafeteria Building has a generally rectangular plan and is situated in the southeastern region of the campus. The building has a rough-texture stucco exterior and generally flat roof. It was also designed by Vincent J. Proby Jr. in the New Formalism style of architecture.

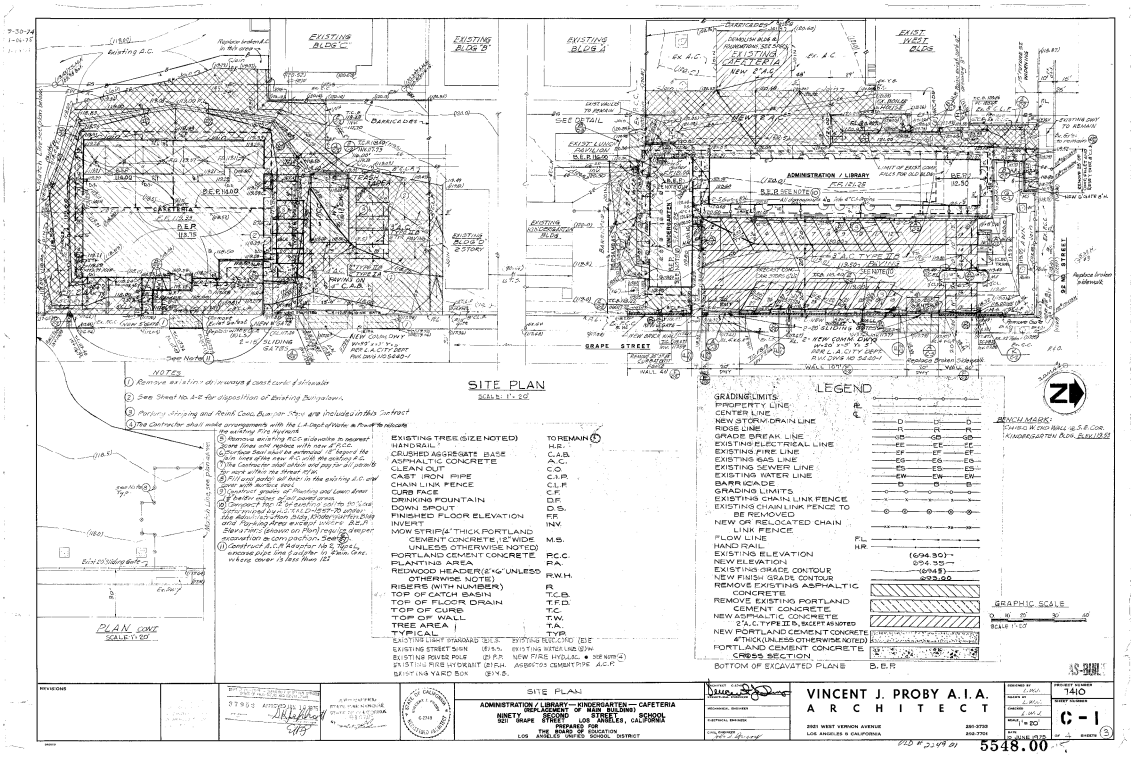
Like the Administrative & Library Building/Kindergarten Building, the Cafeteria Building has an exaggerated, large, rounded eave that slightly flares at the top. The Cafeteria Building's eave dramatically projects to provide a sheltered walkway in front of the building. The eave is upheld by inverted golf-tee-shaped columns that narrow as they raise, creating a colonnade. These columns have brick polygon-shaped bases with metal railings to provide additional stability. A mural of a water scene decorates the building's western façade.

P5a. Photo or Drawing: (*Continued from Primary Record page 1*)

Cafeteria Building

(*See Continuation Sheet page 5*)

P5a. Photo or Drawing: (*Continued from Continuation Sheet page 4*)



1975 Architectural Drawing of Administrative & Classroom Building/Kindergarten Building and Classroom Building
SOURCE: *LAUSD Vault Drawing No. 5548.00.000 (015)*

***B10. Significance:** (*Continued from Building, Structure, and Object Record page 2*)

Vincent J. Proby Jr.

Vincent Jarvis Proby Jr. was born in Wichita, Texas in 1928. His family moved to Oklahoma shortly after his birth, where he resided for much of his childhood. Proby and his family moved to Los Angeles in the 1940s, where he lived for the rest of his life. Proby attended Los Angeles City College before transferring to the University of California, Los Angeles (UCLA) where he studied architecture. As an architect, Proby completed the A. C. Bilbrew branch library in Willowbrook in 1974. In 1984, he and Jack W. Haywood designed the California African-American Museum (CAAM) in Exposition Park in Los Angeles. This building was identified as a potential historic resource in Los Angeles. Other educational buildings he designed included buildings at UCLA, Los Angeles City College, and Pierce College. He also completed the Aldama Street School Auditorium as well as classroom buildings at 74th Street School, 52nd Street School, and Brocton Avenue School. Additionally, Proby designed multiple Bank of America branches, churches, shopping malls, and medical buildings.

(*See Continuation Sheet Page 6*)

***B10. Significance:** (*Continued from Continuation Sheet page 5*)

Proby was the first African-American to be appointed to the State Board of Architectural Examiners where he served as President, Vice President, and Treasurer over the course of eight years. He won the State Board of Architectural Examiners Leadership Award, the NAACP's Act-So Award and was honored by the City of Los Angeles and County of Los Angeles.

EVALUATION

Criterion A/1/1

Based upon a review of the Post-1933 Long Beach Earthquake School Plants context of the *Los Angeles Unified School District Historic Context Statement*, the 92nd Street Elementary School does not have an important association with the early settlement or educational development within the Watts neighborhood. The school was constructed in in the 1930s, before the demographics of the neighborhood changed to a majority African-American area and was not associated with any notable events. Therefore, the school is not eligible under Criterion A.

Criterion B/2/2

No information was found to suggest that anyone associated with the 92nd Street Elementary School through the 1970s were historic personages, or that any other individuals of historic significance were associated with the property. Therefore, the 92nd Street Elementary School is not eligible under Criterion B.

Criterion C/3/3

Three building at the school are individually significant for their architecture and design by master architects: The Assembly & Classroom Building West, the Administrative & Library Building/Kindergarten Building, and the Cafeteria Building. Whereas all three buildings are historical resources, the Assembly & Classroom Building West is eligible under the federal, state, and local criteria whereas the Administrative & Library Building/Kindergarten Building and the Cafeteria Building are only eligible under local criteria.

The 92nd Street Elementary School is not eligible for listing as a historic district because the school lacks a cohesive plan. Although the school was constructed organically, it represents piece-meal construction that occurred over the course of many decades, from the 1930s to present. The 1939 Assembly & Classroom Building West reflects the Post-1933 Long Beach Earthquake School Plants design. The finger buildings (Classroom Buildings, 1956) are not significant in design nor are they strong examples of this design and therefore are not eligible for listing under the Postwar Modern, Functionalist School Plant theme. The Administrative & Library Building/Kindergarten Building and the Cafeteria Building were constructed in 1976 as individual buildings scattered throughout the existing campus and do not reflect a clear campus design. Therefore, the 92nd Street Elementary School is not a unified entity as the historical resources' significance is not interrelated.

Moreover, the individually eligible buildings were designed in varying architectural styles by different architects. Therefore, these building are significant independent of each other and represent different designs. Alfred S. Nibecker designed the Assembly & Classroom Building West in the Renaissance Revival style of architect that reflected a minimization of ornament, likely to account for changes in building practices to account for seismic activity. Vincent J. Proby was an architect active in the 1960s through 1980s who designed the Administrative & Library Building/Kindergarten Building and Cafeteria Building in the New Formalist style of architecture. The 92nd Street Elementary School therefore is not eligible as a historic district because it lacks a cohesive plan and represents different periods of architectural productivity reflecting diverse architects and architectural styles.

(*See Continuation Sheet page* 7)

***B10. Significance:** (*Continued from Continuation Sheet page 6*)

Administrative & Library Building/ Kindergarten Building and Cafeteria Building

The Administrative & Library Building/Kindergarten Building and Cafeteria Building were designed in 1976 by master architect Vincent J. Proby in the New Formalism style of architecture. The buildings evidence this style's emphasis on symmetrical plans, flat rooflines with heavy overhanging entablatures, and full-height colonnades. Therefore, the buildings were evaluated using the New Formalism style theme.

Proby designed the A. C. Bilbrew branch library in Willowbrook, the CAAM in Exposition Park, as well as numerous educational buildings at University of California, Los Angeles (UCLA), Los Angeles City College, and Pierce College. Additionally, Proby designed multiple Bank of America branches, churches, shopping malls, and medical buildings. Proby was the first African-American to be appointed to the State Board of Architectural Examiners where he served as President, Vice President, and Treasurer over the course of eight years. He won the State Board of Architectural Examiners Leadership Award, the NAACP's Act-So Award, and was honored by the City of Los Angeles and County of Los Angeles. Proby was a master architect in Los Angeles who broke the color barrier for awards and adopted a new and monumental form of architecture, notably the New Formalism style.

The Administrative & Library Building/Kindergarten Building and Cafeteria Building exhibit quality of craftsmanship and are strong local examples of the New Formalist style of architecture. Moreover, few examples of this style appear to be extant in Southeast Los Angeles, making these buildings rare examples in the Watts area. Although the buildings are significant for style, design, and association with Vincent J. Proby, a master architect, this significance is limited to the local level. Therefore, the Administrative & Library Building/Kindergarten Building and Cafeteria Building are eligible for designation as HCMs for their design by master architect Vincent J. Proby pursuant to Criterion 3.

Criterion D/4/4

Criterion D was not considered in this report as it generally applies to archaeological resources. Additionally, there is no reason to believe the property has the potential to yield important information regarding prehistory or history.

Integrity

The Administrative &Library Building/Kindergarten Building and Cafeteria Building retain their *location, design, materials, workmanship, feeling,* and *association*. The *setting* has been only minimally altered from the construction and demolition of surrounding buildings. Overall, the Administrative & Library Building/Kindergarten Building and Cafeteria Building retain their integrity and ability to convey their significance.

INTEGRITY OF ADMINISTRATIVE & LIBRARY BUILDING/KINDERGARTEN BUILDING AND CAFETERIA BUILDING

	High	Medium	Low	Remarks
Location	X			Remains in original location.
Design	X			Maintains major designed relationships including form, plan, space, structure, and style of the building.
Setting		X		Some changes to setting character, as original buildings surrounding the subject building were demolished, and new ones have been built since the time of construction in 1939. However, surrounding structures also used for educational purposes.
Materials	x			Building retains key exterior and interior materials from this period of historic significance.
Workmanship	X			Retains original workmanship and evidence of the crafts of the architect.
Feeling	X			Property continued to express aesthetic and historic sense of 1939.
Association	X			Retains association and conveys architectural character.

(*See Continuation Sheet page 8*)

***B10. Significance:** (*Continued from Continuation Sheet page* 7)

Administrative & Classroom Building/Kindergarten Building and Cafeteria Building

The Administrative & Classroom Building/Kindergarten Building and Cafeteria Building retain numerous original details that comprise the buildings' character-defining features. These include aspects of the buildings' shape/form, roof, openings, projections, and materials. The character-defining features are also ranked to inform advanced planning.

CHARACTER-DEFINING FEATURES OF ADMINISTRATIVE & CLASSROOM BUILDING/KINDERGARTEN BUILDING

Type	Feature	Ranking
Shape/Form	Rectangular floor plan	S
	1-story	S
Roof	Flat Roof	S
	Curved Fascia/Eave	MS
	Stylized colonnade (Cafeteria Building only)	MS
Openings	Flush entrances with metal doors	S
	Rhythm of windows and doors	S
	Twelve-light aluminum windows	MS
	Original Aluminum transom windows	MS
Secondary Features	Brick polygon-shaped bases (Cafeteria Building only)	MS
Materials	Stucco Exterior	MS
	Aluminum windows	S
	Metal doors	NHNS
Setting	Setback from 92nd Street and Anzac Avenue	S
KEY: MS = Most significant S = Significant NHNS = Not Historic; Not Significant		

***B12. References:** (*Continued from Building, Structure, and Object Record page 2*)

Los Angeles Unified School District. March 2014. Historic Context Statement, 1870 to 1969. Prepared by: Sapphos Environmental, Inc., Pasadena, CA, p. 42. Available at: http://preservation.lacity.org/sites/default/files/Los%20Angeles%20Unified%20School%20District%20Historic%20Context%2C%201870-1969.pdf