

**HISTORICAL RESOURCES IMPACTS
ASSESSMENT**

**KILLEFER SQUARE SPECIFIC PLAN
CITY OF ORANGE
COUNTY OF ORANGE, CALIFORNIA**

LSA

July 2016

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COUNTY OF ORANGE, CALIFORNIA

Prepared for:

Western States Housing, LLC
12 Strawberry Farms Road
Irvine, California 92612

Prepared by:

Casey Tibbet, M.A. and Elisa Bechtel, MLitt
LSA Associates, Inc.
1500 Iowa Avenue, Suite 200
Riverside, California 92507

Project No. WSH1601

LSA

July 2016

MANAGEMENT SUMMARY

LSA Associates, Inc. (LSA) is under contract to Western States Housing, LLC for the preparation of a historical resources impacts assessment for the Killefer Square Specific Plan (Specific Plan). The Specific Plan is a proposed adaptive re-use development plan for the Lydia D. Killefer Elementary School (School) located at 541 North Lemon Street in the City and County of Orange. The property is currently developed with the main school building, two modern classroom buildings, a shed, and parking. The Specific Plan calls for adaptive re-use of the main school building and removal of all other buildings and parking to facilitate an 80-unit, multiple-family residential project with nine new one-, two-, and three-story buildings, underground parking, and various amenities.

In 2015, the School was listed in the National Register of Historic Places (National Register). It is significant under Criterion A for its association with school desegregation in southern California and under Criterion C as an excellent example of a Spanish Colonial Revival schoolhouse that pre-dates the 1933 Long Beach earthquake. It is a “historical resource” for purposes of the California Environmental Quality Act (CEQA). Therefore, in compliance with CEQA and the City’s Cultural Resources Ordinance (Section 17.26.010 of the Municipal Code), the City has required an impacts assessment as part of the environmental review process for the proposed Specific Plan. In addition, the project area is directly across North Lemon Street from the Old Towne Historic District (District). Since the District is also a historical resource pursuant to CEQA, potential impacts to the District were also considered.

The purpose of the assessment is to determine whether the proposed project will result in any substantial adverse changes to the significance of the historical resources. To assist Western States Housing LLC with this, an LSA architectural historian reviewed background information regarding the School and its significance, conducted a field visit, reviewed the project description and plans, and assessed the proposed project’s potential impacts using the *Secretary of the Interior’s Standards for the Treatment of Historic Properties, Rehabilitation* (SOIS).

As a result of these efforts, it was determined that the proposed project is not in compliance with the SOIS and will result in substantial adverse changes to the significance of the School. As previously noted, the building derives its significance from its use as a school. Although the project would preserve/restore most of the School’s exterior features, the proposed alterations to the interior of the school and surrounding grounds would considerably diminish its ability to convey its history as a school and would, therefore, impair its historic significance.

In addition, the project is incompatible in scale and massing with the one-story residences across North Lemon Street in the Old Towne Historic District. These properties have average front setbacks of about 15 feet and currently look east across approximately 120 feet of parking and landscaping to the School buildings. The proposed project would result in two-story buildings set back 8 feet from the sidewalk where there would be 8-foot-high privacy walls. While the project would not impair the historic significance of this large District or the few contributing properties along this segment of North Lemon Street, the project is incompatible with the District and represents a continual

incremental encroachment of high-density development in an area that has historically been characterized by agricultural fields and small one-story residences.

As a result of this study, LSA recommends to the City a finding of *Potentially Significant Impact*. Because the resource derives its significance from its design and function as a school, in order to reduce the potential impacts, the project would need to be significantly redesigned to retain the spaces and spatial relationships that characterize the property as a school. As previously noted, the property has historically been open and visible from North Lemon Street; therefore, any design change should incorporate more open space on the west side of the School and a wider, less obstructed view corridor from North Lemon Street. The east side of the School, including the current configuration of the landscaped setback, walkways, and entrances, should be preserved and/or restored to the 1931–1944 appearance. These types of design changes would preserve the property’s ability to convey its historic use as a school from both of its historic vantage points (North Lemon Street and Olive Street). The interior spaces that define the building as a school also need to be preserved as much as possible. The architect has indicated that some of the original ceilings will be exposed and some of the classroom walls will be retained, but more details about these types of interior preservation efforts need to be provided in the project plans.

Whether or not the project is redesigned, the following mitigation measures should be incorporated into any approved project.

RECOMMENDED MITIGATION MEASURES

1. **Historic American Buildings Survey (HABS) Level I Documentation.** Prior to any alterations beyond normal maintenance/repair work, the School should be documented to Level I of the HABS by a professional who meets the Secretary of the Interior’s Professional Qualification Standards for Historian, Architectural Historian, or Historical Architect. This documentation consists of the following:
 - a. A full set of as-built measured drawings that adhere to HABS guidelines. Generally, this includes a site plan, floor plans, elevations, building sections, and details. The plans should clearly identify the locations and dimensions of any openings that are proposed for removal so that these openings could conceivably be reconstructed in the future. The drawings should be produced from accurate measurements and recorded with ink on a translucent material such as Mylar at a size of either 19 × 14 inches or 24 × 36 inches.

If historic as-built drawings are found depicting all or part of the School, these may be used to satisfy part of this requirement, with supplemental drawings prepared for areas and features not depicted on historic drawings.
 - b. Large format (4 × 5-inch negatives or larger) black-and-white photographs of all exterior elevations, context views, character-defining features, and significant interior spaces. Views must be perspective-corrected and fully captioned. Prints must be made on polyester-based “safety film” and processed per HABS standards. If digitally produced prints are made, they must be of equivalent quality to the traditional photographic contact print and be a true representation of the negative including the borders. Digital contact prints can be made from TIFFs by scanning the film and printing it on 100 percent cotton, acid-free matte paper using pigment or carbon inks on an inkjet printer. The paper/printer/ink combination used for the

digital prints must have a permanency rating of 150 years or greater by an independent rating organization. Please refer to the updated 2015 HABS guidelines available online at: <http://www.nps.gov/hdp/standards/habsguidelines.htm> if further clarification is needed.

- c. Written data that include a narrative history and description of the property. The data provided in this report can be used to fulfill part of this requirement. The written data should be printed on archival bond paper.

One archival copy (with negatives) should be submitted to the HABS program for inclusion in the Library of Congress. Non-archival copies of the documentation (such as a digital copy that is laser printed and comb bound, with a CD containing high-resolution electronic files) should be provided to the City of Orange Community Development Department, the Orange Public Library, and the Orange County Archives. Successful completion of this mitigation measure is predicated on acceptance of the documentation package by the City of Orange Community Development Department.

2. **Requirements for Building Repairs and Treatment.** The following shall be incorporated into the general notes on the working drawings:
 - a. Deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature shall match the old in design, color, texture, and where possible, materials. Replacement of missing features shall be substantiated by documentary and physical evidence.
 - b. Chemical or physical treatments, if appropriate, shall be undertaken using the gentlest means possible. Treatments that cause damage to historic materials shall not be used.
3. **Salvage of Historic Materials.** To the extent feasible, any salvageable historic materials that will be removed in connection with the project (i.e., wood-framed windows, doors that date from the period of significance, historic-period bell, and bell hardware in bell tower) should be reused on the site wherever possible. Any historic materials that will not be reused on site should be stored and preserved in a secure, on-site location for potential re-installation in the future. For the purposes of this mitigation measure, “salvageable historic materials” is defined as any building material or decorative feature that dates from the period of significance (1931–1944) and is in good condition.

STANDARD CONDITIONS

In addition, the following standard conditions regarding buried material and the discovery of human remains are recommended.

- In the event any cultural resources are identified during earthmoving operations, a qualified archaeologist should be consulted to determine the nature and potential significance of the find.
- If human remains are encountered, State Health and Safety Code Section 7050.5 states that no further disturbance shall occur until the County Coroner has made a determination of origin and disposition pursuant to Public Resources Code Section 5097.98. The County Coroner must be notified of the find immediately. If the remains are determined to be prehistoric, the Coroner will notify the Native American Heritage Commission (NAHC), which will determine and notify a Most Likely Descendant (MLD). With the permission of the landowner or his/her authorized

representative, the MLD may inspect the site of the discovery. The MLD shall complete the inspection within 48 hours of notification by the NAHC. The MLD may recommend scientific removal and nondestructive analysis of human remains and items associated with Native American burials.

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ATTACHMENT

A: NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

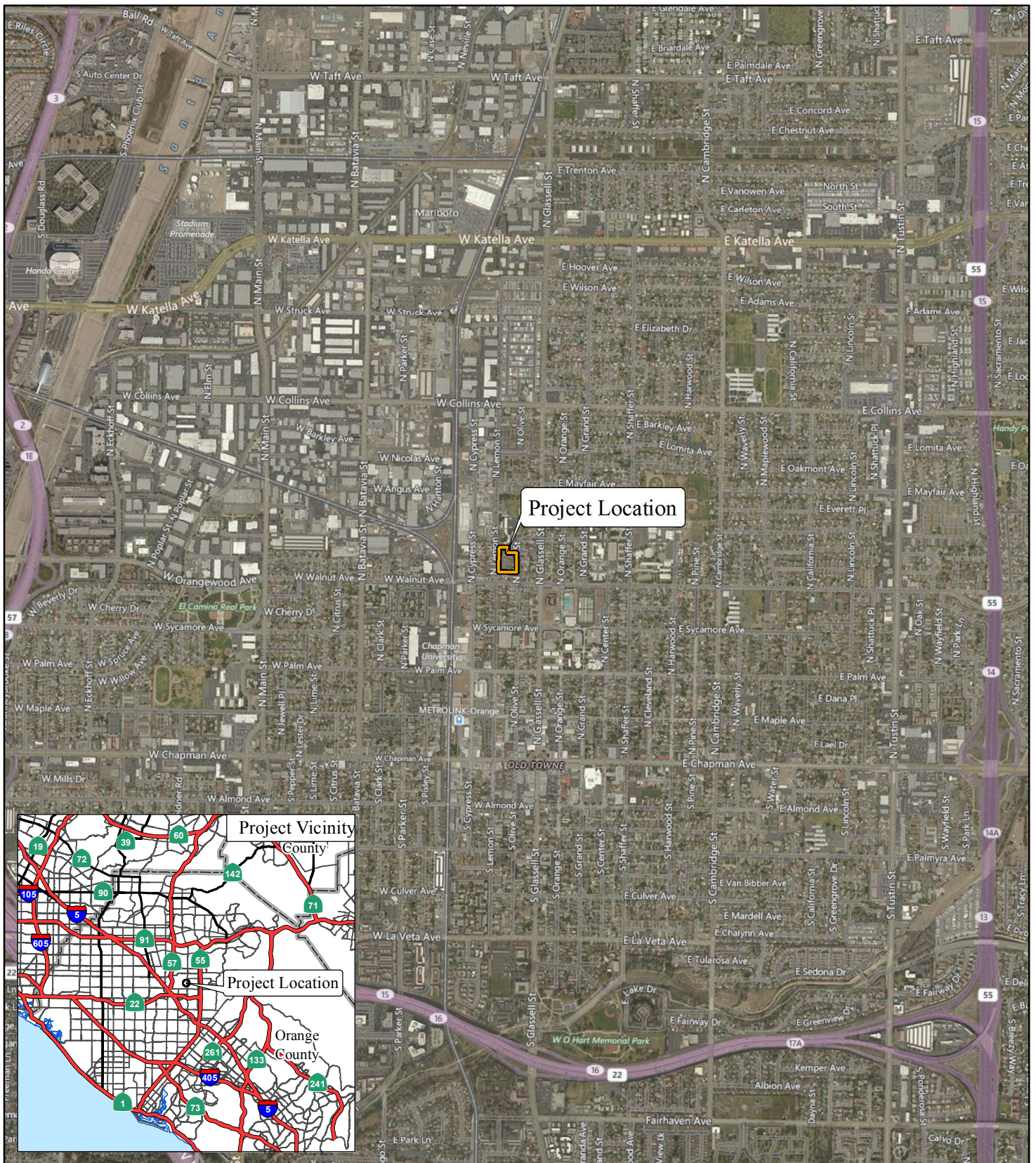
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INTRODUCTION


LSA is under contract to Western States Housing, LLC for the preparation of a historical resources impacts assessment for the proposed Killefer Square Specific Plan (Specific Plan) in the City and County of Orange. The project area, which is located at 541 North Lemon Avenue in the City of Orange (City), is developed with the 1931 Lydia D. Killefer Elementary School (School) building, two modern classroom buildings, one modern storage shed, and a large parking area (Figures 1 and 2). Presently, all of the buildings are vacant. The project proposes the rehabilitation and re-use of the main school building and removal of all other buildings and parking to facilitate construction of new one-, two-, and three-story residential buildings and related amenities.

In 2015, the School was listed in the National Register of Historic Places (National Register) under Criterion A for its association with school desegregation in southern California and under Criterion C as an excellent example of a pre-1933 Long Beach earthquake Spanish Colonial Revival schoolhouse in California (Attachment A). Because it is listed in the National Register, it is a “historical resource” as defined by the California Environmental Quality Act (CEQA). Therefore, in compliance with CEQA and the City’s Cultural Resources Ordinance (Section 17.26.010 of the Municipal Code), the City has required an impacts assessment as part of the environmental review process for the Specific Plan. The purpose of the assessment is to determine whether the proposed project will result in any substantial adverse changes to the significance of the School.



LSA

LEGEND

 Parcel A and B



SOURCE: USGS 7.5' Quad - Orange (1981), CA

F:\WSH1601\GIS\SMND_ProjectLocation_Streets.mxd (6/23/2016)

FIGURE 1



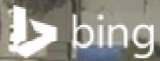
Richland Continuation High School

W ROSE AV

N LEMON ST

N OLIVE ST

W WALNUT AV



LSA

LEGEND

 Parcel A and B

FIGURE 2



0 50 100
FEET

SOURCE: Bing Maps (2013)

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BACKGROUND

HISTORIC CONTEXT

The information in this section is a summary of the historic context provided in the National Register Registration Form for Lydia D. Killefer School (Attachment A; Lazzaretto and Iker 2015). It is intended to provide a more thorough understanding of the significance of the School and the features that contribute to that significance.

Killefer School is located in an area known as the Cypress Street Barrio. In 1876, ranchers in Orange harvested the first commercial crop of oranges in the fledgling community. About five years later, the first packing house was constructed in Orange followed by several others throughout the 1880s. In 1893, farmers established the first local cooperative association, Santiago Orange Growers Association, with numerous others soon following. Though the citrus industry faced various challenges in the first decades of the 1900s, by 1920, oranges were the City's number one crop.

In the late 1910s and early 1920s, the Cypress Street Barrio was established on the 400 block of North Cypress Street between Sycamore and Walnut Avenues, immediately southwest of the project area and one block east of the rail lines and packinghouses. Many of the Barrio residents came from central Mexico during the Mexican Revolution (1910–1920), taking advantage of the southern California citrus industry's demand for laborers. Eventually, the Barrio expanded north and south along the rail lines and packinghouses where many of the residents worked. Typically, the men worked in the groves and the women worked in the packinghouses. Pay was low and work was seasonal so many Barrio residents rented housing while they worked in the area and then migrated north to the San Joaquin Valley during winter to find additional work. As a result, there were two distinct populations in the Barrio: those who rented and traveled, and those who had steady jobs and remained throughout the year.

By the early 1930s, the Barrio had grown to the point that it was served by three schools and two churches. However, beginning in the 1920s, Orange was one of several Orange County school districts that segregated most Mexican and Mexican American children. City planners and school boards used a variety of unsubstantiated arguments to justify segregation and to focus curricula in Mexican schools on industrial skills for boys and domestic skills for girls. A 1928 study found that Mexican schools were fire hazards with little ventilation, light, and sanitation.

In 1931, two schools were built in the Barrio: Cypress Street School and Killefer School. The Cypress Street School, which replaced an earlier school called La Cabertizia (the barn), was specifically designated for the Barrio's Spanish-speaking children of citrus workers. Killefer School, which was constructed by Santa Ana-based contractors Jules W. Markel and Sons and named after local school teacher and principal Lydia D. Killefer, served the English-speaking children in the Barrio. The School was designed in the Spanish Colonial Revival style, which became popular in the 1920s and largely faded out by the 1940s. It featured an octagonal bell tower, a red tile roof, textured stucco walls, terra cotta stairways, and arcaded exterior and interior walkways. In 1933, it survived the Long Beach earthquake although numerous other schools in the region were severely damaged. Throughout

the 1930s and into the early 1940s, the system of segregation continued until Cypress Street School closed in 1944.

At about the same time in a nearby city, Gonzalo Mendez attempted to enroll his children in a local Westminster school and was turned away because of his last name. His children were instead sent to an inferior Mexican school. After working through the school district hierarchy with no success, Mendez finally hired an attorney. Two years after he was forced to enroll his children in the Mexican school, the Mendez v. Westminster case began in July 1945 with the support of a highly organized Mexican-American community.

In the meantime, in 1944, the Orange Unified School District decided to voluntarily desegregate its entire district. Killefer School was among the first schools in California to desegregate, two years before the court ruled against segregation in the Mendez case and three years before that ruling was upheld in 1947 by the Ninth Federal District Court of Appeals. However, many school districts in California and the nation remained segregated. In 1954, the United States Supreme Court ruled in *Brown v. Board of Education of Topeka* that state laws establishing separate public schools for Mexican-American students and white students and black and white students was unconstitutional. This was followed by similar rulings in subsequent cases, but, according to a 2016 study conducted by the University of California, Los Angeles (UCLA) Civil Rights Project, segregation in school districts continues to be a problem, especially in California (Orfield et al. 2016).

Killefer School remained in use until the mid-1990s, and then was used by Santiago Canyon College as a part of its Continuing Education Division until the early 2000s. It has been closed to all activities for approximately 15 years.

HISTORICAL SIGNIFICANCE

In 2015, Killefer School was evaluated as eligible for listing in the National Register under Criterion A in the context of Social History for its association with voluntary desegregation and under Criterion C as an excellent local example of Spanish Colonial Revival institutional architecture and a rare intact example of a schoolhouse in southern California that predates the 1933 Long Beach earthquake (Lazzaretto and Iker 2015). The period of significance under Criterion A is 1931–1944 and the period of significance under Criterion C is 1931. The School was listed in the National Register in 2015 and is a “historical resource” pursuant to CEQA.

DESCRIPTION OF HISTORICAL RESOURCE

Field surveys completed in February and March 2016 did not identify any obvious changes to the exterior or interior of the School since its listing in the National Register. The building is in poor condition and remains vacant, but retains significant character-defining features of its original design and has a high degree of integrity. Descriptions of the exterior and interior features are provided below.

Exterior (Figures 3–19)

This one-story-over-basement Spanish Colonial Revival school is situated on the east half of the property near North Olive Street with landscaping and parking separating it from North Lemon Street. It is wood-frame construction and roughly U-shaped in plan with a small courtyard. It is surmounted by a cross-gabled roof sheathed with composition shingles and has narrow eaves, exposed rafter tails, and copper gutters. A front-gabled portico projects from the center of the west façade. The exterior walls are covered with heavily textured cement plaster.

The asymmetrical, west-facing façade features “a partially arcaded exterior walkway that extends through both wings (Figures 3–10). Square wood posts with chamfered corners and bull nosed brackets support the roof over the covered walkway that has a ceiling of plaster and exposed rafters” (Figure 7; Lazzaretto and Iker 2015:5). This elevation also includes three-paned clerestory windows and “two pairs of partially glazed, divided light wood doors, each with segmental-arched, divided light transoms” (Figure 10; Ibid.). A bay window with wood-framed, nine paned, awning windows is on the north elevation, and there “are two identical carved wood doors, one located on the southern portion of the west façade, and the other on the eastern portion of the north façade” (Figures 11 and 12; Ibid.). There is a chimney at the south end of the building (Figure 11).



Figure 3: West Elevation. West elevation, view to the east (February 9, 2016).



Figure 4: North Wing of West Side. North wing of west side of school, view to the north (February 9, 2016).



Figure 5: South Wing of West Side. South wing of west side of school, view to the south (February 9, 2016).



Figure 6: North Elevation. North elevation, view to the east. Note bay window on left side of photograph.



Figure 7: Posts and Rafters Detail. Detail of chamfered posts, bull nosed brackets, and exposed rafters (February 9, 2016).



Figure 8: Walkway Detail. Detail of arcaded walkway, view to the north (February 9, 2016). Note clerestory windows.



Figure 9: Alcove Detail. Detail of arched alcove and door with segmental arched transom in west elevation (February 9, 2016).



Figure 10: Wood Door and Clerestory Window Detail. Detail of wood door and clerestory window in west elevation (February 9, 2016).



Figure 11: West Elevation View to the East. Southern portion of west elevation, view to the east. Note the chimney (February 9, 2016).



Figure 12: Carved Door Detail. Detail of carved wood door (February 9, 2016).

The asymmetrical east-facing façade includes the primary entrance consisting of “a pair of paneled wood doors recessed under a parabolic arch” and “accessed by terra cotta tile steps with wrought iron handrails” (Figures 13–18; *Ibid.*). Fenestration consists of wood-framed, nine-paned awning windows most often arranged in ribbons of three flanked by singles (Figure 18).



Figure 13: East Elevation View to Southwest. East elevation, view to the southwest (February 9, 2016).



Figure 14: East Elevation View to Northwest. East elevation, view to the northwest (February 9, 2016).



Figure 15: Primary Entrance. Primary entrance and tower, view to the west (February 9, 2016).



Figure 16: Tile Detail at Entrance. Detail of terra cotta tile at the primary entrance (February 9, 2016).



Figure 17: Secondary Entrance. Secondary entrance in east elevation (March 17, 2016).



Figure 18: East Elevation Detail. Detail of east elevation wood-framed windows, canale vents, and eave (February 9, 2016).

There is an octagonal bell tower at the center of the east elevation (Figures 13, 15, and 19). It has a low-pitched, hipped roof, a bronze weather vane, and round terra cotta vents on four of the eight sides. “A flat roof with copper-clad, latticed wooden railings surrounds the tower” (Lazzaretto and Iker 2015:5).

Interior (Figures 20–26)

According to the National Register Registration Form, the “north wing held the administrative offices, while the main building housed kindergarten through third grade classrooms, and the south wing held the fourth and fifth grade classrooms. The auditorium in the northeast corner has a small stage with the bay window behind [Figure 20]. All of the classrooms and administrative offices are accessible through single doorways. The basement is located beneath the south wing, and is accessed either by an interior stairway or a small exterior staircase on the south façade, surrounded by decorative wrought iron railings [Figure 25]. There are two rooms in the basement, each with a fire door, and one with a full-size kiln. Ceilings are 12 feet in height in all rooms except for the restrooms, basement rooms, closets, and utility rooms located in the north wing. The carved wooden door on the southern portion of the west façade provides rear access to the south classroom. Hallways feature wide archways and built-in cabinetry” (Figures 23 and 24; Lazzaretto and Iker 2015:6). Based on the field survey in 2016, the School retains these features, as well as other character-defining interior features, such as arched openings, chalkboard supports, hardwood floors, doors, and the general floorplan and arrangement of spaces.



Figure 19: Northeast Tower View. Tower, view to the northeast (February 9, 2016).



Figure 20: Auditorium and Bay Window. Auditorium with stage and bay window at northeast end of main building (March 18, 2016).



Figure 21: Administration Room. Administration room with built-in cabinets and shelves (March 18, 2016).



Figure 22: Classroom Detail. Classroom with wood floors, acoustic ceiling, and clerestory windows (March 18, 2016).



Figure 23: Arched Hallway from Main Entrance. Arched hallway, view west from main entrance (March 18, 2016).



Figure 24: Arched Hallway from Secondary Entrance. Arched hallway, view west from secondary entrance (March 18, 2016).



Figure 25: Basement Steps. Basement steps and wrought iron railing at south end of the building (October 3, 2015).

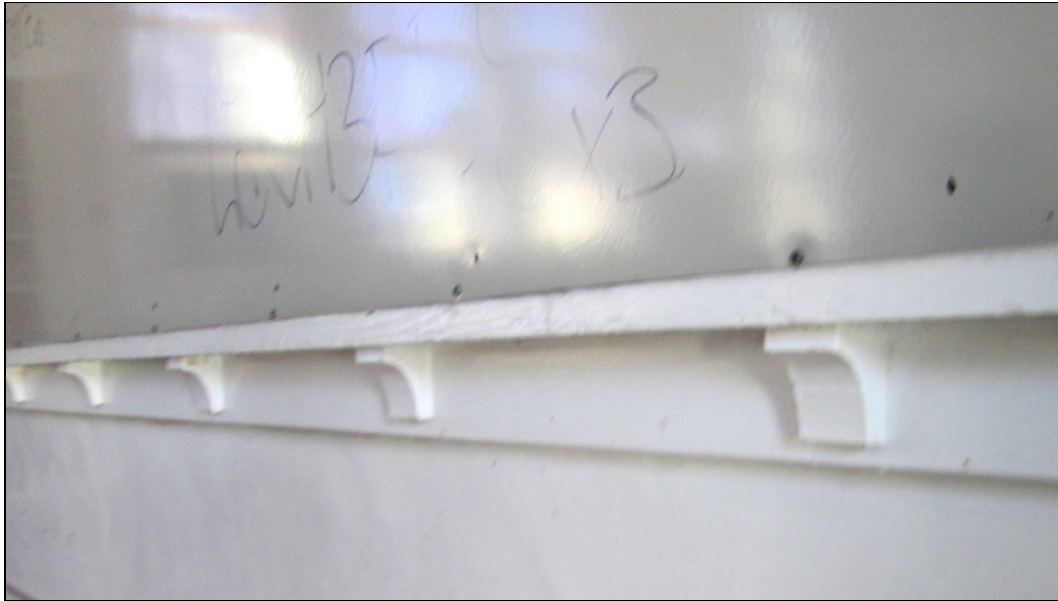


Figure 26: Chalkboard Detail.Detail of chalkboard support (March 18, 2016).

Alterations. The main schoolhouse building has sustained alterations as a result of remodeling, neglect, and vandalism. Alterations noted in the National Register Registration Form and during the recent field surveys include:

Exterior

- Replacement of the tile roof with composition shingles;
- Replacement of the original decorative tile with textured stucco at the main entrance (Figure 27);
- Enclosure of the original outdoor auditorium with a bay window;
- Removal of some of the exterior copper including at least one panel of the copper-clad wooden railing around the tower and several copper downspouts;
- Removal and/or replacement of some window panes in windows and doors;
- Installation of window air conditioning units;
- Removal of two windows in the west façade in the north and south wings;
- Removal of some clerestory windows; and
- Boarding up of several windows and doors.

Interior

- Replacement of most of the interior light fixtures with fluorescent lights;
- Ceilings are covered with acoustic tiles;
- Some of the wood floors are covered with carpet;

- Cabinets, shelves, and cupboards have been added to some classrooms and restrooms; and
- Damage, removal, or replacement of chalkboards.

In addition to these alterations, two, detached classroom buildings north and south of the main schoolhouse were added to the property between 1980 and 1991.



Figure 27: First Grade Class 1946. “First Grade class at Killefer School on North Lemon Street, Orange, California, 1946. The class is posing on the steps to the front entrance with their teacher.” Note the tile on the walls below the string course. (Source: Shades of Orange, Cypress Street Barrio. Accessed online in July 2016 at: <http://www.cityoforange.org/localhistory/CypressStreetBarrio/buildings.htm>.)

Character-Defining Features. “Every old building is unique, with its own identity and its own distinctive character. Character refers to all those visual aspects and physical features that comprise the appearance of every historic building” and includes “the overall shape of the building, its materials, craftsmanship, decorative details, interior spaces and features, as well as the various aspects of its site and environment” (Nelson 1988:1). It is important to identify the character-defining features of a historical resource because the alteration or removal of these features could result in substantial adverse changes to the significance of the resource. This is especially important for historical resources that are significant as examples of a property type or architectural style.

Based on the 2015 National Register Registration Form and the 2016 field surveys, the School exhibits significant character-defining features (CDFs) related to its architecture and property type (school). These include:

Exterior CDFs

- Spatial relationships between the main schoolhouse and the adjacent residential properties and streets, including the configuration of the landscaped setback and walkways on the east side of the building;
- Roughly U-shaped plan with courtyard;
- Low-pitched roof with tower and chimney;
- Narrow eaves with exposed rafter tails;
- Asymmetrical east elevation;
- Arched openings and transoms;
- Stucco wall cladding;
- Octagonal tower (with bell, hardware, round tile vents, and copper-covered wood lattice railing);
- Partially arcaded exterior walkways, including the square wood posts with chamfered corners and bull-nosed brackets that support the roof over the covered walkway;
- Wood-framed, nine-paned windows and their arrangement in singles and trios in the east elevation;
- Wood-framed, three-paned windows, including clerestory windows in the west facade;
- Tiled steps and landing on east elevation;
- String course on arched entry in east elevation;
- Copper rain gutters and downspouts;
- Canale (round tile) vents;
- Original wood doors; and
- Carved wood doors.

Interior CDFs

- Configuration of offices, classrooms, hallways, openings, etc.;
- Hallway and other interior arches;
- Wood floors;
- Chalkboard supports and any original, intact chalkboards;
- Original built-in cabinets, shelves, closets, etc.; and
- Exposed rafters in the northeastern classroom and north hallway.

Ideally, the CDFs should be preserved in place and any damaged features should be restored or replaced in a manner as similar as possible to their original appearance. Non-character-defining features can be removed or altered, but if altered it would be preferable for the alterations to be compatible with the Spanish Colonial Revival style and schoolhouse feel and similar in design and

materials to the existing CDFs. This is most important on the façade and elevations that are visible from the street.

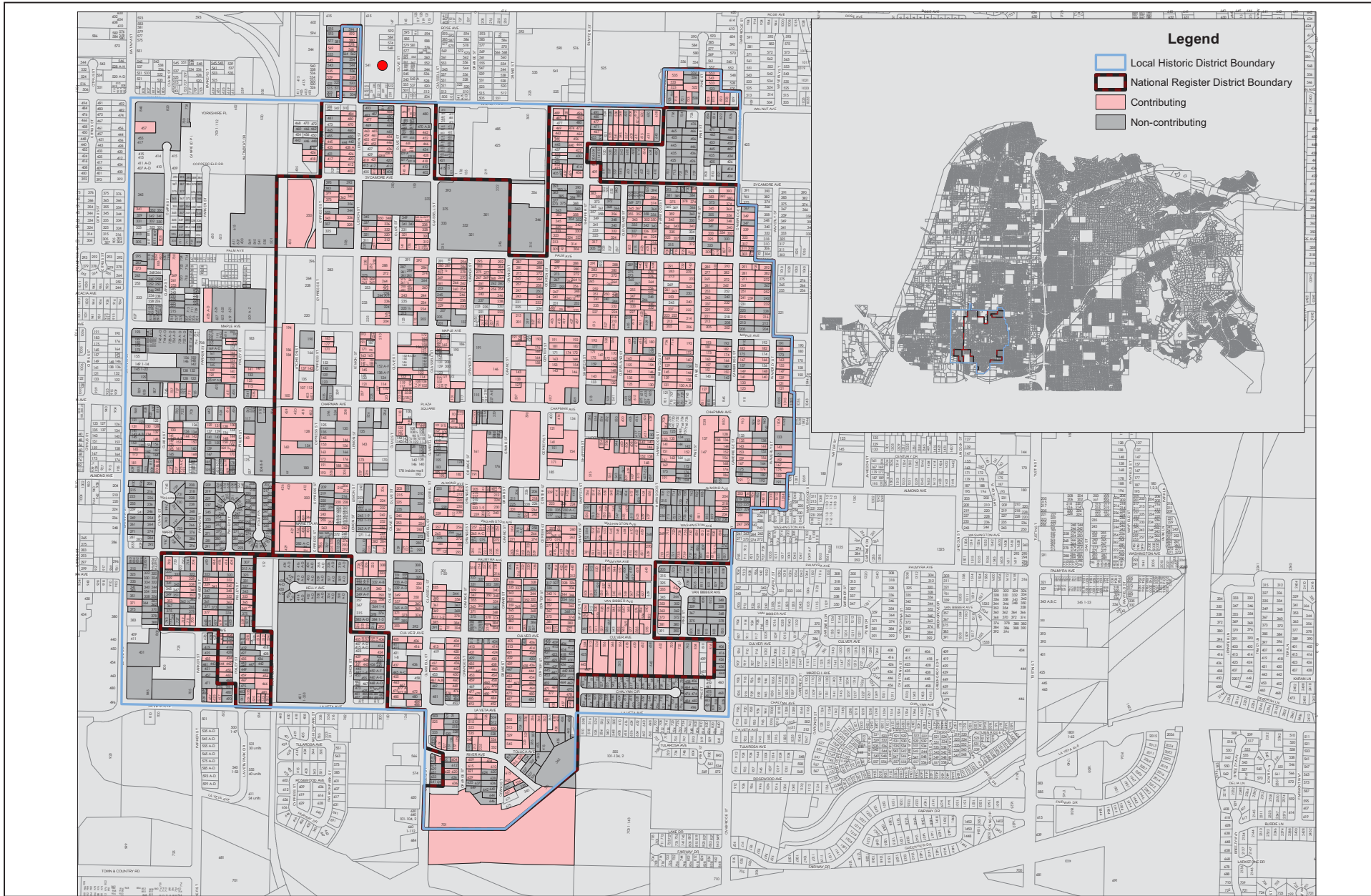
Non-contributing features include the window air conditioning units, composition shingle roof, acoustic ceiling tiles, fluorescent lights, carpet, non-original cabinets, shelves, and cupboards, whiteboards, and any modern features, including the two classroom buildings and shed.

OLD TOWNE HISTORIC DISTRICT

According to the City’s website, “The Old Towne Historic District was placed on the National Register of Historic Places in 1997 and includes more than 1,300 homes and other buildings. It is approximately one square mile in size, making it the largest National Register district in California. The district provides a feeling for life in Orange from 1888 to 1940, showcasing over 50 different architectural styles. The complete stock of buildings which are a part of the Old Towne community is complemented by the churches, schools, old Santa Fe Depot, Post Office, packing houses, industrial buildings, clubhouses, and parks which still remain in active use since their establishment in the early part of the century.

To build upon the documentation of property in the Old Towne Orange National Register District nomination, the City surveyed all pre-1940 buildings in 1982 (updated in 1992) and established expanded Local Historic District boundaries that include properties on the periphery of the National Register District in recognition of the fact that while these areas may not meet the National Park Service criteria for National Register designation, they bear a relationship to the National Register District and remain special areas of historic importance in Orange that warrant preservation and conservation” (City of Orange 2002–2016).

The project area is located outside of, but adjacent to the National Register District (Figure 28). Therefore, potential project impacts to the District are also taken into consideration.



LSA



● Project Area

0 6878 13,756
FEET

SOURCE: City of Orange

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FIGURE 28

Killefer Square Specific Plan
Old Towne Historic District

IMPACTS ASSESSMENT

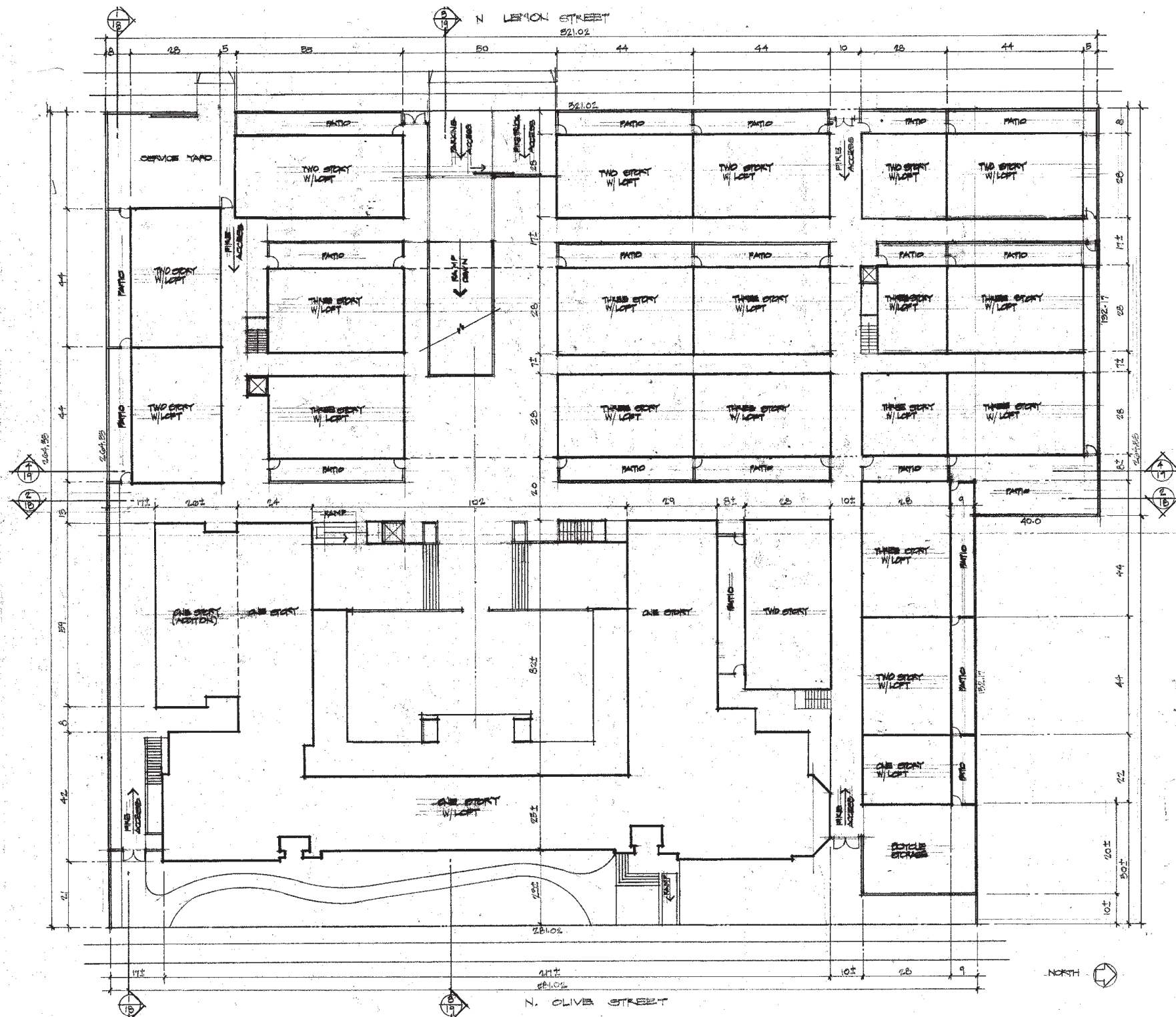
CEQA establishes that “a project that may cause a substantial adverse change in the significance of a historical resource is a project that may have a significant effect on the environment” (Public Resources Code [PRC] §21084.1). “Substantial adverse change,” according to PRC §5020.1(q), “means demolition, destruction, relocation, or alteration such that the significance of a historical resource would be impaired.” Because the School is a historical resource pursuant to CEQA, the potential project impacts to it must be assessed.

PROJECT DESCRIPTION

The project plans provided for this analysis appear to be conceptual and, therefore, are lacking many details and specifics. The following project description was compiled based on the information provided.

The project proposes the adaptive reuse and development of a 1.82-acre project area that is currently part of a larger parcel. The project area is developed with a 1931 school building, two modern classroom buildings, one modern storage shed, and related parking and landscaped areas. The project is intended to provide student housing for nearby Chapman University and will provide 354 beds in 80 units. To facilitate this, the 1931 school building will be adaptively reused and several new one-, two-, and three-story buildings will be constructed along with subterranean parking and other amenities. The modern classrooms and shed, which are non-contributing features to the historical resource, will be demolished.

The proposed site plan shows the following new construction: three two-story buildings along the south and west property lines, two three-story buildings in the center of the project area, a one-, two-, and three-story building adjacent to the northern property line, a new two-story addition to the north elevation of the school, a one-story addition to the south elevation of the school, a swimming pool and related patio/walkway areas, a bicycle enclosure, and a service yard (Figure 29). The two three-story buildings in the center of the site will span the approximately 50-foot wide driveway/walkway. The purpose of this is to provide a view corridor from Lemon Street to the school building. The view corridor appears to be approximately 40 feet in width (height unknown) due to proposed landscaping at North Lemon Street and new raised and covered patios that will partially enclose the existing courtyard area where the swimming pool is proposed. The two-level underground parking area will be below the new buildings and west of the school building. The property will be secured with gates and eight-foot-high walls covered with vines along the north, west, and south property lines. The east side of the property at the building setback will also be secured with gated access.



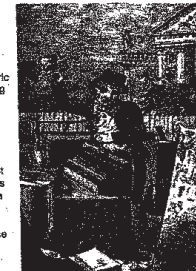
GENERAL NOTES

1. THIS PROJECT IS TO BE PROCESSED AS A 'SPECIFIC PLAN'.
 2. THE REHABILITATION AND MODIFICATION OF THE HISTORIC 'KILLEFER SCHOOL' BUILDING SHALL PROVIDE A KEY AND INTEGRATED COMPONENT OF THE NEW STUDENT HOUSING USE. ALL REHABILITATION AND MODIFICATIONS, MAKING POSSIBLE PRESERVING THOSE PORTIONS WHICH ARE SIGNIFICANT TO ITS HISTORIC ARCHITECTURAL AND CULTURAL VALUES, WILL BE MADE AS PRESCRIBED AND SUGGESTED BY THE SECRETARY OF THE INTERIOR'S STANDARDS FOR REHABILITATION.
- SEE SHEET TWO (2) FOR COMMENTS REGARDING THE STANDARDS BY THE DESIGN REVIEW COMMITTEE AND THE REPRESENTATIVE OF THE OPA AT A PRELIMINARY REVIEW ALONG WITH RESPONSES.

The Secretary of the Interior's Standards for Rehabilitation
Introduction to the Standards

The Secretary of the Interior is responsible for establishing standards for all programs under Departmental authority and for advising Federal agencies on the preservation of historic properties listed in or eligible for listing in the National Register of Historic Places.

The Standards for Rehabilitation (codified in 36 CFR 67 for use in the Federal Historic Preservation Tax Incentives program) address the most prevalent treatment. "Rehabilitation" is defined as "the process of returning a property to a state of utility, through repair or alteration, which makes possible an efficient contemporary use while preserving those portions and features of the property which are significant to its historic, architectural, and cultural values."



TABLATIONS - OCCUPANCY

New Construction		Unit	plan	1 st flr	total	total	bedrms/unit	total bedrms	total		
Plans	area	area	units	area	area	sq ft	sq ft	sq ft	beds/unit		
A	1,214	18,210	24		23,136		2	1	48	24	120
B	598	598	33		31,185		2	0	66	0	132
B loft	347										
	945										
C	1,508	3,016	3		4,524		2	2	6	6	18
D	778	778	2		1,556		2	0	4	0	8
E	692		1		1,339		1	3	1	3	5
E loft	647										
	1,339										
F	552	552	2		1,104		1	0	2	0	4
G	552		1		1,644		2	1	2	1	5
G loft	1,092										
	1,644										
H	861	861	1		861		2	0	2	0	4
I	1,104		1		1,686		3	3	3	2	8
I loft	582										
	1,686										
J	779		2		2,476		1	3	2	6	10
J loft	459										
	1,238										
K	791		2		2,434		0	4	0	8	8
K loft	426										
	1,217										
	24,015	72			77,945			136	50		322
Historic Building:											
Hist	450	18,324	8		19,332		2	0	16	0	32
Hist loft	288										
	738*										
	18,324	8			19,332			16	0		32
TOTALS	42,339	80			97,277			152	50		354

LSA



FIGURE 29

Proposed Exterior Changes to the School

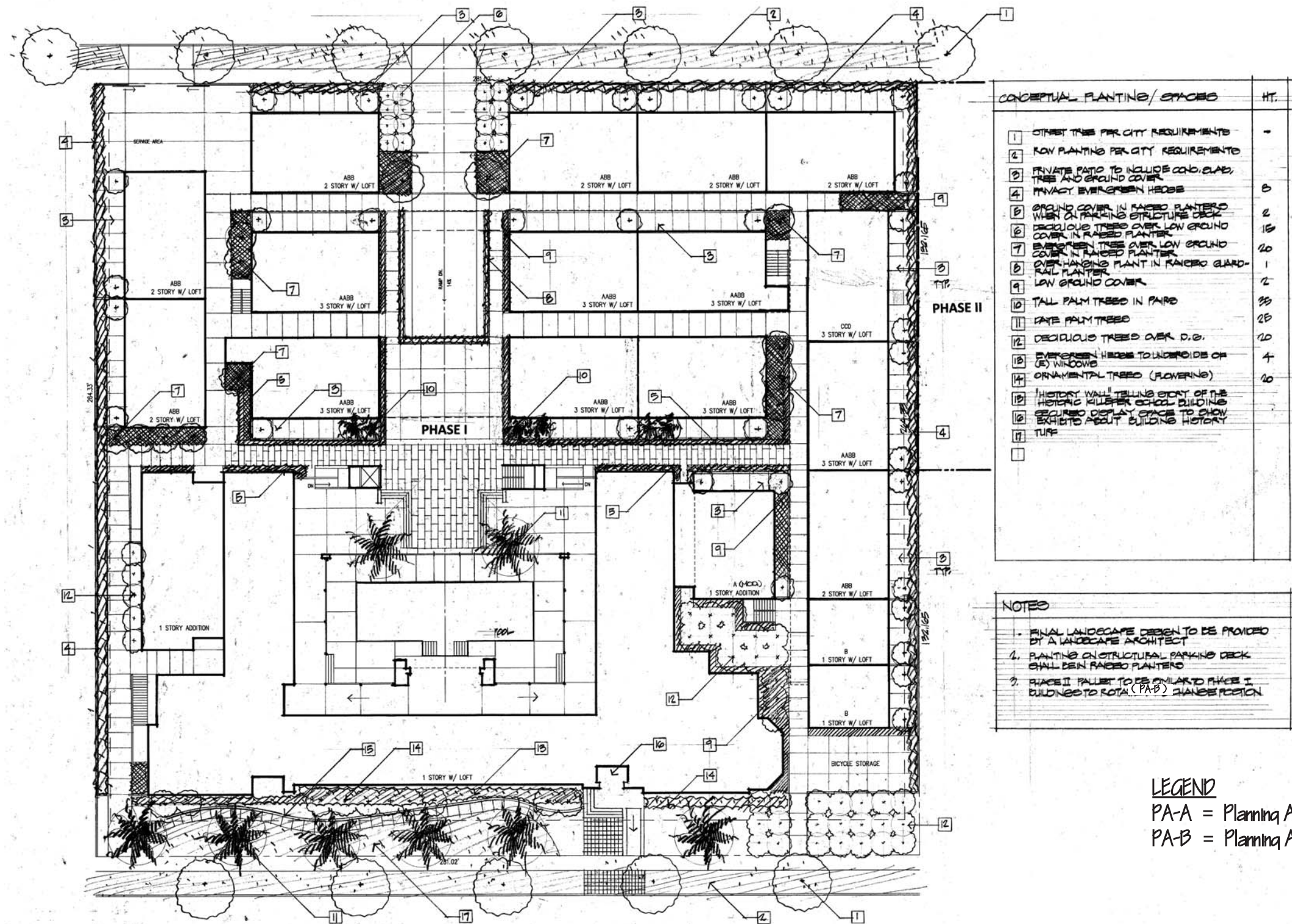
The exterior of the school building is proposed to be preserved and restored. Many of its character-defining features, such as the wood-framed windows, exterior doors, and transoms, will be repaired/restored. The tower will be structurally enhanced, and the missing section of railing will be replaced with historically correct materials and design based on the existing railing. The composition roofing will be replaced with barrel tiles, which are typical of the period and style, and new flashings with copper gutters and down spouts matching the existing will be installed. The missing wall tile at the main entrance facing Olive Street will be replaced with tile matching or closely resembling the tiles seen in historic photographs. The exterior wall cladding may also be replaced based on historic photographs or materials testing, but the texture and color has not been specified. At the south end of the building, the carved wood door and exterior basement access will remain, but it is not clear if/how the wood door will be repaired or if the wrought-iron railing will remain. Single wood-framed windows will be installed in the west ends of the north and south wings to replicate the original condition. No information was provided for the treatment of the north elevation beyond preservation/restoration of the bay window and the general note that all windows will be preserved/restored.

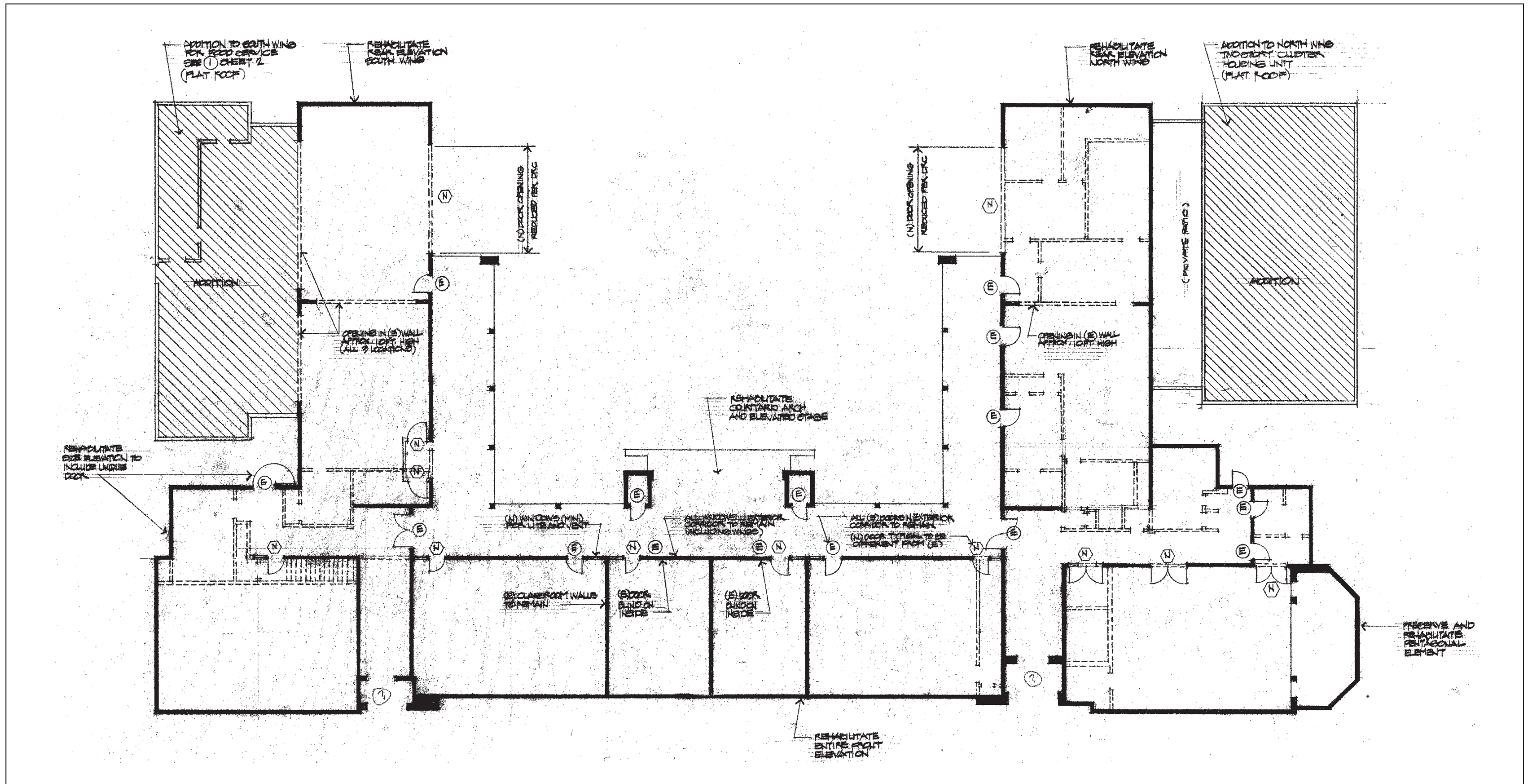
In addition to these restorative treatments, some alterations/additions to the building are proposed. On the east side of the building at the main entrance, a small section at the north end of the steps will be removed to facilitate construction of a ramp leading to the sidewalk (Figure 30). The steps will be extended to the south where they will connect to a new meandering walkway bordered by a new garden wall. The walkway leading from the sidewalk to the secondary entrance from Olive Street will be removed. The meandering walkway will extend from the primary entrance to the southern property line where it will connect with the sidewalk. Historical information about the school is proposed to be incorporated into the walkway and garden wall, and a historical display is proposed to be installed at the main entrance. New landscaping on the east side of the building will include evergreen trees along the wall under the windows, flowering trees between the shrubs and garden wall, and turf and palm trees between the meandering walkway and sidewalk (Figure 30).

A one-story building with a flat roof will be added to the south elevation, but will not be visible from Lemon or Olive Streets. The west elevation will sustain the most alterations. On this side, eight low-pitched, gable-roofed dormers are proposed to be added to the north/south axis of the building (Figure 32). To differentiate these from the original building, they will be sheathed with metal. A swimming pool and patio will be installed in the courtyard area, and the walkways for the north and south wings will be raised and extended to the north and south to create patio areas that partially enclose the west side of the pool area and provide access to the parking area via steps and an elevator. Lattice covers are proposed over these new patio areas. Unspecified paving is proposed on the north, west, and south sides of the building.

Proposed Interior Changes to the School

The north/south axis of the school will be reconfigured into eight living units each with a living/dining area, bedroom, and bathroom on the first floor and a second-floor loft with a bedroom and bathroom (Figures 33 and 34). The architect has indicated that some of the existing classroom walls will be retained, as will all existing doors and windows. The new dormers will provide light, ventilation, and emergency exits from the lofts. The existing access points from the east side of the building will remain. The auditorium at the northeast corner of the building will be converted into a

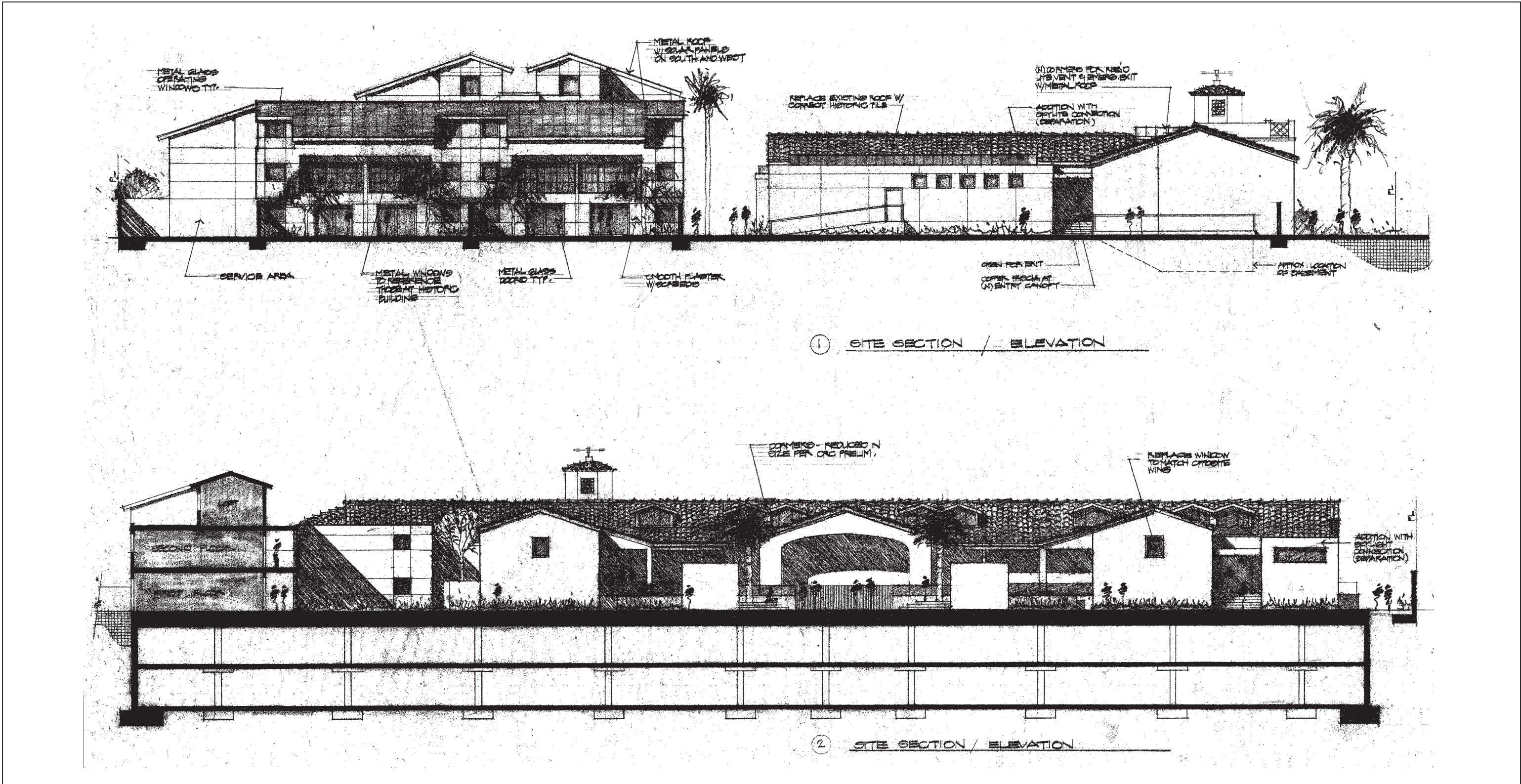


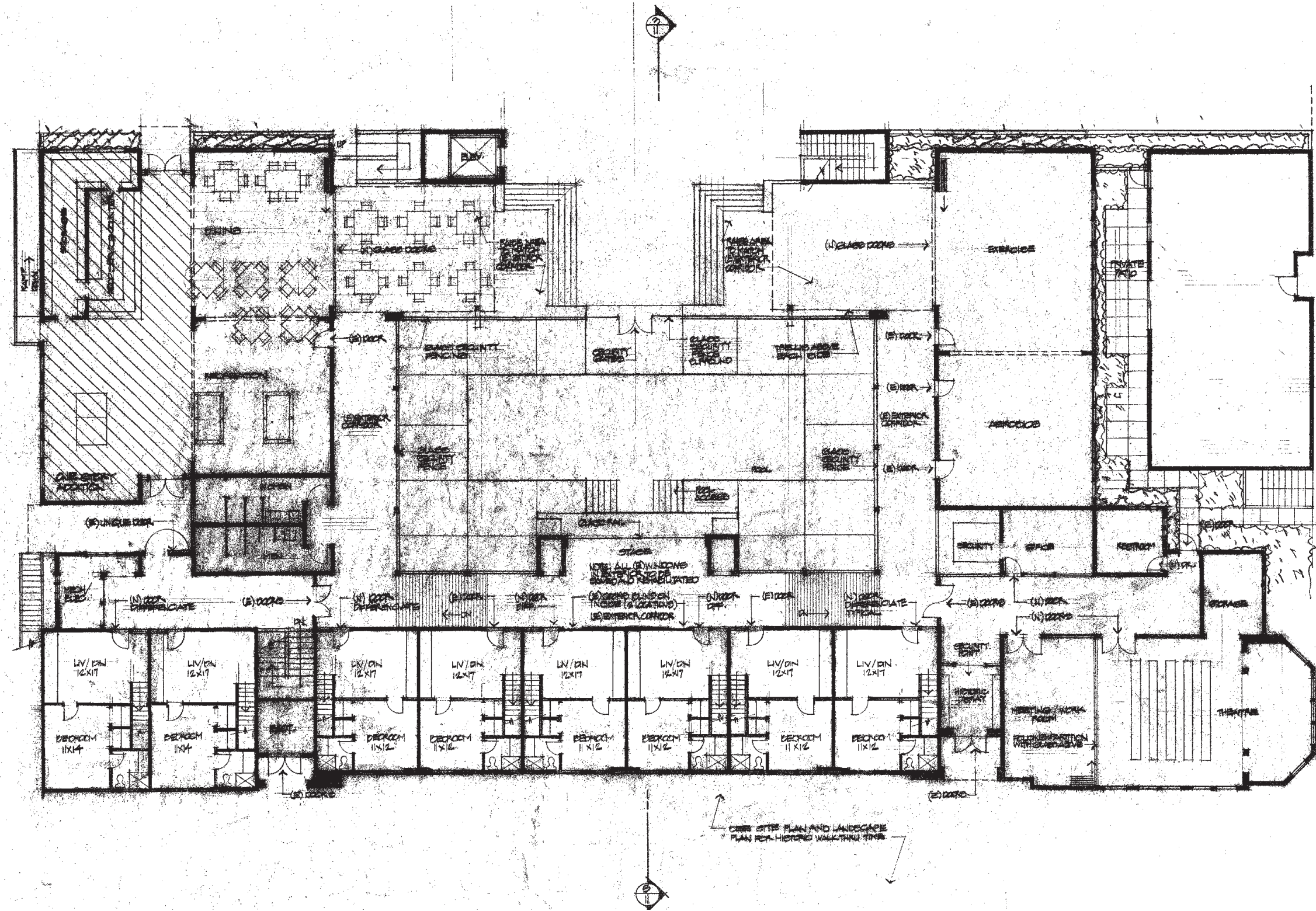


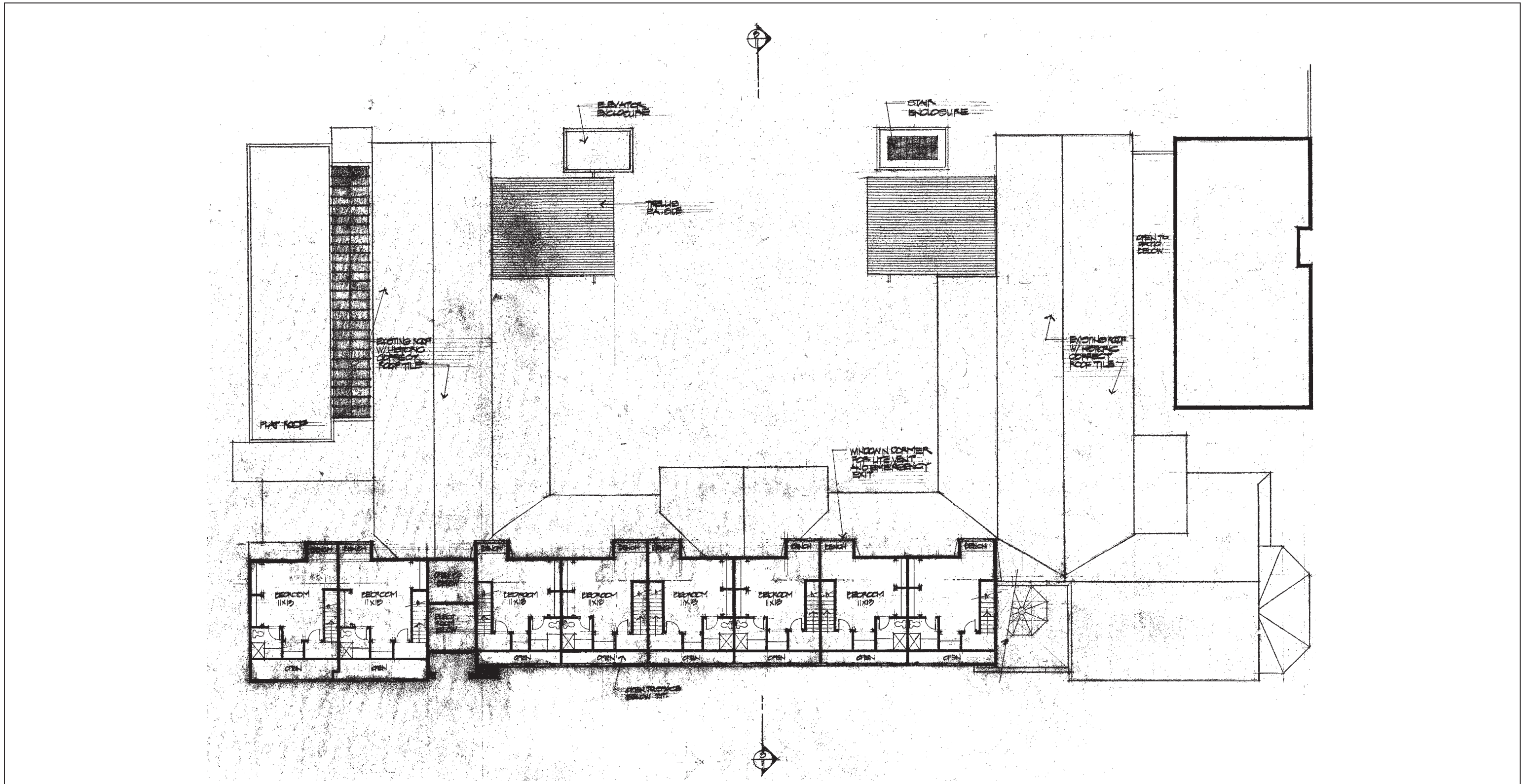
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FIGURE 31









LSA

FIGURE 34



SOURCE: LP3 Architecture

Killefer Square Specific Plan
Historic Building Second Floor Plan

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theater and a meeting/work room. The two sections will be divided by a glass partition with a folding door. The area between the auditorium and the north wing will house a restroom, office, and security.

The north wing will be converted into exercise and aerobics rooms, but it is not clear exactly how the rooms will be reconfigured or if any interior walls will be changed. Glass doors will be installed in the south elevation of this north wing where currently there are two clerestory windows. The south wing will be reconfigured and expanded with a one-story addition. It is unclear from the plans exactly what this wing will house, but it appears to be food service-related and it appears that glass doors will be installed.

The architect intends to expose the original ceilings in some places, but the plans do not indicate where. No information regarding the hardwood floors has been provided, and there is no indication that the built-ins and other classroom features will be preserved.

Proposed New Construction

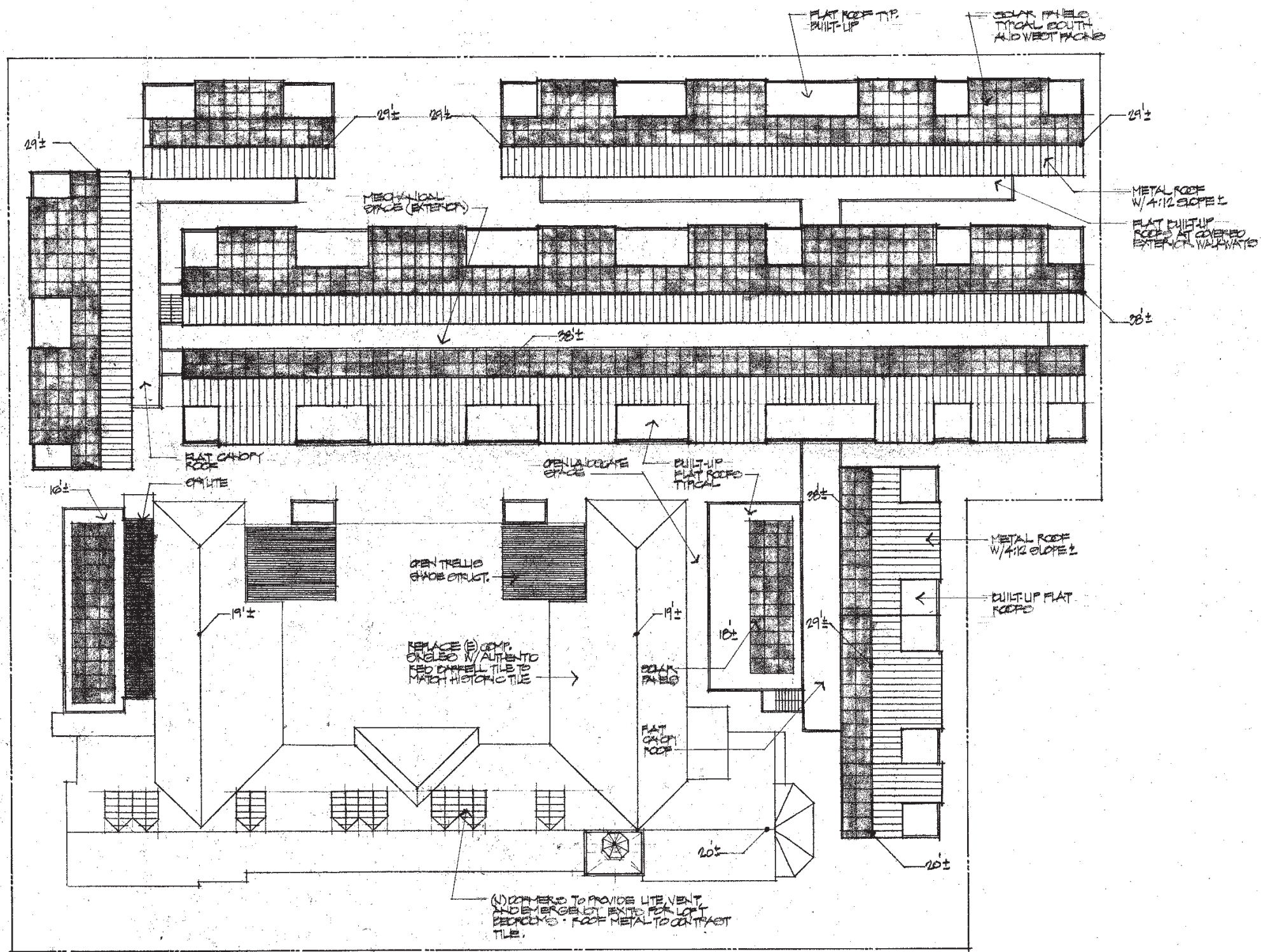
New two-story housing units will be constructed along the south and west property lines, and new three-story structures will be built in the center of the site and along the north property line (Figures 29 and 35). A single point of access is proposed at the center of the site from North Lemon Street. This access provides ingress/egress for the site's subterranean parking structure and two of the three-story buildings will span the driveway in order to provide a view of the west side of the school from Lemon Street (Figures 35–37). There will be elevator access at three locations for parking garage access, and circulation between floors is along open air walkways. As discussed above, the current courtyard area will include a pool, covered lounge area, and space for outdoor dining, and will be enclosed by a transparent fence.

The proposed buildings will reference but not mimic the historical architecture. For instance, the proposed windows will be similar in proportion and size to the original windows. The new roofs will be metal with solar panels, and the new buildings will have a smooth plaster exterior and light (near white) color. A note indicates that this is to contrast with the color of the historic-period building, but the color of that building has not been specified. The site will also include three pedestrian security gates on Olive Street. All parking will enter and leave from the Lemon Street side.

SECRETARY OF THE INTERIOR'S STANDARDS FOR THE TREATMENT OF HISTORIC PROPERTIES

As previously stated, the School is a "historic property" and a "historical resource." Therefore, the proposed project impacts must be analyzed to determine whether they have the potential to result in any changes that would diminish the historical significance of the resource.

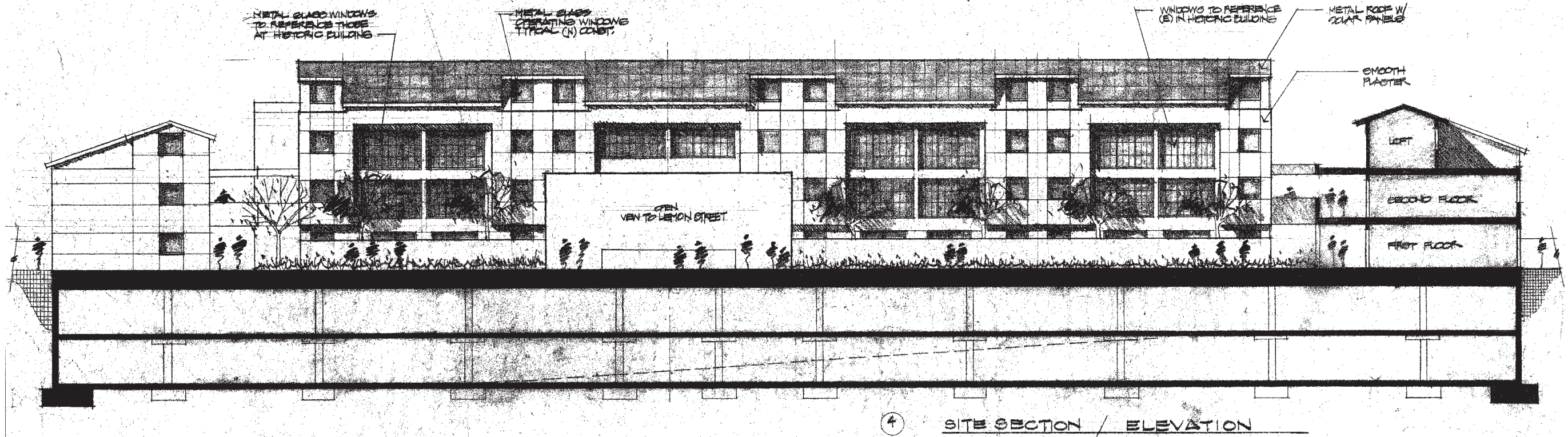
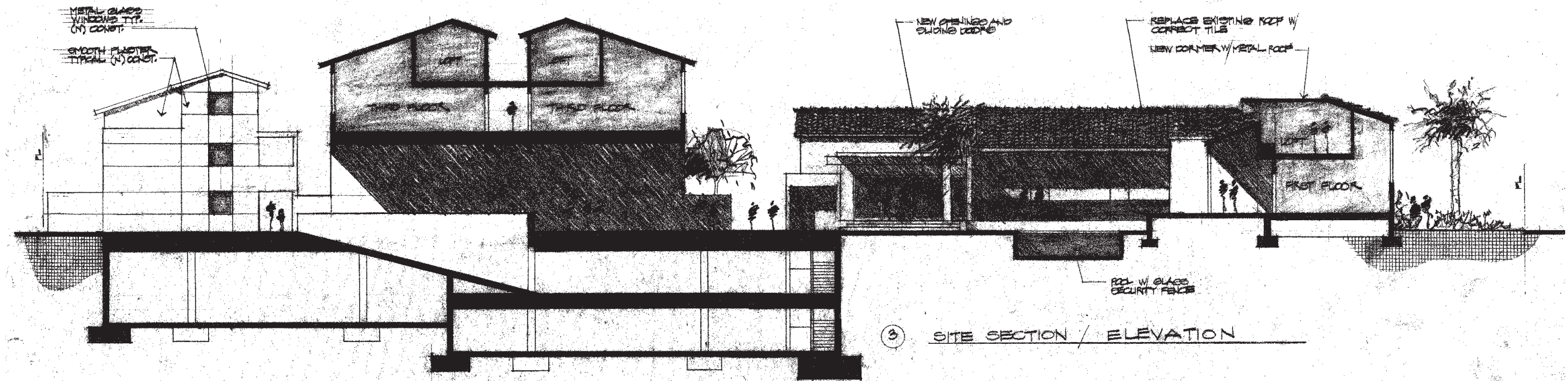
The *Secretary of the Interior's Standards (SOIS) for the Treatment of Historic Properties* are typically used to analyze project impacts. Projects that meet the SOIS are considered to be mitigated to a level that is less than significant. The SOIS are divided into four categories: preservation, restoration, rehabilitation, and reconstruction. Since the resource is proposed to be rehabilitated for a new use, application of the SOIS for Rehabilitation is most appropriate.

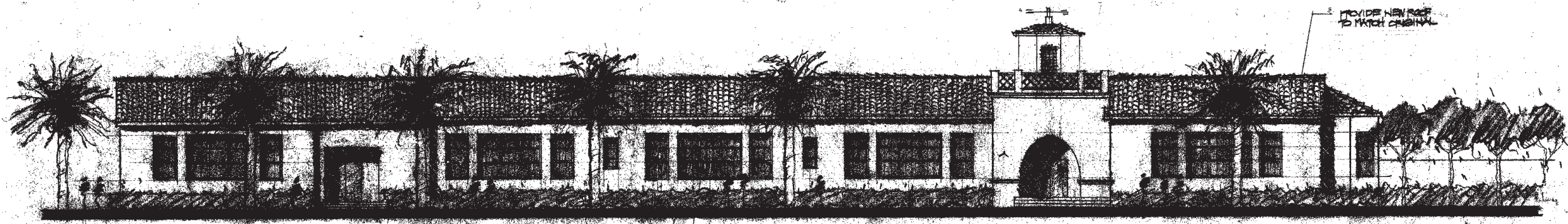


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FIGURE 57



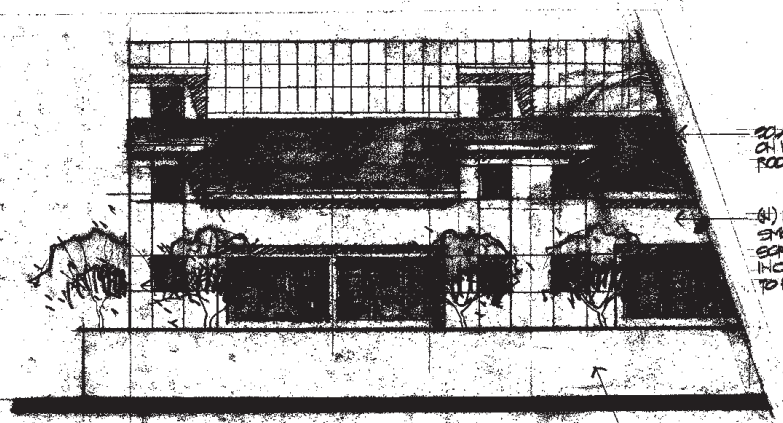




EAST ELEVATION - HISTORIC KILLEFER SCHOOL BUILDING

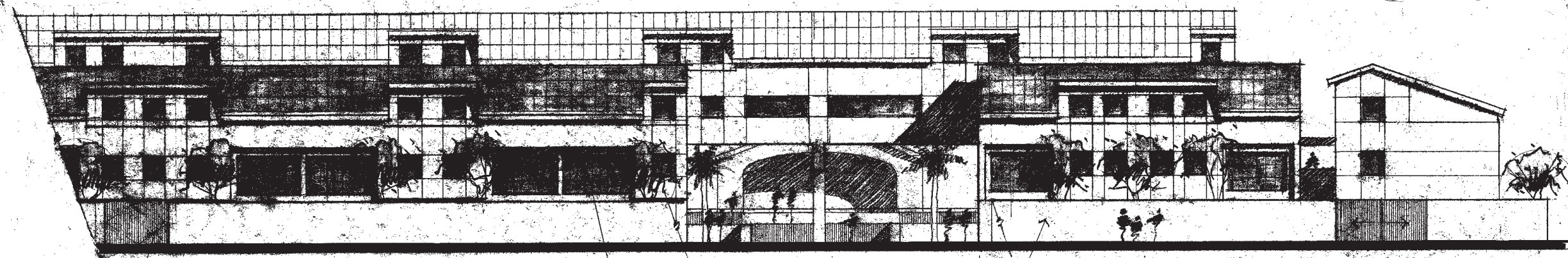
ALL WINDOWS TO BE RESTORED

ALL PLASTER TO BE REPAIRED AND PAINTED HISTORIC CORRECT COLOR



NORTHERN PORTION OF WEST ELEVATION

6" P.L. WALL TO RECEIVE VINE



BIKE ACCESS ONLY GATE

ORIGINAL WINDOWS TO REFER TO HISTORIC WINDOW DESIGN

NEW CORRIDOR TO CHARACTER DEFINING FEAT LINE

6" P.L. WALL TO RECEIVE VINE

SOUTHERN PORTION OF WEST ELEVATION

Standards for Rehabilitation

Standard 1. *A property will be used as it was historically or be given a new use that requires minimal change to its distinctive materials, features, spaces, and spatial relationships.*

Finding: The school building will not be used as it was historically, and important spaces and spatial relationships will be altered. Although many of the exterior character-defining features of the school building will be retained and/or replicated and some of the interior classroom walls will remain, the interior space and related grounds will be significantly altered to accommodate the new multi-family use.

Alterations include, but are not limited to: reconfiguration of interior spaces to create living areas with lofts in the classrooms; an addition to the south elevation; alterations to the courtyard area to incorporate a swimming pool, decks, fencing, and underground parking access for pedestrians; addition of a ramp to the primary entrance facing Olive Street; removal of the walkway from the sidewalk to the secondary entrance facing Olive Street; construction of a meandering walkway and garden wall in the turf area on the east side of the building; construction of nine new multi-story buildings on the north and west sides of the school; construction of eight-foot-high privacy walls along North Lemon Street; and elimination of the wide open view of the property from North Lemon Street.

Standard 2. *The historic character of a property will be retained and preserved. The removal of distinctive materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.*

Finding: Many of the character-defining features of the school building, such as the wood-framed windows, transoms, exterior doors, tower, and walkways on the west side of the building will be retained and preserved. However, the overall character of the property will be significantly changed by the construction of nine multi-story buildings, alterations to the courtyard area, changes to the landscaped setback on the east side of the building, and the reconfiguration of interior spaces within the school.

Standard 3. *Each property will be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or elements from other historic properties, will not be undertaken.*

Finding: The proposed project does not include any changes that would create a false sense of historical development.

Standard 4. *Changes to a property that have acquired historic significance in their own right will be retained and preserved.*

Finding: The period of significance for this property is 1931–1944, and there are no changes that have occurred since then that have acquired significance in their own right.

Standard 5. *Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property will be preserved.*

Finding: The proposed project will retain and preserve many of the School's distinctive materials, finishes, and examples of craftsmanship, including the wood-framed fenestration, arched hallways and openings, transoms, exterior doors, tower, bull-nosed brackets that support the roof over the covered walkway, primary and secondary entrances facing Olive Street, and the carved wood door. Some of the interior classroom walls will also be retained and, although not indicated on the plans, the architect has indicated that the original ceilings may be exposed in some areas.

Standard 6. *Deteriorated historic features will be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature will match the old in design, color, texture, and, where possible, materials. Replacement of missing features will be substantiated by documentary and physical evidence.*

Finding: Wherever feasible, character-defining features will be repaired instead of replaced and any new features will match the old in design, color, texture, and, where possible, materials. For example, the missing tower railing will be replaced using colors, materials, and textures based on the existing railing, and the composition shingles will be replaced with red tile, which is typical for the Spanish Colonial Revival style. Similarly, the missing wall tile at the primary entrance facing Olive Street will be replaced based on historic-period photographs. However, to ensure compliance with this SOIS, it is recommended that the following note be added to the plans:

Any deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a character-defining feature, the new feature shall match the old in design, color, texture, and other visual qualities and, where possible, materials. Replacement of missing features shall be substantiated by documentary, physical, or pictorial evidence.

Standard 7. *Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.*

Finding: No chemical or physical treatments such as sandblasting are specifically proposed, but there is some indication that the exterior wall cladding may be replaced. Therefore, to ensure compliance with this SOIS, it is recommended that the following note be added to the plans:

Chemical or physical treatments, if appropriate, shall be undertaken using the gentlest means possible. Treatments that cause damage to historic materials shall not be used.

Standard 8. *Archeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.*

Finding: There are no known archaeological resources that will be affected (directly or indirectly) by the proposed project. However, to ensure compliance with this SOIS, the following standard condition is recommended.

In the event any archaeological resources are identified during earthmoving activities, work in the area should be halted until the nature and significance of the find can be assessed by a qualified archaeologist.

Standard 9. *New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property. The new work shall be differentiated from the old and will be compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment.*

Finding: The proposed construction of nine new multi-story buildings will significantly alter the spatial relationships that characterize the property. Although new construction will be differentiated from the old and will utilize materials compatible to the School, the size, scale, proportion, and massing will greatly diminish the integrity of the property and its environment.

Standard 10. *New additions and adjacent or related new construction will be undertaken in such a manner that, if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.*

Finding: The proposed new additions and related new construction retain the footprint of the School and many of its character-defining features, but could not be removed in the future without impairing the integrity of the historic property to some degree. For example, removal of the proposed dormers on the west side of the roof would require restoration of the roof. Removal of other alterations such as the addition at the south end, changes/additions to the courtyard and walkway on the west side, and reconfiguration of the classrooms to include restrooms, kitchens, and lofts, would also require some construction/repairs in order to restore the essential form and integrity of the School.

Old Towne Historic District

The proposed project is incompatible in scale and massing with the one-story residences across North Lemon Street in the Old Towne Historic District. These properties are about 50 feet wide and have average front setbacks of about 15 feet. They currently look east across approximately 120 feet of parking and landscaping to the School buildings.

The proposed project would result in three, two-story buildings ranging in width from 55 to 88 feet with 8-foot setbacks completely enclosed by 8-foot high walls along North Lemon Street. Behind the two-story buildings would be two rows of three-story buildings. The school would only be visible from the tunnel-like viewpoint of the driveway, which would be spanned by the three-story buildings. This is a considerable change in the environment, as well as the scale and massing of the area.

While the project would not impair the historic significance of this large District or the few contributing properties along this segment of North Lemon Street, it is incompatible with the District

and represents an incremental encroachment of high-density development in an area that has historically been characterized by agricultural fields and small one-story residences. In addition, the elimination of the view of the School from the District breaks an important visual connection between the Cypress Street Barrio and one of the schools that served it.

SUMMARY OF FINDINGS

While the proposed project does a good job of preserving the architectural integrity of the School, it drastically alters the spaces and spatial relationships that characterize it. The project is in compliance with SOIS 3, 4, and 5 and, with recommended mitigation measures, will have a less than significant impact with regard to SOIS 6, 7, and 8. However, the project is not in compliance with SOIS 1, 2, 9, and 10 and aside from redesigning the project, there are no mitigation measures that would bring the project into compliance. In addition, the project is incompatible with the scale and massing within the adjacent Old Towne Historic District, but would not diminish the significance of that District.

RECOMMENDATIONS

CEQA establishes that “a project that may cause a substantial adverse change in the significance of a historical resource is a project that may have a significant effect on the environment” (PRC §21084.1). “Substantial adverse change,” according to PRC §5020.1(q), “means demolition, destruction, relocation, or alteration such that the significance of a historical resource would be impaired.”

The School meets the statute definition of a “historical resource,” and this study has concluded that the potential project impacts to the historical resource may result in a substantial adverse change in its significance. Therefore, as the project is currently proposed, a finding of *Potentially Significant Impact* is recommended.

Because the resource derives its significance from its design and function as a school, in order to reduce the potential impacts, the project would need to be significantly redesigned to retain the spaces and spatial relationships that characterize the property as a school. As previously noted, the property has historically been open and visible from North Lemon Street; therefore, any design change should incorporate more open space on the west side of the School and a wider, less-obstructed view corridor from North Lemon Street. The east side of the School, including the current configuration of the landscaped setback, walkways, and entrances, should be preserved and/or restored to the 1931–1944 appearance. These types of design changes would preserve the property’s ability to convey its historic use as a school from both of its historic vantage points (North Lemon Street and Olive Street). The interior spaces that define the building as a school also need to be preserved as much as possible. The architect has indicated that some of the original ceilings will be exposed and some of the classroom walls will be retained, but more details about these types of interior preservation efforts need to be provided in the project plans.

Whether or not the project is redesigned, the following mitigation measures should be incorporated into any approved project.

RECOMMENDED MITIGATION MEASURES

Prior to any alterations beyond minor repairs, routine maintenance, and/or efforts required for health and safety purposes, the following documentation should be completed:

1. **Historic American Buildings Survey (HABS) Level I Documentation.** The School should be documented to Level I of the HABS by a professional who meets the Secretary of the Interior’s Professional Qualification Standards for Historian, Architectural Historian, or Historical Architect. This documentation consists of the following:
 - a. A full set of as-built measured drawings that adhere to HABS guidelines. Generally, this includes a site plan, floor plans, elevations, building sections, and details. The plans should clearly identify the locations and dimensions of any openings that are proposed for removal

so that these openings could conceivably be reconstructed in the future. The drawings should be produced from accurate measurements and recorded with ink on a translucent material such as Mylar at a size of either 19 × 14 inches or 24 × 36 inches.

If historic as-built drawings are found depicting all or part of the School, these may be used to satisfy part of this requirement, with supplemental drawings prepared for areas and features not depicted on historic drawings.

- b. Large format (4 × 5-inch negatives or larger) black-and-white photographs of all exterior elevations, context views, character-defining features, and significant interior spaces. Views must be perspective-corrected and fully captioned. Prints must be made on polyester-based “safety film” and processed per HABS standards. If digitally produced prints are made, they must be of equivalent quality to the traditional photographic contact print and be a true representation of the negative including the borders. Digital contact prints can be made from TIFFs by scanning the film and printing it on 100 percent cotton, acid-free matte paper using pigment or carbon inks on an inkjet printer. The paper/printer/ink combination used for the digital prints must have a permanency rating of 150 years or greater by an independent rating organization. Please refer to the updated 2015 HABS guidelines available online at: <http://www.nps.gov/hdp/standards/habsguidelines.htm> if further clarification is needed.
- c. Written data that include a narrative history and description of the property. The data provided in this report can be used to fulfill part of this requirement. The written data should be printed on archival bond paper.

One archival copy (with negatives) should be submitted to the HABS program for inclusion in the Library of Congress. Non-archival copies of the documentation (such as a digital copy that is laser printed and comb bound, with a CD containing high-resolution electronic files) should be provided to the City of Orange Community Development Department, the Orange Public Library and the Orange County Archives. Successful completion of this mitigation measure is predicated on acceptance of the documentation package by the City of Orange Community Development Department.

2. **Requirements for Building Repairs and Treatment.** The following shall be incorporated into the general notes on the working drawings:
 - a. Deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature shall match the old in design, color, texture, and where possible, materials. Replacement of missing features shall be substantiated by documentary and physical evidence;
 - b. Chemical or physical treatments, if appropriate, shall be undertaken using the gentlest means possible. Treatments that cause damage to historic materials shall not be used; and
3. **Salvage of Historic Materials.** To the extent feasible, any salvageable historic materials that will be removed in connection with the project (i.e., wood-framed windows, doors that date from the period of significance, historic-period bell, and bell hardware in bell tower) should be reused on the site wherever possible. Any historic materials that will not be reused on site should be stored and preserved in a secure, onsite location for potential re-installation in the future. For the purposes of this mitigation measure, “salvageable historic materials” is defined as any building material or decorative feature that dates from the period of significance (1931–1944) and is in good condition.

STANDARD CONDITIONS

In addition, the following standard conditions regarding buried material and the discovery of human remains are recommended.

- In the event any cultural resources are identified during earthmoving operations, a qualified archaeologist should be consulted to determine the nature and potential significance of the find.
- If human remains are encountered, State Health and Safety Code Section 7050.5 states that no further disturbance shall occur until the County Coroner has made a determination of origin and disposition pursuant to PRC Section 5097.98. The County Coroner must be notified of the find immediately. If the remains are determined to be prehistoric, the Coroner will notify the Native American Heritage Commission (NAHC), which will determine and notify a Most Likely Descendant (MLD). With the permission of the landowner or his/her authorized representative, the MLD may inspect the site of the discovery. The MLD shall complete the inspection within 48 hours of notification by the NAHC. The MLD may recommend scientific removal and nondestructive analysis of human remains and items associated with Native American burials.

REFERENCES

City of Orange

2002–2016 Old Towne Information. Accessed online in July 2016 at:
http://www.cityoforange.org/depts/commdev/old_towne_information/.

Lazzaretto, Christine, and Molly Iker

2015 National Register of Historic Places Registration Form for Lydia D. Killefer School. On file at the California Office of Historic Preservation.

Nelson, Lee H., FAIA

1988 Preservation Brief 17, Architectural Character-Identifying the Visual Aspects of Historic Buildings as an Aid to Preserving their Character. Technical Preservation Series, National Park Service. Accessed online in January 2016 at: <http://www.nps.gov/tps/how-to-preserve/briefs/17-architectural-character.htm>.

Orfield, Gary, Jongyeon Ee, Erica Frankenberg, and Genevieve Siegel-Hawley

2016 Brown at 62: School Segregation by Race, Poverty, and State. Published May 16 and accessed online in June 2016 at: <https://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-62-school-segregation-by-race-poverty-and-state>.

United States Department of the Secretary of the Interior.

1995 *Secretary of the Interior's Standards for the Treatment of Historic Properties, Rehabilitation.*

ATTACHMENT A

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

DRAFT

1. Name of Property

Historic name: Killefer, Lydia D., School

Other names/site number: _____

Name of related multiple property listing:
Latinos in Twentieth Century California

(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 541 North Lemon Street

City or town: Orange State: California County: Orange

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this ___ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property ___ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___ statewide ___ local

Applicable National Register Criteria:

___ A ___ B ___ C ___ D

<p>_____ Signature of certifying official/Title:</p>	<p>_____ Date</p>
<p>_____ State or Federal agency/bureau or Tribal Government</p>	

<p>In my opinion, the property ___ meets ___ does not meet the National Register criteria.</p>	
<p>_____ Signature of commenting official:</p>	<p>_____ Date</p>
<p>_____ Title : State or Federal agency/bureau or Tribal Government</p>	

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4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:) _____

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>2</u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u>1</u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u>3</u>	Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: School

Current Functions

(Enter categories from instructions.)

VACANT: Not in use

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS: Mission/Spanish Colonial Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Stucco

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Lydia D. Killefer School is located in Orange, California, approximately 31 miles southeast of downtown Los Angeles, and 22 miles northeast of Long Beach. The property is on the east side of North Lemon Street, north of the intersection of North Lemon Street and West Walnut Avenue. The lot is bounded on the north and south by single- and multi-family residences. It is a former elementary school in the Spanish Colonial Revival style. Construction began in December 1930, and was completed by April 1931.¹ The Killefer School stands on the eastern portion of its 1.7-acre parcel. The site is sparsely landscaped, with only a few trees and shrubs. The Killefer School has been vacant for approximately fifteen years, and is in poor condition.² It is currently threatened with demolition. It retains significant character defining features of its original design, and has integrity of location, design, setting, materials, workmanship, feeling, and association.

¹ There are no building permits for the school; the construction date is based on contemporary news articles, including "Killefer School Program Features Schools' Week," *Orange County Register*, April 20, 1931.

² In 1980, the Lydia D. Killefer School left the schoolhouse at 541 North Lemon Street in favor of another building at 615 North Lemon Street. It operated there until 1989, when the school officially ceased operations. The Santiago Canyon College Adult Learning Center operated out of the Killefer School at 541 North Lemon Street in the 1980s and 1990s, leaving the building before 2000.

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Narrative Description

Exterior

The Lydia D. Killefer School building is a one-story-over-basement schoolhouse constructed in 1931. It is set back from the street behind an expansive parking lot and sparse landscaping, and is situated on the eastern portion of the lot. The building is in the Spanish Colonial Revival style. It is of wood frame construction, with a mostly U-shaped plan surrounding a small courtyard. There is a front-gabled portico projecting from the center of the west façade. It has a cross gable roof with shallow open eaves, exposed rafter tails, copper gutters, and composition shingle roofing. The exterior walls are finished in heavily textured cement plaster. The primary entrance is asymmetrically located on the east (secondary) façade. It consists of a pair of paneled wood doors recessed under a parabolic arch, and is accessed by terra cotta tile steps with wrought iron handrails. The west façade features a partially arcaded exterior walkway that extends through both wings. Square wood posts with chamfered corners and bull nosed brackets support the roof over the covered walkway that has a ceiling of plaster and exposed rafters.

There is an octagonal bell tower projecting from the roof at the center of the east façade, topped by a low-pitched hipped roof and a bronze weathervane. A flat roof with copper-clad, latticed wooden railings surrounds the tower. The tower has terra cotta tile decorative vents on alternating façades. There is a large chimney projecting from the southeastern portion of the roof. Fenestration consists primarily of wood sash three-light awning windows with three-light transom windows above. There are three-light clerestory windows on the west façade. On the west façade, there are two pairs of partially glazed, divided light wood doors, each with segmental-arched, divided light transoms. There is a bay window consisting of wood sash three-light awning windows with three-light transom windows above on the north façade. Glass panes in many of the windows are broken, and many windows are boarded up from either the interior or the exterior of the building. There are two identical carved wood doors, one located on the southern portion of the west façade, and the other on the eastern portion of the north façade. There is a secondary entrance asymmetrically located on the east façade. It consists of a pair of paneled wood doors recessed under a rectangular opening, and is accessed by terra cotta tiled steps with wrought iron handrails. There is a decorative wrought iron fence surrounding the exterior basement stair on the south façade.

The Killefer School retains significant character defining features on the exterior, including:

- Low-pitched roof
- Eaves with little overhang
- Arches above doors
- Terra cotta tile decorative vents
- Octagonal tower
- Stucco-clad exterior walls
- Asymmetrical façade

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- Partially arcaded exterior walkway

Interior

The north wing held the administrative offices, while the main building housed kindergarten through third grade classrooms, and the south wing held the fourth and fifth grade classrooms. The auditorium in the northeast corner has a small stage with the bay window behind. All of the classrooms and administrative offices are accessible through single doorways. The basement is located beneath the south wing, and is accessed either by an interior stairway or a small exterior staircase on the south façade, surrounded by decorative wrought iron railings. There are two rooms in the basement, each with a fire door, and one with a full-size kiln. Ceilings are 12 feet in height in all rooms except for the restrooms, basement rooms, closets, and utility rooms located in the north wing. The carved wooden door on the southern portion of the west façade provides rear access to the south classroom. Hallways feature wide archways and built-in cabinetry. The Killefer School retains significant character defining interior features, including arched openings and other original features.

Alterations

There have been some alterations to the Killefer School over time, some due to neglect and vandalism. The original decorative tile at the main entrance has been replaced with textured stucco. Some exterior copper has been removed, including one panel of the copper-clad, latticed wooden railing around the tower, and several copper downspouts. Many of the glass panes in the windows have been boarded up, and several windows were removed to accommodate air conditioning units. Some glass panes have been replaced with textured or security glass. The roof, originally clad in tile shingles, was redone in composition shingles sometime between 1980 and 2011.³

The original outdoor auditorium on the north façade was enclosed with a bay window on the eastern portion of the north façade.⁴ There are two rectangular scars on the building's west façade, one on the north wing, and one on the south wing. It appears that windows on these façades were removed. Several clerestory windows along the exterior of the building were removed or covered with plywood.

At some time, the interior was remodeled within the existing footprint. The ceilings and parts of the walls were covered with acoustic tiles, most of the original light fixtures were replaced with fluorescent light fixtures, and portions of the building's original wooden flooring were concealed by or replaced with low-pile carpet.

³ There are no building permits for the school; alteration dates are based on "Killefer Grade School, 500 block of Olive St in Orange, California," courtesy of Chapman University, and Google maps.

⁴ It is unclear when this alteration was completed. There are no building permits on file for this change, and Sanborn maps are inconclusive. The fenestration in the window is consistent with the original windows, so it appears as though the auditorium was enclosed early in the school's history.

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The interior of the school has been heavily vandalized. There is extensive graffiti in the basement, and several of the classrooms and hallways on the main floor. Most, if not all, of the building's copper pipes and wiring have been removed, and doors have been removed from their hinges. A partial-height wall in the northeastern classroom has been almost entirely demolished by vandals.

Noncontributing Resources

Between 1980 and 1991, two classroom buildings were added to the site, one located to the north and one to the south of the main schoolhouse. They feature side-gabled roofs with exposed eaves, exterior walls clad in stucco, and wood frame eight-pane windows. Many of the glass panes on these windows are broken, and several of the windows are boarded up. There is a small storage shed located close to the western end of the northern classroom building, also added to the site between 1980 and 1991.⁵ These ancillary buildings and structure were constructed outside of the period of significance for the Killefer School, and therefore are noncontributing resources.

Integrity

Although there have been alterations to the property over time, the Killefer School retains significant character defining features, and continues to convey its significance as an early 1930s schoolhouse. It retains all seven aspects of integrity.

Location: The building is in its original location.

Design: The Killefer School retains significant character defining features of its original Spanish Colonial Revival architecture.

Setting: Features of the original setting are intact, including the relationship of the school with the surrounding single- and multi-family residences, and with North Lemon and North Olive Streets.

Materials and Workmanship: Although there have been some alterations over time, some windows and partially glazed doors have broken or missing glass panes, and some wooden doors have broken or missing panels, the Killefer School retains the majority of its historic materials, and reflects the physical evidence of period construction techniques.

Feeling: The Killefer School retains the significant physical features that convey the building's character as a 1930s Spanish Colonial Revival schoolhouse.

Association: The property continues to convey its historic association with the Orange Unified School District, and retains significant character defining features of its original Spanish Colonial Revival design.

⁵ There are no building permits for the school; dates are based on aerial photographs of the area found on historicaerials.com and the City of Orange's Historic Aerial Viewer.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

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

Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

SOCIAL HISTORY

Period of Significance

A: 1931-1944

C: 1931

Significant Dates

1931

1944

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Markel, Jules W. and Sons (builder)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Lydia D. Killefer School is eligible for listing in the National Register of Historic Places at the local level of significance under Criterion A in the area of Social History as an example of institutional development associated with the early twentieth century growth of the Cypress Street Barrio in Orange. The period of significance is 1931, the year the school opened, through 1944, the year Killefer School desegregated. For its voluntary desegregation three years before the landmark *Méndez v. Westminster* ruling required schools in California to end segregation, the Killefer School meets the registration requirements for the context “Making a Democracy: Latino Struggles for Inclusion” of the *Latinos in Twentieth Century California* Multiple Property Submission.⁶ The Killefer School is also eligible for listing in the National Register at the local level of significance under Criterion C in the area of Architecture as an excellent example of a Spanish Colonial Revival schoolhouse in Southern California. It is a rare extant example of a schoolhouse that pre-dates the 1933 Long Beach Earthquake. The period of significance under Criterion C is 1931, the date the school was constructed.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Criterion A

The Killefer School, built by Santa Ana-based contractors Jules W. Markel and Sons, was named for Lydia D. Killefer.⁷ Killefer was a schoolteacher in Orange from 1895 to 1931, and principal of the Killefer School from 1931 to 1938. The Killefer School is located in the City of Orange, in a neighborhood primarily populated by Mexican Americans and historically known as the Cypress Street Barrio. The Killefer School is significant as an institutional property associated with the early twentieth century growth of the Cypress Street Barrio. The Killefer School was originally constructed to serve the area’s Anglo population until it voluntarily desegregated in 1944, before schools in California were legally obligated to do so. The desegregation of the Killefer School pre-dated the landmark *Méndez v. Westminster* court ruling by three years and inspired the desegregation of the Orange Unified School District.

Institutional Development in the Cypress Street Barrio

Ranchers in Orange began planting orange trees commercially in 1873, and the first marketable crop was produced around 1876. Citrus production was firmly established in Orange by the 1880s, and the first packing house in Orange was constructed around 1881. Though it was originally located on Maple Avenue, the packing house moved closer to the Atchison, Topeka & Santa Fe Railroad tracks in 1889. Several other private packing houses quickly followed.⁸ To

⁶ Teresa Grimes, Laura O’Neill, Elysha Paluszek, and Becky Nicolaidis, *Latinos in Twentieth Century California* Multiple Property Documentation Form, November 2014.

⁷ “Contractors Issued Permit for School,” *Los Angeles Times*, December 20, 1930.

⁸ Adapted from Phil Brigandi, “Citrus: A Cooperative Endeavor.”

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facilitate marketing their fruit, citrus farmers developed cooperative marketing organizations. The first local cooperative association, the Santiago Orange Growers Association, was founded in 1893, followed by numerous others. Most growers belonged to one of the local packing house associations, which provided picking crews on a rotating basis.⁹ Though the Great Freeze in 1913 and the flood in 1916 threatened citrus production in the area, oranges were Orange's top crop by 1920.¹⁰

The Cypress Street Barrio in Orange was established on the 400 block of North Cypress Street (between Sycamore and Walnut Avenues) as a *colonia* in the late 1910s and early 1920s.¹¹ During this time, many immigrants moved to Southern California from central Mexico as a result of the Mexican Revolution (1910-1920), taking advantage of the "burgeoning citrus industry's desperate need for laborers."¹² The Barrio eventually extended north and south along the rail lines, close to the packing houses where its inhabitants found employment, and came to be bounded by the Atchison, Topeka & Santa Fe railway tracks on the west, Maple Avenue on the south, Olive Street on the east, and Rose Avenue on the north. Residents of the Barrio were primarily employed in the area's citrus industry, with the men working in the fields as citrus pickers, and the women working in the packing houses. Pickers received up to 35 cents per hour, and the packers received 45 cents per hour. Work was seasonal, and thus many of the workers rented homes in the Barrio while they had work in the area. Many families traveled north to the San Joaquin Valley during the winter to find additional work. Two distinct populations evolved in the Barrio: migrants who rented local homes and traveled throughout the western United States for work, and residents who obtained jobs locally and remained throughout the year.

The Killefer School is significant as an extant example of early institutional development in the Cypress Street Barrio, which "served as one of the first immigrant communities in Orange County."¹³ The Killefer School represents the significant growth of the area in the early twentieth century; by the early 1930s, the Cypress Street Barrio had three schools and two churches, reflecting the area's growing population. The Killefer School operated at its original location until 1980, when the school relocated to 615 North Lemon Street. It remained there until 1989, when the school officially ceased operations. The closure of the Killefer School coincided with an overall population decline in the Barrio, with most of the area's residents leaving to look for jobs elsewhere.¹⁴

There are over two hundred historic homes in the Cypress Street Barrio, over eighty of which are listed in the National Register of Historic Places as contributors to the Old Towne Orange Historic District designated in 1997. The district also includes ten commercial, industrial, and institutional buildings associated with the Barrio.

⁹ Adapted from Phil Brigandi, "On to the Packing House," City of Orange Public Library Local History Collection, <http://www.cityoforange.org/localhistory/citrus/citrus-06.htm>.

¹⁰ Adapted from EDAW, Inc., "A History of Key Structures in the Cypress Street Neighborhood," May 2007.

¹¹ Background information about the Cypress Street Barrio adapted from "Killefer Grade School, 500 block of Olive St in Orange, California," courtesy of Chapman University.

¹² Fermin Leal, "Historic Orange barrio still vibrant after 100 years," *Orange County Register*, May 8, 2013.

¹³ Ibid.

¹⁴ Ibid.

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School Desegregation

For its role in the desegregation of the Orange Unified School District in the early 1940s the Killefer School meets the registration requirements for the context “Making a Democracy: Latino Struggles for Inclusion” of the *Latinos in Twentieth Century California* Multiple Property Submission. As outlined in the Multiple Property Documentation Form:

During the first half of the twentieth century, the majority of California’s school districts with large Mexican populations practiced segregation. Mexican children were not only physically separated from their Anglo peers, they were generally taught in more crowded classrooms, by less experienced teachers, using outdated books and materials. The greatest difference between schools, however, was the curricula. Mexican schools focused on teaching boys industrial skills and domestic skills to girls, as opposed to writing, math, or science. By the end of the 1920s, Mexican children were by far the most segregated ethnic group in California’s public school system.¹⁵

Anglo city planners justified segregation by arguing that Mexicans took away important jobs from Anglo workers, and by promulgating the racial beliefs that Mexicans did not share the same cultural values of “regular Americans.”¹⁶ School boards validated the creation of separate educational facilities by stating that the students’ inability to speak English made it impossible for them to survive in an Anglo classroom. This distinction later influenced studies that suggested that Mexican and Mexican American students were mentally inferior to Anglos, and thus could not compete in Anglo schools, no matter which language they spoke.¹⁷ School districts rarely if ever tested these hypotheses with any tests of students’ aptitudes. Some districts did not segregate Mexican American students whose families had been in California for several generations and thus had accumulated wealth.

By 1927, Mexican American children made up over ten percent of California’s total school enrollment.¹⁸ As a result, numerous schools were established for Mexican and Mexican American schoolchildren. Most schools constructed specifically for Mexican and Mexican American school children only accommodated elementary and some intermediate schooling. High schools were not commonly constructed, as many children of Mexican heritage were expected to drop out of school prior to high school in order to start working in the citrus industry to help support their families. The equality of the educational environment for Mexican Americans was not the same as their Anglo neighbors: a 1928 study by two University of California professors found that the Mexican schools were fire hazards, with little ventilation,

¹⁵ *Latinos in Twentieth Century California*, 134.

¹⁶ Wallace, “*Mendez et. al v. Westminster et. al's Impact.*”

¹⁷ *Ibid.*

¹⁸ *Ibid.*

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light, and sanitation.¹⁹ The lack of equal education and appropriate facilities prompted Mexican American families to fight against segregation in Southern California as early as the 1930s.²⁰

There were two schools constructed in the Cypress Street Barrio in 1931: the Killefer School and the Cypress Street School. Beginning in the 1920s, Orange was one of several Orange County school districts that segregated most Mexican and Mexican American children. The Killefer School originally served the Anglo population, while the Cypress Street School served the Mexican and Mexican American populations. The Cypress Street School “for Mexican children”²¹ was specifically designated for the Spanish-speaking children of citrus workers residing in the Cypress Street Barrio.²² It replaced an earlier schoolhouse constructed circa 1920 called *La Cabertizia*. The Cypress Street School operated as a Mexican school until 1944, when it ceased operations.

The Killefer School was built as the school for the English-speaking children in the Cypress Street Barrio.²³ With the closing of the Cypress Street School in 1944, the Orange Unified School District decided to voluntarily desegregate its entire district. This was three years before the landmark 1947 *Méndez v. Westminster* verdict required California schools to end the practice of segregation. School superintendent Stewart White pushed for the change, arguing that “mixing of the children would further the Americanization program and promote friendly Latin-American relations.”²⁴ The Killefer School was among the first schools in the state of California to desegregate, making it a pioneer in the movement to end segregation of California’s schools.

Additional Context: Méndez v. Westminster

Gonzalo Méndez discovered the inequality in California’s school system in 1943, when he attempted to enroll his children in a local Westminster school.²⁵ The children were denied enrollment because of their Spanish last name, and were instead sent to the Mexican school several miles away. Furious that his children were expected to attend an inferior school, Méndez took his case to the district office, and later the county, with no success. Finally, Méndez hired attorney David Marcus, who had recently won a segregation suit against a public pool in Riverside, California. Marcus discovered that the school districts were breaking state policy, and

¹⁹ Adapted from Wallace, “*Mendez et. al v. Westminster et. al's Impact.*”

²⁰ In 1931, a state court judge ruled that the Lemon Grove School for Mexican American children in San Diego, called “The Stable” by its students, was not educationally justified or supported by state law. The judge therefore ordered the Mexican American children to attend school on an equal basis with the others in the community. This was the first successful school desegregation court ruling in the nation. However, it only applied to Lemon Grove School, and thus had no documented impact on the desegregation of other schools in Southern California. History of the Lemon Grove School from “Paving the Way to School Desegregation.”

²¹ “City School Calendar is Announced for Next Year,” *Orange County Register*, May 1, 1931; “Call Vote on School Bond: \$75,000 Issue to Be Voted May 22,” *Orange County Register*, May 1, 1930.

²² Cypress Street School is a Mexican School as defined in the *Latinos in Twentieth Century California* MPDF.

²³ At that time, most, if not all, English-speaking children in Orange were white.

²⁴ Phil Brigandi, *A Brief History of Orange, California: The Plaza City* (Charleston, SC: The History Press, 2011), 96.

²⁵ History of *Mendez et. al v. Westminster* largely adapted from Wallace, “*Mendez et. al v. Westminster et. al's Impact.*” and Robbie, *Mendez v. Westminster*.

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proposed that they find plaintiffs from other school districts to prove that this was a wide-scale act of discrimination based on surnames and unproven pedagogical studies.

When the *Méndez v. Westminster* case began in July 1945, the highly organized Mexican American community faced seemingly unbeatable odds. Parents from nearby districts signed onto the petition, representing over 5,000 students. Other parents signed on as plaintiffs, namely William Guzmán of Santa Ana, Frank Palomino of Garden Grove, Thomas Estrada of Westminster, and Lorenzo Ramirez of El Modena (a neighborhood since annexed by Orange, California). During the case, Marcus argued that school districts segregated students on the basis of national origin, thus breaking the Fourteenth Amendment to the United States Constitution. Witnesses explained that their children were segregated based on their surnames and appearances. Representatives from the school districts argued that the Mexican American students were separated primarily due to a lack of language abilities that rendered them unfit to attend Anglo schools.

On February 18, 1946, United States Judge Paul J. McCormick handed down a landmark court decision, ruling in favor the Mexican American plaintiffs. Three days later, County Counsel Joel Ogel filed an appeal in response to McCormick's ruling. However, despite the efforts of the Orange County school districts to avoid desegregation, their appeal of Judge McCormick's ruling was unsuccessful. On April 14, 1947, the Ninth Federal District Court of Appeals upheld McCormick's ruling. The school districts were given the choice to appeal further to the United States Supreme Court, but none followed this course. Regardless, many school districts in Southern California waited for years after the ruling to desegregate, prolonging segregation in their school districts for as long as possible.²⁶

Criterion C

The Killefer School is an excellent local example of Spanish Colonial Revival institutional architecture. It is a rare, intact example of a schoolhouse in Southern California constructed prior to the 1933 Long Beach Earthquake. Many Southern California schools were either destroyed or damaged beyond repair in the 1933 Long Beach earthquake, or were subsequently replaced to comply with new building codes adopted in the aftermath of the earthquake.

The Spanish Colonial Revival style is the most decorative of the Spanish architectural styles. Its ornamentation covers a wide range of source materials, and the elaborate and intricate ornamental forms of *Churrigueresque* (Spanish baroque) buildings were a hallmark of high style buildings. The Spanish Colonial Revival style gradually replaced the earlier Mission Revival style in popularity, as it was considered to be more authentic than its predecessor. While the Mission Revival took inspiration from local Spanish and Mexican buildings, Spanish Colonial

²⁶ For example, the Pasadena Unified School District waited until the late 1960s and early 1970s to officially desegregate, ignoring both the *Méndez v. Westminster* ruling and the *Brown v. Board of Education* ruling until three families protested their de facto segregation policies. For more information, see Rebecca L. Smith, Elaine Zorbas, Abby Delman, and Charlotte Krontiris, *Advocates for Change: oral history interviews on the desegregation of the Pasadena Unified School District*, (Pasadena, CA: Pasadena Heritage, 2007).

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Revival looked overseas to Spain to borrow architectural elements, and perpetuated the fiction that California was the “New Spain of North America.”²⁷

The 1915 Panama-California Exposition held in San Diego heavily influenced California’s widespread adoption of the Spanish Colonial Revival style, as did the success of Helen Hunt Jackson’s novel, *Ramona*. The exposition, designed by Bertram Grosvenor Goodhue, introduced the elaborate Spanish architectural prototypes found in other countries, and emphasized the richness of Spanish Colonial architectural precedents seen in other countries’ major buildings. The exhibition was well received, and encouraged American architects to look to Spanish architecture for inspiration.

Spanish Colonial Revival architecture was popularized during the 1920s, when “just as everything grew in the Southern California garden, so too did every architectural tradition take hold as well.”²⁸ As the focus on regional expression through architecture evolved, Spanish Colonial Revival and its contemporary Mediterranean Revival “were two styles supported by the regional myth of California as the Mediterranean shores of America and even, in the case of Spanish Revival, supported by a slight degree of historical justification.”²⁹ Spanish Colonial Revival style was easily adapted to accommodate a wide variety of building types, and its popularity was due in part to the fact that historical examples could easily be adopted for any need.

Traveling through Andalusia, aspiring architects...noted with delight the rich courtyard types and structures – the urban patio house, the fortified urban palace or *alcazar* (many of them later recycled as apartment dwellings), the snug courtyard inns... the open marketplaces and monastery cloisters, the farmhouses combining living quarters and workspaces around a central courtyard...As Santa Barbara and San Clemente showed, many of these forms were directly applicable to Southern California, albeit the courtyard format was now being used for city halls and courthouses, public high schools, hotels, restaurants, and...bungalow courts.³⁰

The Spanish Colonial Revival style had a close relationship to the several Secessionist movements which manifested themselves in California from the late 1890s through the 1930s. The initial association of Spanish Colonial Revival architecture with the Secessionists is best represented in the work of Irving Gill, and it can also be seen the work of Francis T. Underhill of Santa Barbara, and in some of the work of the San Diego firm of Mead and Requa. Their intention was to remove specific historic details, and to think in terms of elemental shapes and forms.³¹ Two of the most influential architects of the Spanish Colonial Revival style in Southern

²⁷ Adapted from “Spanish Colonial Revival,” Fullerton Heritage.

²⁸ Kevin Starr, *Material Dreams: Southern California Through the 1920s* (New York: Oxford University Press, 1990), 187.

²⁹ *Ibid.*, 191.

³⁰ *Ibid.*, 216.

³¹ Adapted from David Gebhard, “The Spanish Colonial Revival Style in Southern California (1895-1930),” *Journal of the Society of Architectural Historians*, vol. 26, no. 2 (May 1967), 131-147.

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California were Bertram Goodhue (1869-1924) and George Washington Smith (1876-1930). The style reached its zenith in the late 1920s and early 1930s, and quickly passed from favor during the 1940s.

Spanish Colonial Revival architecture is typically characterized by rectangular floor plans; asymmetrical façades; low-pitched roofs with parapets or hipped roofs clad in terra cotta tile; exterior walls clad in smooth or textured stucco; arcaded entrances or porches; arched doors and windows; recessed windows; ornately carved details around windows, entrances, and cornices; wrought iron grillwork on windows, doors, and balconies; low, round or octagonal towers with low-pitched roofs; casement or double-hung windows; glazed tile used for interior and exterior decoration; and wall extensions that enclose garden spaces.

The Killefer School is an excellent local example of the style, and retains significant character defining features of the original design. Its octagonal bell tower with terra cotta tile vents, open balcony with copper-clad railings, asymmetrical facade, exterior walls clad in textured stucco, terra cotta stairways, and arcaded exterior and interior walkways are significant features of its Spanish Colonial Revival design. The arcaded exterior walkway is both functional and indicative of the building's design, as it makes use of a feature common to Spanish Colonial Revival buildings to create a wide passageway that takes advantage of Southern California's climate and allows students, teachers, and administrators to easily reach their classrooms and offices.

Conclusion

The Lydia D. Killefer School, built in 1931, represents early institutional development in the Cypress Street Barrio and reflects a significant period of growth in the area in the early twentieth century. The school was originally constructed to serve the Anglo population, with the nearby Cypress Street School designated as the Mexican school. The Killefer School meets the eligibility standards identified in the "Making a Democracy: Latino Struggles for Inclusion" context of the *Latinos in Twentieth Century California* Multiple Property Submission. The Killefer School desegregated in 1944, becoming the only elementary school in the Cypress Street Barrio. The desegregation of Killefer stimulated the desegregation process in the community at large, ultimately leading to the end of segregation throughout the Orange Unified School District. The Killefer School desegregated before the landmark *Méndez v. Westminster* trial began, making it a pioneer of desegregation before California became a national leader in fostering this nascent civil rights movement. The Killefer School's voluntary desegregation in the early 1940s is particularly noteworthy given the reticence of other school boards in the state to desegregate their schools even after the *Méndez v. Westminster* ruling. It is an excellent example of a Spanish Colonial Revival schoolhouse in Southern California, and a rare remaining example of a schoolhouse pre-dating the 1933 Long Beach Earthquake. It retains significant character defining features of the style, and exhibits quality of design and workmanship.

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9. Major Bibliographical References

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Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

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Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: Chapman University, Orange, California; Local History
Collection, City of Orange Public Library, Orange, California

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 1.7 acres

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1. Latitude: 33.796234 Longitude: -117.854752

Verbal Boundary Description (Describe the boundaries of the property.)

The property is located at 541 North Lemon Street. The parcel is bound by North Olive Street on the east, North Lemon Street on the west, and single- and multi-family homes on the north and south.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries represent the historic and current boundaries of the Killefer School property.

11. Form Prepared By

name/title: Molly Iker, Intern; Christine Lazzaretto, Principal
organization: Historic Resources Group
street & number: 12 S. Fair Oaks Avenue, Suite 200
city or town: Pasadena state: CA zip code: 91105-1915
e-mail: christine@historicrosourcesgroup.com
telephone: (626) 793-2400 x112
date: July 31, 2014; Revised January 2015

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Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Lydia D. Killefer School
City or Vicinity: Orange
County: Orange
State: CA
Photographer: Molly Iker
Date Photographed: July 11, 2014

Description of Photograph(s) and number:

PHOTO #	DESCRIPTION/VIEW
0001	Exterior view of east façade, facing west. Detail of primary entrance.
0002	Exterior overview of west façade, facing east.
0003	Exterior view of west façade and tower, facing northeast.
0004	Exterior facing southwest. Detail of south wing.
0005	Exterior facing north. Detail of exterior corridor and exposed rafters on west façade.
0006	Exterior facing east. Detail of patch on north wing.
0007	Exterior facing northeast. View of structure and portion of north classroom building.
0008	Exterior overview of north façade and tower, facing southeast.
0009	Exterior facing northeast. View of portion of north classroom building.
0010	Exterior view of north façade, facing southeast. Detail of bay window.
0011	Exterior overview of east façade, facing southwest.
0012	Exterior facing northwest. Detail of tower, copper railings, and weathervane.

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- 0013 Exterior overview of east façade, facing northwest.
- 0014 Exterior view of east façade, facing west. Detail of secondary entrance.
- 0015 Exterior view of south façade, facing northeast. Detail of wrought iron fence around staircase to basement.
- 0016 Exterior view of west façade, facing east. Detail of carved wooden door.
- 0017 Interior of northeast classroom, facing northwest. Detail of auditorium ceiling.

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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Figure 1. Assessor's Tract Map, March 1949, Killefer School parcel outlined in center.

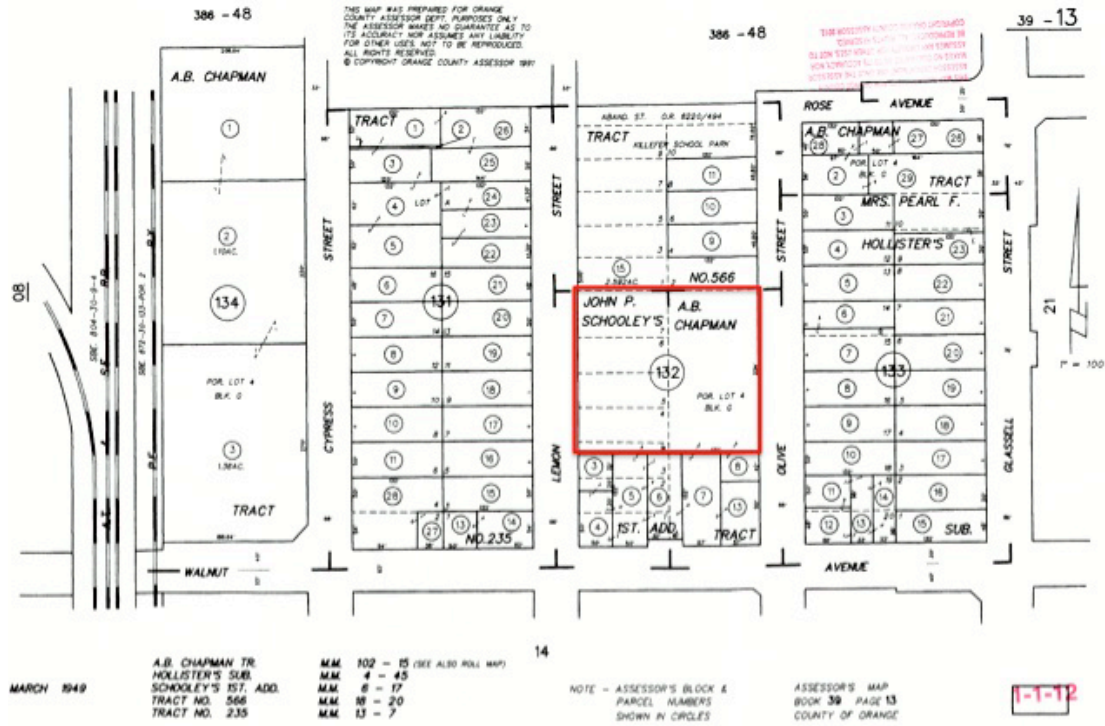
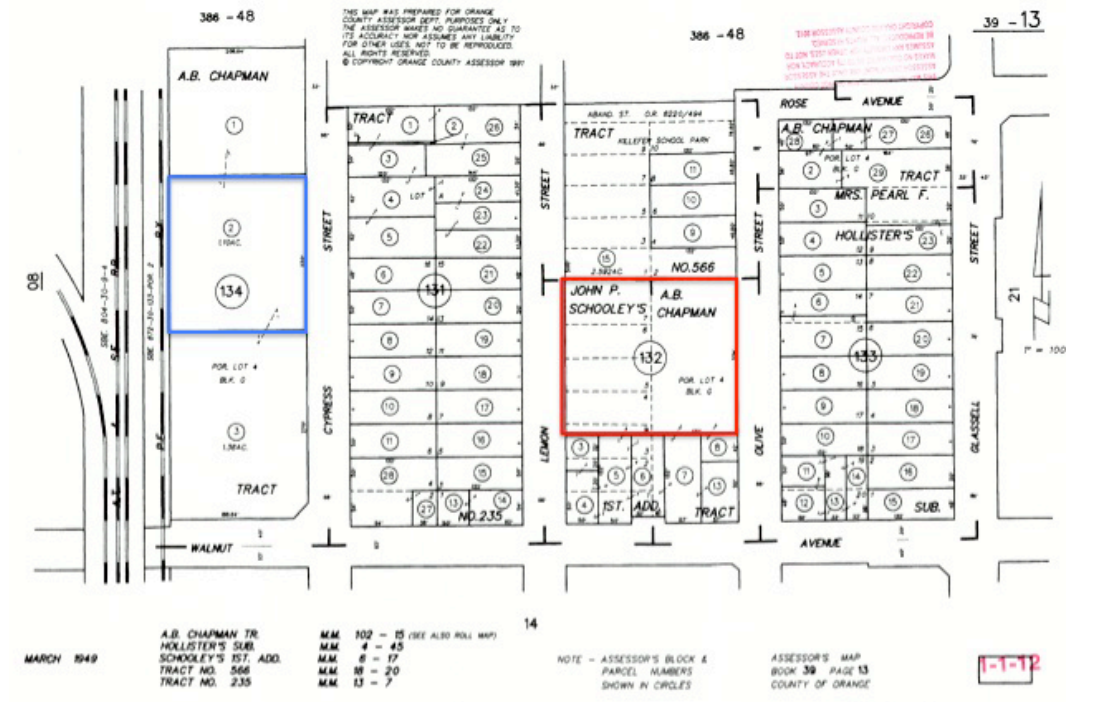


Figure 2. Assessor's Tract Map, March 1949, Killefer School parcel in center, Cypress Street School parcel at left.



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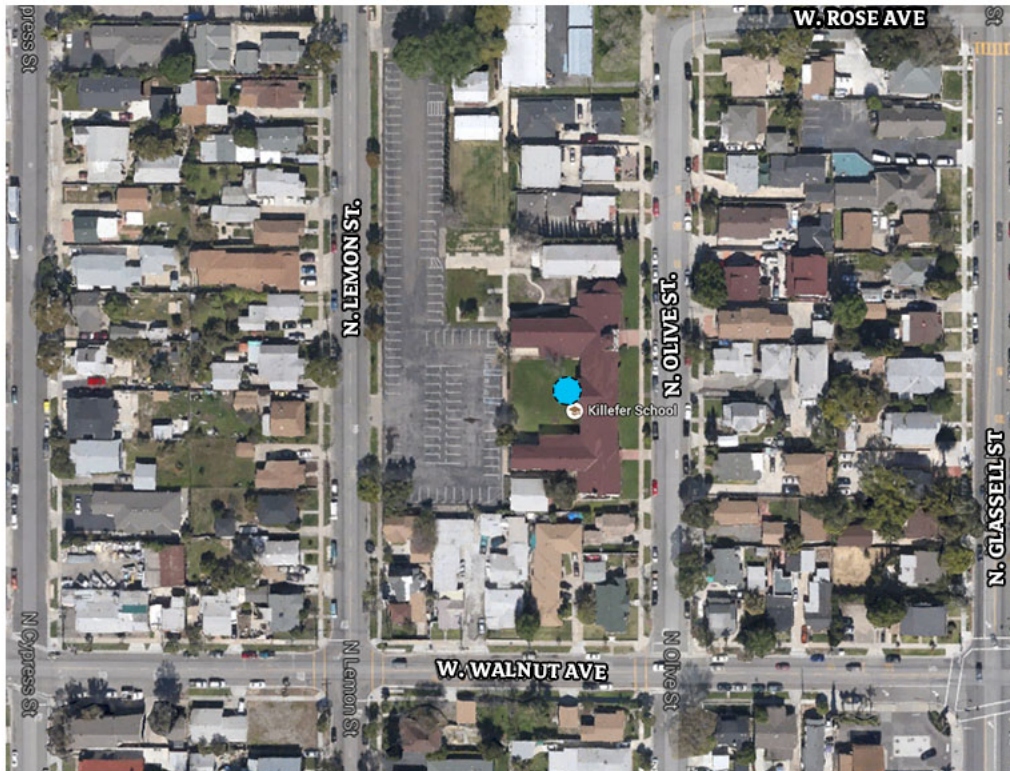
Orange, California
County and State

Figure 3. Location Map

Latitude: 33.796234

Longitude: -117.854752

LYDIA D. KILLEFER SCHOOL
541 N. LEMON ST., ORANGE, CA 92867
LOCATION COORDINATES: 33.796234, -117.854752



 PROPERTY LOCATION

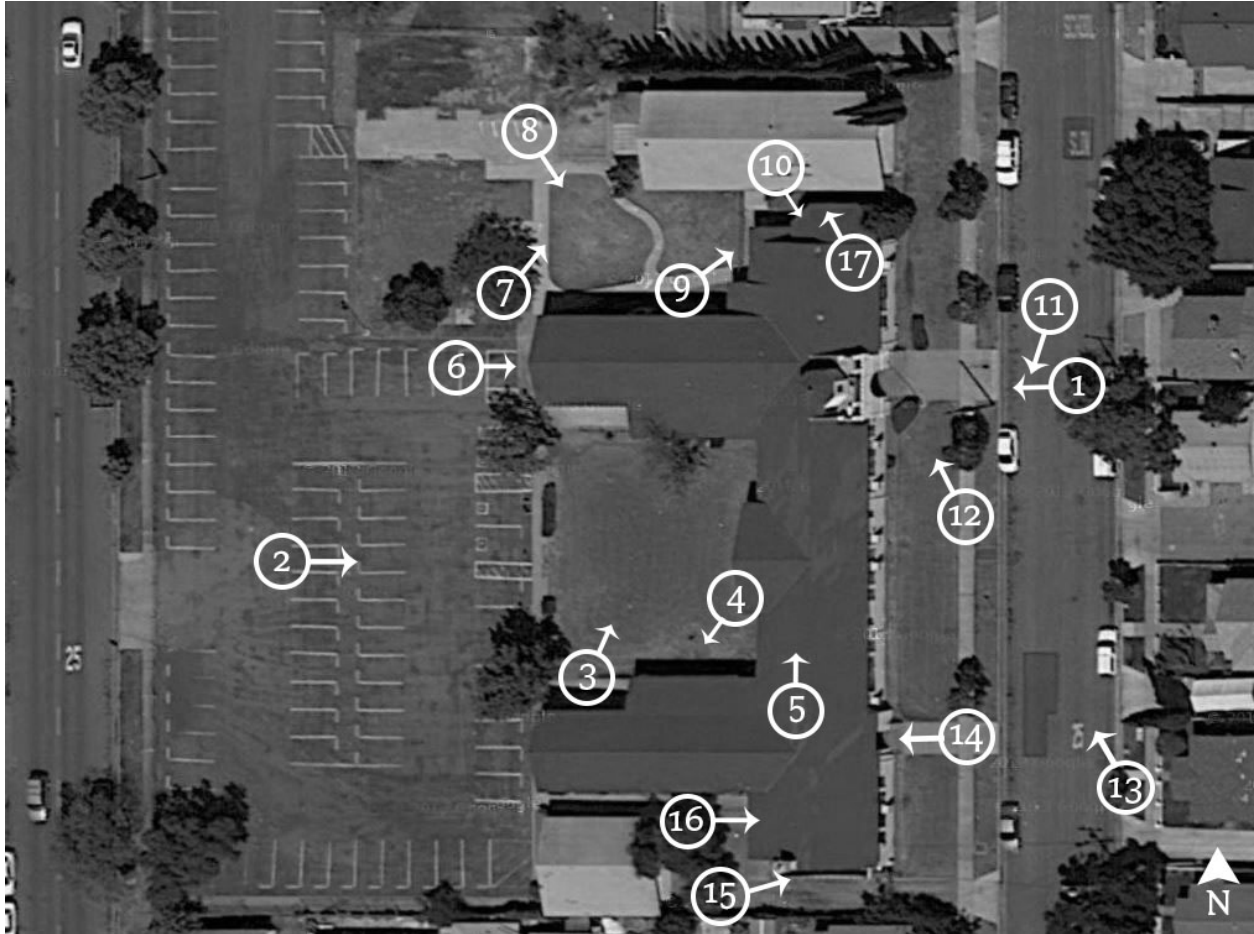
 100 feet 50 m



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Figure 4. Photo Key



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Figure 5. 1938 aerial view, Killefer School, City of Orange Historic Aerial Viewer.



Figure 6. 1947 aerial view, Killefer School, City of Orange Historic Aerial Viewer.



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Figure 7. 1955 aerial view, Killefer School, City of Orange Historic Aerial Viewer.



Figure 8. 1939, Killefer School third grade class photo (wrought iron fence in left background).



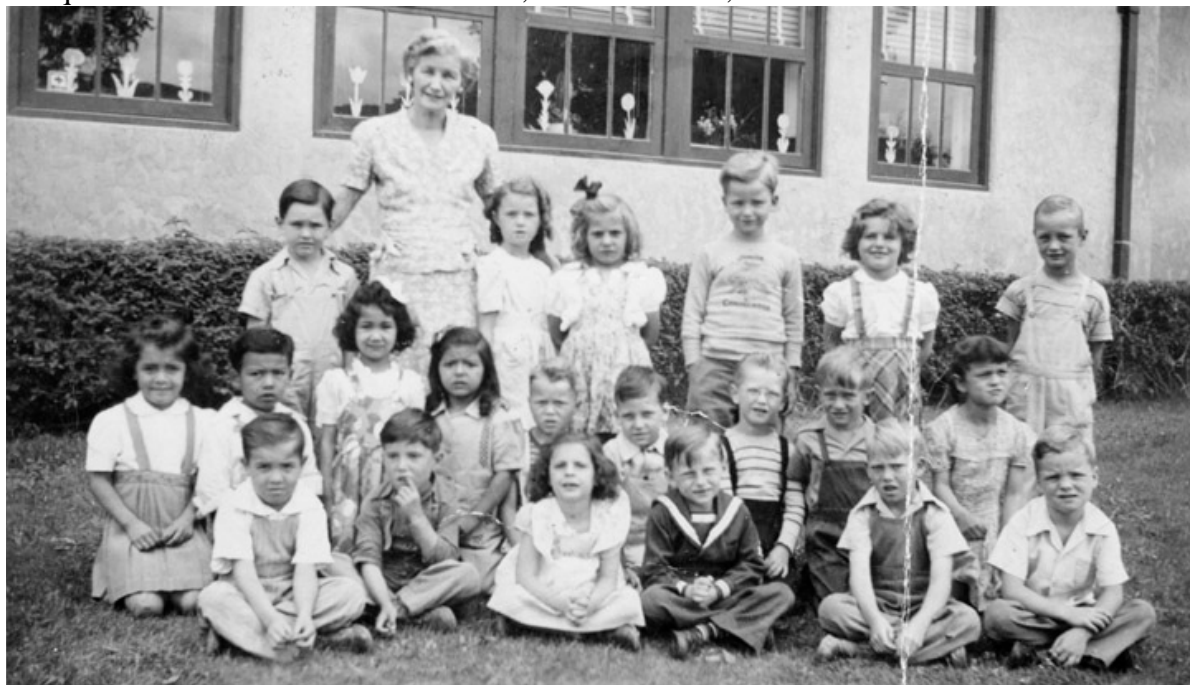
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Figure 9. 1945, Killefer School first grade class photo (three-over-three light windows visible in background on left). Evidence of pre-Méndez v. Westminster integration at Killefer: Norman Chavez eighth from left.



Figure 10. 1945, Killefer School kindergarten class photo (three-over-three light windows visible in background). Evidence of pre-Méndez v. Westminster integration at Killefer: Emigdio Vasquez second from left in second row, and Sal Garcia, second from left in first row.



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Figure 11. 1946, Killefer School first grade class photo (decorative tiles and partially glazed entry doors visible in background). Evidence of pre-Méndez v. Westminster integration at Killefer: Emigdio Vasquez at far left in first row.

