OMB Control No. 1024-0018
expiration date 03/31/2026

**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.

## 1. Name of Property

DRAFT

Historic name: Morro Elementary School
Other names/site number: Morro Bay Union Grammar School
Name of related multiple property listing: N/A
(Enter "N/A" if property is not part of a multiple property listing

## 2. Location

Street & number: 1130 Napa Avenue
City or town: Morro Bay State: California County: San Luis Obispo
Not For Publication: ☐ Vicinity: ☐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**

**Signature of certifying official/Title:** **Date**

**State or Federal agency/bureau or Tribal Government**

In my opinion, the property __ meets __ does not meet the National Register criteria.

**Signature of commenting official:** **Date**

**Title:** **State or Federal agency/bureau or Tribal Government**

## 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 | X |
| Public – State | ☐ |
| Public – Federal | ☐ |

### Category of Property

(Check only **one** box.)

| | |
|---|---|
| Building(s) | X |
| District | ☐ |
| Site | ☐ |
| Structure | ☐ |
| Object | ☐ |

**Number of Resources within Property**
(Do not include previously listed resources in the count)

| Contributing | Noncontributing | |
|---|---|---|
| 4 | 2 | buildings |
| | | sites |
| | | structures |
| | | objects |
| 4 | 2 | Total |

Number of contributing resources previously listed in the National Register 0

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**6. Function or Use**
**Historic Functions**
(Enter categories from instructions.)
EDUCATION: school

**Current Functions**
(Enter categories from instructions.)
EDUCATION: school
VACANT/NOT IN USE

## 7. Description

**Architectural Classification**
(Enter categories from instructions.)
LATE 19TH AND EARLY 20TH CENTURY AMERICAN MOVEMENT
__Mission/Spanish Colonial Revival
MODERN MOVEMENT
__Mid-Century Modern_

**Materials:** (enter categories from instructions.)
Principal exterior materials of the property: concrete, steel, limestone

**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

Morro Elementary School is situated on a roughly rectangular-shaped five-acre parcel bounded by residential properties to the south and west, the Morro Bay Community Center to the east, and commercial property to the north. Beyond the immediate boundaries, the broader area includes Surf Street to the north, Monterey Avenue to the west, Napa Avenue and Dune Street (that transitions into Kennedy Way) to the south and east, and Quintana Road to the north. The nominated boundary corresponds to the original five-acre campus and encompasses four contributing resources, the Mission Revival style Main Building, Craftsman-detailed Music Building, and two Mid-Century Modern style Classroom Buildings. The noncontributing Kindergarten Building and Charter School Building post-date the period of significance. The property retains all aspects of historic integrity, with only minor alterations to design and materials.

### Narrative Description

**Setting and Site**
The nominated property is the original five-acre campus as described in historic deeds and depicted on the 1937 Sanborn Fire Insurance Map. The five-acre campus is contained within a larger, roughly L-shaped parcel that totals approximately nine acres, reflecting incremental land acquisition that occurred after the period of significance. The L-shaped parcel includes

associated landscape features, including a grass field and an asphalt playground. The playground is within the five-acre boundary; portions of the grass field extend beyond the historic boundary and function as part of the broader campus setting. A 1960 garage is located outside the nominated boundary. The topography slopes down to the south with the highest elevation located at the Main Building in the central northeastern portion and the lowest point along the southern boundary near Napa Avenue and Dune Street. The arrangement of buildings reflects the incremental development from 1937 through the 2000s. Most of the buildings are concentrated on the western portion of the parcel, with the field encompassing most of the eastern portion and the playground a smaller area located between the Main Building and the field. The field is generally flat, rising slightly toward the northeastern corner of the parcel. Vehicular access is provided from Napa Avenue, Monterey Avenue, and Surf Street.

The 1936 Main Building is the first building of the original five-acre campus and located at the upper portion of the property and remains the campus' primary reference point. A 1949 addition extends from its east elevation and is connected by a one-story hyphen, following the general orientation and configuration of the original building. The circa 1938-1947 Music Building is situated northwest of the Main Building on a slightly lower level. The two 1954 Classroom Buildings are located to the southeast and are connected by a covered passageway at a lower elevation. The noncontributing Kindergarten Building and Charter School Building are positioned along the edges of the campus and reflect their later functional roles.

The landscape generally consists of grass, low-lying plantings, and some mature trees. The Main Building, Classroom Buildings, and Charter School Building are generally situated within this modest planted setting, while the Music Building and Kindergarten Building are surrounded by surface parking or paved hardscape. A front lawn frames the Main Building and Classroom Buildings. A row of cypress trees lines the northern boundary, and a line of eucalyptus trees lines a portion of the southern boundary near Napa Avenue and Dune Street.

## CONTRIBUTING RESOURCES

The 1936 Main Building, designed by regionally significant architect Louis N. Crawford with Public Works Administration funding, is a Mission Revival style predominantly one-story building with a high-volume wing, characterized by horizontal massing, low-pitched gable, cross gable, and hip roofs, prominent façade arcade, troweled stucco cladding, bell tower, fenestration, and restrained ornamentation. Connected at the east elevation by a one-story hyphen, the 1949 addition to the Main Building, designed by Harland B. Douglas, reflects compatible Mission Revival style. Located to the northwest, the Music Building, constructed circa 1938 and 1947, is of single-story wood-frame construction in a vernacular style with Craftsman detailing, including a front-gabled roof, overhanging eaves with exposed rafter tails, brackets, and a hooded entry porch. To the southeast, the 1954 Classroom Buildings, designed by regionally significant architect Frank W. Wynkoop in the Mid-Century Modern style, consists of two single-story, finger-plan buildings connected by a covered passageway. They exhibit defining characteristics such as V-shaped (butterfly) roofs, boxed eaves, exposed steel framing, concrete masonry unit, extensive glazing, and bilaterial classroom natural lighting. Collectively, the contributing

buildings represent Morro Elementary School development during the 1936 to 1959 period of significance and illustrate the architectural transition from Mission Revival to Mid-Century Modern design as applied to public school construction.

**Main Building (1936)** **One Contributing Building**
Louis N. Crawford, architect

*Exterior*
The Main Building, constructed in 1936 and designed by Louis N. Crawford in the Mission Revival style, is a predominantly one- story with a high-volume wing, with a partial basement, wood-frame construction on a concrete foundation. Located on a gently sloped hill at the western portion of the property, the building is elevated six steps above the sidewalk level and significantly set back from the street.

The building has a T-shaped footprint, formed by a shorter east-west rectangular wing (the south wing) that parallels the street, intersecting with a longer north-south wing (the north wing) that extends north from the rear elevation of the south wing. A small, hip roof projection from the west end of the primary (south) elevation of the south wing creates an L-shaped configuration at the front facade. The exterior is clad in a trowel-finished stucco. The roof consists of shallow-pitched, cross-gabled roofs, some with hip gables, all clad in asphalt shingles. Eaves are shallow with exposed wood brackets. A square bell tower with a hip roof also clad in asphalt shingles, rises above the approximate center of the south elevation and partially shields a stucco-clad chimney with a hip hood. The bell tower features an open belfry framed by stout piers at each corner. Two stringcourses band the south elevation of the tower. West of the bell tower, a taller roof ridge is visible above the south wing.

The asymmetrical primary elevation of the Main Building consists of three sections: the west (left) comprising the west façade projection whose south elevation is unfenestrated; the center, featuring a four-bay arcade supported by rectangular piers with corbeled impost moldings from which the semi-circular arches spring; and the east (right), containing five identical tall and narrow window openings. Recessed within the east bay of the arcade beneath the bell tower, the main entrance is accessed by a set of five concrete steps that lead to an elevated porch behind the arcade. Simple metal railings line the stairway, with a central railing dividing the steps. The arcade and porch to the west are enclosed by wrought iron railings.

Fenestration throughout is regular and mostly uniform. Typical window openings are original and vertically oriented though many have been fitted with non-original aluminum-framed units with taller fixed upper sashes and shorter operable lower sashes. Most are set within original wood surrounds and recessed into the wall plane. Most entries feature contemporary double metal doors with a single light, flanked by what appear to be original wood-framed sidelights and a transom. The sidelights consist of three lights above a solid wood panel, while the transom is divided by vertical mullions into three or four lights, with square lights anchoring each corner.

The east elevation of the south wing is connected to an addition (Main Building Addition) by a one-story hyphen. Both the hyphen and the Main Building Addition are set substantially back (north) from the façade. The hyphen's roofline is set slightly lower than that of the Main Building and rests on a concrete slab at grade. A single metal door is located on its north elevation, flanked by double-hung aluminum windows.

The east and west elevations of the north wing are characterized by fenestration following the typical window pattern, with a series of mostly evenly spaced paired windows illuminating interior classrooms. A side gable roof caps this portion of the building. At the north end of the north wing, a small, gable-roofed extension offset to the west accommodates an east-facing entrance, which consists of a single metal door with a single light topped by a historic wood framed transom. The north elevation of this extension features second, typically configured entrance, set asymmetrically to the east and deeply recessed within slightly canted walls. Three smaller double-hung aluminum windows are located to the west of the entry.

To either side of the intersection of the north and south wings, the north elevation of the south wing features three (east) and two (west) vertically oriented aluminum windows, each divided into three lights by horizontal mullions. The western section also contains an entrance accessed by three concrete steps with wrought iron railings. The entry consists of double metal doors topped by a transom divided into four lights by vertical mullions. A smaller aluminum window is located further west, below an attic vent in the gable face. Metal basement vents line the base of the walls in this area.

The west elevation of the south wing contains four of the smaller size aluminum windows. Further to the south, a row of additional windows is partially obscured from view by an enclosed area. Near the southwest corner, however, is a pair of clerestory windows with historic wood frames, divided by vertical mullions.

*Interior*

The interior is defined by a large central double-loaded corridor running north-south, intersected by a shorter single-loaded corridor running east-west. Squared arches with decorative corbels mark the entries to each corridor where they intersect. The double-loaded corridor accesses six classrooms and an auditorium. The single-loaded corridor accesses one classroom, one office, and a basement entrance. Historic fabric within the corridor includes inset wood display cases. Typical classroom entrances consist of wood panel doors with a three-panel configuration, some of which include a single light in the upper panel. Within a typical classroom, historic fabric includes wood floors, a cloakroom defined by partial-height wood partitions fitted with multi-light wood windows, and a small open-air workroom. Most classrooms appear to have the original chalkboards, with some contemporary whiteboards added.

A large, double-height auditorium occupies the west portion of the south wing and features exposed trusses. The stage, clad in Douglas fir, is located at the west end, while a wood-framed landscape painting is displayed on the east wall. Historic pendant lights hang from the ceiling. A

kitchen, restroom, and storage room are accessed through double doors located at the west end of the arcaded porch.

*Alterations and Addition*
Several alterations have occurred to the exterior of the Main Building over time. In 1948, a one-story addition was constructed at the east elevation, connected to the main building by a hyphen. Between approximately 1955 and 1989, most of the original wood-framed windows were replaced with aluminum units. Despite these changes, several character-defining wood features remain, including original sidelights and transoms at entry doors, as well as wood-framed clerestory windows near the southwest corner. Mechanical units were added to the east elevation of the north wing sometime by circa 2001. Additionally, the original clay tile roofing was replaced with asphalt shingles sometime after 2017.

*Addition Exterior*
Designed by Harland B. Douglas in the Mission Revival style and constructed in 1949 the one story, wood-framed addition is on a concrete foundation, built at grade. The building has a rectangular footprint and is capped by a low-pitched side-gabled roof clad in asphalt shingles, with shallow eaves. It connects to the Main Building at its west elevation via a single-story hyphen with a slightly lower roofline. The exterior is finished in smooth trowel-applied stucco.

The south (primary) elevation is defined by an arcade composed of five bays, with an additional single bay wrapping onto the east (secondary) elevation. The arcade is supported by rectangular piers, each consisting of a squared base and corbeled impost molding from which semi-circular arches rise. Beams are exposed along the ceiling of the arcade.

Recessed within the arcade are two entrances, spaced approximately two bays apart. Each entrance consists of a wood panel door with multi-light glazing. Above the entrances and continuing beyond them are two ribbons of clerestory windows. These windows are grouped in horizontal bands with three-over-three configurations, divided by slender vertical mullions and a prominent horizontal mullion. The fenestration is slightly recessed into the wall surface.

The north elevation is characterized by an expansive, full-width window wall that spans nearly three-fourths of the building's height. The fenestration is arranged in horizontal bands and features wood frames with aluminum horizontal mullions that divide each opening into three lights, with the center light larger than the upper and lower sections. Entrances along this elevation are typical, slightly elevated above grade and accessed by a single-short step. Metal base vents line the lower portion of the wall.

*Addition Interior*
The interior is defined by two classrooms accessed from the entrances at the north and south. Historic fabric appears limited to wood floors.

*Alterations*
The building appears to have undergone minor alterations. Nearly all fenestration is original, though some windows at the north elevation have been replaced with aluminum frames within original openings. The roof, originally clad in clay tile, was replaced with asphalt shingles sometime after 2017.

**Music Building (circa 1938-1947)** **One Contributing Building**

*Exterior*
The Music Building was constructed at the northwest corner of the property circa 1938-1947, on the basis of comparing available aerial photographs, 1937 Sanborn Fire Insurance map, and 1948 architectural drawings from the 1949 addition where music building is extant. The single-story, wood-framed building is designed in a vernacular style with Craftsman detailing. It features a front-gabled roof, oriented north-south, with a medium pitch clad in asphalt shingles. Overhanging eaves at the gable ends are supported by brackets and are finished with bargeboard (roof fascia). Exposed rafter tails punctuate the east and west overhangs. An extension of the roof along the west elevation is very shallowly pitched and covers an enclosed porch. The exterior walls are clad in smooth stucco, and the building rests on a concrete foundation.

The primary entrance is located on the south (primary) elevation and is accessed by a side-entry stair via five shallow steps leading to a covered entry porch. The porch features a medium-pitched gabled hood with bargeboard, supported by wood posts, and is enclosed by a wood railing composed of three horizontal rails. The entry contains a two-panel wood door. West of the entry, a set of paired windows with three lights divided by vertical mullions and a wood sill is inset into the wall of the enclosed porch. The full-length porch along the west (secondary) elevation was enclosed at an unknown date with board-and-batten siding with no fenestration.

Fenestration defines three bays on the east elevation. The central and north bays contain identical tripartite, wood-framed windows consisting of three, one-over-one, double-hung sash topped by two-light transoms. The south bay contains a single, wood-framed, one-over-one, double-hung window with a two-light transom. Windows are set flush with their surrounds.

Fenestration on the north (rear) elevation is limited to the western section that corresponds to the north end of the enclosed porch. It includes a wood-framed, 21-light window, arranged in seven columns of three rectangular lights, that abuts an entry. The south column of window lights has been altered by replacement with a jalousie window. The adjacent entrance is integrated and aligned with the top of the window. This entrance consists of a wood slab door accessed by three wood steps leading to a landing, bordered by a wood railing.

*Interior*
The Music Building is entered through the covered entry porch at the south elevation. The interior consists of a single open room, with evidence of a former wall having been removed at an unknown date at the west side, where the infilled porch area is integrated into the interior

volume. Flooring is carpeted, and ceilings are finished with acoustic ceiling tiles. No other visible historic fabric appears to remain within the interior.

*Alterations*
Several alterations include the infill of the original porch at the west elevation and the installation of replacement windows at the north elevation. The asphalt shingle roof cladding also likely dates to those alterations. Interior modifications include the removal of a wall at the west side, allowing the formerly exterior porch area to be incorporated into the interior volume.

**Classroom Buildings (1954)** **Two Contributing Buildings**
Frank W. Wynkoop, architect

*Exterior*
The Classroom Buildings were constructed in 1954, designed by Frank Wynkoop in the Mid-Century Modern style. Featuring a finger-plan school layout typical of the post-war period, the Classroom Buildings include two single-story buildings set parallel to each other and connected by a covered passageway. A central courtyard separates the two buildings. The north classroom building and the south classroom building share similar characteristics. Each is a single story, rectangular in plan, oriented east-west, and constructed at grade on a concrete foundation. The buildings feature an exposed steel frame with in-plane steel sash glazing and concrete masonry unit (CMU) walls. The CMU finish has a shot-blast texture, characterized by a generally smooth surface with areas of deeper aggregate exposure. In some blocks, there are clustered pockets of pitting, while others retain a more refined, nearly unaltered surface. This results in a mottled appearance with varied depth and texture across the wall surface. The butterfly roofs are defined by a distinctive V-shaped profile and are clad in asphalt shingles with a wide boxed eaves. At the west end of each building, which houses the restrooms, the roof steps down to a flat form, also clad in asphalt shingles. These restroom wings are characterized by a stucco upper wall section above lower CMU walls.

Both buildings are designed to maximize daylight. The north elevations are defined by expansive original metal-framed window walls that span nearly the entire facade, with CMU forming the lower portion of the wall. Fenestration is arranged in stacked horizontal bands and divided by vertical steel columns, forming six bays that reinforce a strong horizontal emphasis. Each bay contains a grouping of three-over-three windows, delineated by vertical and horizontal steel framing. Within each grouping, a three-over-three configuration is characterized by central panes wider than the flanking sidelights. The upper row of windows is shorter in height than the lower row. In the upper groupings, the central wide pane is configured as a hopper-style sash and is operable. At every second bay, an entrance is integrated into the lower window band and consists of double metal slab doors with multi-light glazing. The glazing aligns with the surrounding window configuration, seamlessly continuing the fenestration pattern.

At the south elevations, continuous clerestory windows extend the full length of the elevation, positioned above the CMU wall and separated by the covered passageway. Like the north elevations, the clerestory windows are divided by vertical steel columns, forming six bays. Each

bay contains a grouping of three windows, and within each group are arranged with a wide central pane flanked by narrower sidelights. At every second bay, an entrance is set flush with the surrounding CMU wall and consists of a single metal slab door.

This configuration, with window walls to the north and clerestory glazing to the south, facilitates bilateral lighting, a key functional and aesthetic characteristic of the buildings. This strategy was used to enhance natural illumination throughout the day.

The wood-covered passageway, supported by metal posts, wraps around the east, south, and west elevations of the classroom buildings. A portion of the passageway extends north beyond the north classroom building and connects to the south elevation of the single-story hyphen of the Main Building. Accessibility ramps are located at the west elevations of both buildings. The passageway roof is clad in asphalt shingles and features a fascia with a soffit composed of flush-mounted horizontal wood boards. At the north elevations of both buildings, rectangular CMU planters are situated centrally at the base, with metal support posts for the passageway integrated within the planters.

At the restroom wings, the east elevations are recessed behind the passageway and feature entrances composed of metal slab doors. Clerestory windows are located on the north and south elevations of the restroom volumes and consist of three hopper windows covered by a continuous metal canopy.

*Interior*
The interior layout of each classroom building consists of three classrooms, each with access from both the north and south elevations. The V-shaped roof slopes downward at the center, and this form is expressed in the interior. Ceilings are clad in acoustic tiles, while the exposed metal framing and CMU walls remain visible throughout the interior. Floors are carpeted and incorporate radiant floor heating. Many of the original built-in classroom cabinets appear to remain intact.

*Alterations*
The Classroom Buildings appear to have undergone no significant exterior alterations. The central courtyard was redeveloped between 2010 and 2020, during which trees and planters were added. One clerestory window at the west elevation of the north building has been damaged and temporarily infilled with plywood. The interiors also appear largely intact, with post-period of significance furnishings introduced throughout.

**Kindergarten Building (1961)** **One Noncontributing Building**

The Kindergarten Building is a one-story, steel-frame building on a concrete foundation, designed in the Mid-Century Modern style. It has a rectangular north-south footprint and a low-pitched, side-gabled roof with asphalt shingles and extended eaves forming a pointed profile at the gable ends. Gable ends feature thick wood fascia, exposed rafter soffits, and diamond-shaped vents. Walls are clad in vertically grooved stucco above a stacked bond CMU wainscot. The

west (primary) elevation has four evenly spaced metal slab doors with projecting metal frames, balanced by bands of six-light and two-light clerestory windows. The east (secondary) elevation reflects the interior classroom division, with two metal slab doors flanking window walls composed of fixed and sliding metal-framed assemblies over the CMU wainscot.

**Charter School Building (circa 2000)** **One Noncontributing Building**

The Charter School Building is a high-volume, one-and-a-half-story, S-frame building on a concrete slab foundation, designed to echo the Mission Revival style of the Main Building. Its complex roof includes a primary east-west side-gable (central massing), whose south slope is truncated, by subordinate shed and hip roof volumes, and asphalt shingles with boxed wood eaves. Exterior walls are finished in smooth stucco with some faux panels. The primary (north) elevation features a four-bay arcade with the main entrance recessed in the second bay from the east. Fenestration consists of metal-framed, double-hung windows with wood surrounds, with secondary entrances and limited openings on the south elevation.

## Integrity

The Morro Elementary School campus retains integrity of location, design, setting, materials, workmanship, feeling, and association.

*Location*
The contributing Main, Music, and Classroom Buildings remain in their original locations and their relationship to each other within the campus remains intact.

*Design*
The Main Building features elements of the Mission Revival style, including horizontal massing, low-pitched gable, cross gable, and hip roofs, prominent façade arcade, troweled stucco cladding, bell tower, regular fenestration, and restrained ornamentation. The addition, connected by a single-story hyphen, echoes the arcade design of the Main Building and displays a lower roofline, making it a compatible subordinate addition. Despite exterior alterations such as window sash and roof cladding replacement, the building retains sufficient integrity of design, as they retain their overall form and no new openings have been introduced. The Music Building designed in a vernacular style with Craftsman detailing retains its massing and character defining features including its front-gabled roof, roof extension, covered porch entry, and simple Craftsman detailing such as overhanging eaves with exposed rafter tails and brackets and a hooded entry. Although the porch has been enclosed on the west elevation, the overall form remains intact. The Classroom Buildings feature key characteristics of the Mid-Century Modern style, including finger-plan layout, with two single-story buildings connected by a covered passageway, V-shaped roofs with boxed eaves, CMU and extensive steel sash glazing for bilateral natural lighting and cross ventilation. Therefore, the Morro Elementary School campus collectively retains integrity of design.

*Setting*
The campus retains integrity of setting through the spatial and functional relationship among its buildings. The Main Building anchors the street frontage at a high point, while the Classroom Buildings frame the front lawn and are to the southeast at a lower grade, allowing the Main Building to maintain visual prominence. The Music Building is situated to the northwest at the same grade level as the Main Building, positioned at a secondary location. Therefore, the Morro Elementary School campus collectively retains integrity of setting.

*Materials*
Despite alterations including replacement of window sash and roof cladding, the Main Building retains substantial historic materials including troweled stucco cladding, exposed wood eaves, original wood window surrounds, wood entry sidelights and transoms are extant and representative of the period of construction. The Classroom Buildings retain a high degree of original materials, including the exposed steel-frame with expansive steel sash glazing and CMU walls. The Music Building retains a majority of its original historic fabric. Therefore, the Morro Elementary School campus collectively retains integrity of materials.

*Workmanship*
The Main Building retains high-quality craftsmanship characteristic of the Mission Revival style. Notable examples of workmanship on the exterior include trowel stucco cladding, square belltower and arcade with square piers and impost moldings. Interior examples include wood floors, inset wood display cases, with typical classrooms including a cloakroom defined by partial-height wood partitions fitted with multi-light wood windows, and a small open air-workroom. The auditorium features exposed trusses, and a stage clad in Douglas fir floorboards. The Classroom Buildings retain high-quality craftsmanship characteristic of the Mid-Century Modern style. Notable examples of workmanship on the exterior include shot-blast CMU walls, V-shaped butterfly roofs, exposed steel frame, metal-framed steel sash window walls and clerestory glazing, which support bilaterial natural lighting and cross ventilation. Interior examples include exposed CMU walls and steel frame, and original built-in classroom cabinets, with typical classrooms expressing the V-shaped roof form at the ceiling. The Music Building retains sufficient original design and materials. Therefore, the Morro Elementary School campus collectively retains integrity of workmanship.

*Feeling* and *Association*
The buildings that collectively make up the Morro Elementary School campus continue to clearly convey their historic identity as educational buildings and association with school operations. Therefore, the Morro Elementary School campus collectively retains integrity of feeling and association.

## 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.)

- [X] 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.
- [X] 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

**Areas of Significance**
(Enter categories from instructions.)
EDUCATION
ARCHITECTURE

**Period of Significance**
1936-1959

**Significant Dates**
1936
1948
1954
1959

**Significant Person**
(Complete only if Criterion B is marked above.)
N/A

**Cultural Affiliation**
N/A

**Architect/Builder**
Crawford, Louis N.
Douglas, Harland B.
Wynkoop, Frank W.

**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 Morro Elementary 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 Education for its association with the consolidation and expansion of Morro Bay's previous schoolhouses into a comprehensive kindergarten-eighth grade facility. Morro Elementary School served as the largest and longest-operating elementary campus and functioned as a central civic institution from the Great Depression through the postwar period. Under Criterion C in the area of Architecture, the property is eligible as representative examples of Mission Revival and Mid-Century Modern educational buildings. The Main Building (1936), designed by regionally significant architect Louis N. Crawford, reflects Mission Revival styling as adapted to public school construction, while the Classroom Buildings (1954), designed by regionally significant architect Frank Wynkoop, embody Mid-Century Modern principles and the finger-plan layout characteristic of postwar educational architecture. The period of significance begins with the construction of the Main Building in 1936 and concludes with the opening of Morro Bay High School in 1959 and the transfer of upper-grade students. Morro Elementary School served as a key civic and educational institution throughout the Great Depression, World War II, and postwar expansion, supporting the town's growing population and serving as a venue for educational and community gatherings.

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

## Criterion A: Education

*Morro Bay's First Schools (1870s-1935)*

The first American school in San Luis Obispo County opened in 1850 in a room at Mission San Luis Obispo. By 1867, five school districts were established, with the county's common school system appearing to have used one-room schoolhouses.[1] In Morro Bay, the earliest newspaper references to a school appears in 1873, with the names "Morro School" and "Estero School" used interchangeably. The first schoolhouse, built around that time, was a simple one-room building.[2] By 1876, the second Morro Bay schoolhouse was constructed at present-day Driftwood Street and Monterey Avenue. This modest, single-story building served multiple community purposes, including a schoolhouse, grange hall and occasionally a church. [3] In 1893, the district's name was officially changed to the Morro School District (Also identified as Morro Union School District or Morro Union Grammar School). [4]

[1] Myron Angel, *History of San Luis Obispo County, California*, 256-262.
[2] "Schoolhouse," *Tribune*, April 4, 1874.
[3] Dorothy Gates, *Morro Bay's Yesterdays: Vignettes of Our City's Lives & Times*, (Morro Bay, CA: El Moro Publication, 1982), 4.
[4] "Board of Supervisors," *Tribune*, April 6, 1893.

In 1918, a third school was proposed to replace the aging 1874 building. The old school and lot were sold in 1919, and a new Mission Revival style building with four classrooms was completed in 1920 on Main Street at present day Beach Street. [5] Rising enrollment led to a one-room addition in 1928, though by 1929 the school remained crowded. By 1930, the school had eighty students enrolled in grades one through eight, and by 1935 a new site was selected for Morro Elementary School.[6]

*Morro Elementary School (1936-2001)*

Prior to construction of Morro Elementary School at 1130 Napa Avenue, the parcel contained vacant land owned by Refugio Herrera de Quintana. Herrera transferred part of lot 10 of the Rancho San Bernardo to the Morro Union School District on June 22, 1927 for the amount of ten dollars.[7] The parcel contained five acres of land. Louis N. Crawford, an architect based in Santa Maria, was selected to design the new Morro Bay Union Grammar School known as Morro Elementary School. The school was funded in part by the Public Works Administration (PWA) in the amount of $40,000, or 55% of the total project, with the remaining $34,000 or 45% raised through City bonds. An article from the *San Luis Obispo Tribune* notes that all labor would be conducted by the Works Progress Administration (WPA) and states that new "classrooms, lunchrooms, modern clinics, auditoriums and other improvements and enlargements will be included in the new school."[8]

A March 19, 1936 *Tribune* article announcing the new school building reported:

> Work on the new Morro Bay Grammar School building began with zest this week. This fine structure will afford all modern conveniences and will be a credit to the community and an educational facility. Citizens will pride themselves in their foresight."[9]

The article also published a rendering, which depicted the building in the Mission Revival style, featuring a bell tower, arcade, and large windows. It also noted that the building would feature a large auditorium, cafeteria, and classrooms. The F.C. Stolte Co. was contracted to build the school, and construction began in May 1936. According to the *Tribune*, the project provided employment to fourteen men through the WPA. [10] The building appears to have been purposefully constructed at the highest point of the hill to capture views of Morro Rock. A *Tribune* article highlighted the significance of the location by noting:

[5] "School lot sold," *San Luis Obispo Daily Telegram*, May 26 1919.
[6] "Morro Picks School Site," *Tribune*, 1935.
[7] The parcel was first sold to the San Luis Obispo School District for 250 dollars *Tribune*, March 18, 1927; Deed Refugia Herrera to Morro Union School District SLO County, June 22, 1926.
[8] "Morro Picks School Site," Tribune, November 21, 1935.
[9] "New Morro Bay Building School Started," Tribune, March 19, 1936.
[10] "Employment Outlook Bright in San Luis Obispo County," *Tribune*, May 13, 1936.

> Many advantages and much more playground and the view of the ocean and the picturesque Morro Rock and the mountains in the background, makes a perfect place for the new school.[11]

The PWA funded a total of four new projects in the county that year, which included Cayucos Elementary School, Cambria Elementary School, and Morro Elementary School, all designed by Crawford, plus a new gymnasium for Paso Robles. The PWA is noted to have funded 147 projects in California that year. [12] Crawford was also commissioned to design two other PWA-funded school projects that included two school buildings for Arroyo Grande and a new gymnasium for San Luis Obispo High School.[13]

Morro Elementary School was completed in December 1936 and inaugurated with an open house that had approximately 750 attendees.[14] A *Tribune* article notes that the old Morro school would close for the holidays, and at the beginning of the new year, school would be conducted in the new building. A Christmas party was also held at the new Morro School auditorium with "a cast of thirty persons, sponsored by the WPA."[15]

When constructed, Morro Elementary School was the largest building in Morro Bay and quickly became a central gathering place for community events. The auditorium was regularly used for public events, including dances. One *Tribune* article noted:

> Morro Bay school board is sponsoring a dance at the Morro Bay school auditorium. The dance will start at 9 p.m. and continue until 2 a.m. Refreshments will be served in the school cafeteria by a committee. Music will be furnished by Al Guerra's orchestra. The public has been invited to attend.[16]

Improvements to the school campus continued throughout the following years. Playground equipment from the former Morro Bay Grammar School (located at the corner of Main Street and Beach Street) was relocated to the new site, and landscaping was completed by Brisco Nursery of San Luis Obispo in 1937.[17] In 1939, additional improvements were made to the school campus, including the installation of new desks, tables, and linoleum flooring. The auditorium was outfitted with window shades to allow for movie projections. Plans were also developed to upgrade the playground, which included new equipment and water systems. The *Tribune* noted that improvements to the school grounds were "being done by student committees, who are attempting to keep the field in condition for the use of local baseball teams for games

[11] *Tribune*, December 19, 1936.
[12] PWA Will Construct Four School Houses," *Tribune*, October 2, 1935.
[13] "Morro Seeks New School," *Tribune*, July 9, 1935.
[14] "New Morro School Opens with Party," *Tribune*, December 17, 1936.
[15] "Christmas Party at Morro School," *Tribune*, December 17, 1936.
[16] "School Board Sponsors Dance," *Tribune*, March 13, 1937
[17] "Playground Equipment is Moved to New Morro School," *Tribune*, April 30, 1937; "Work started…" *Tribune*, August, 10 1937; the former Morro Bay Grammar School at Main Street and Beach Street was the third school in Morro Bay and operated from 1920-1935.

after school hours."[18] In 1940, sidewalk and parking improvements were completed with WPA labor. [19]

In 1939, Morro Elementary School expanded its services to include pre-school students, absorbing a program previously operated by the Morro Bay WPA recreation project. As reported at the time, "the classes are held in the school cafeteria from 9 a.m. to 12 p.m. Pupils are taught to meet and cooperate with others and are instructed in many popular games and simple crafts."[20]

In 1940, Morro Elementary School established a school band under the direction of Carl Loveland, music supervisor for San Luis Obispo city schools. Instruments were purchased, and practice was held in the school cafeteria.[21] While the band marked the beginning of organized music instruction at the school, Morro Elementary School became more widely known for its music program during the 1950s and 1960s. At the same time, the Morro Elementary School campus became a vital space for contributing to the civic life of Morro Bay. The auditorium, in particular, served as a venue for public gatherings such as meetings, fundraisers, concerts, dances, and school performances. Local artist Charles H. Robinson contributed stage backdrops for these productions, one of which remains on the east wall of the auditoriums. The backdrop depicts a small town with a church and single-story houses set among trees.[22] Beyond the auditorium, the school's fields regularly hosted baseball games and other recreational activities. Based on available information, circa 1938-1947 a kindergarten building, later repurposed as the music building, was constructed at the northwestern corner of the parcel. Designed in a modest vernacular style, the one-story building features some Craftsman detailing.

Enrollment at Morro Elementary School continued to grow, and by 1947 additional classroom space was needed. A two-classroom addition on the east elevation of the Main Building was proposed with a newspaper article noting, "The proposed two-room addition, conforming with the present style of buildings, will accommodate 70 to 75 more pupils."[23] Architectural drawings from 1948 show that Harland B. Douglas was the architect. The addition reflected the Mission Revival style through features such as stucco wall cladding, an arcade along the south elevation, and clay tile roofing. Subtle variation distinguished its design, most notably the treatment of clerestory windows, recessed beyond the arcade. The south elevation presents a relatively solid wall punctuated by high clerestory windows, in contrast to the expansive glass window wall on the north elevation.

By the early 1950s, an increase in enrollment countywide led the San Luis Obispo County Board of Education to propose a special school bond to help fund the construction of additional classrooms.[24] At Morro Elementary School, enrollment had reached 496 children ranging from

[18] "Morro School has New Equipment," *Tribune*, September 18, 1939.
[19] "Morro Bay Sidewalk Project to Start," *Tribune*, April 3, 1940.
[20] "Pre-School Classes Opened at Morro", *Tribune*, September 16, 1939.
[21] "Morro Bay School Band Underway," *Tribune*, March 1, 1940.
[22] Charles H. Robinson (1862-1945) was a landscape painter who moved to Morro Bay in 1920. Robinson is recognized as one of Morro Bay's early professional artists.
[23] "Morro School Bids Called," Tribune, August 2, 1948.
[24] "Enrollment Boom Calls for More Grade Schools," *Tribune*, August 20, 1952.

kindergarten to eighth grade. The school building was stretched beyond its capacity, with improvised classrooms created to accommodate the increase in enrollment. The auditorium was used for additional classroom space, and two classes were held off campus at the Morro Bay Odd Fellows Hall.[25] Funding for new classroom construction came from a combination of federal aid and special school bonds. A *Tribune* article notes:

> Principal Wilmar N. Tognazzini of the Morro Union Elementary School has returned from conference with Charles Gibson of the state department of education in Los Angeles. Purpose of the visit was to seek further financial aid in the building of more classrooms for the Morro school district.
>
> Federal funds in the amount of $81,872 were granted some two months ago and a special school bond of $78,000 was voted in by residents of the district on August 19. This amount however is deemed insufficient for the more than eight classrooms needed for the present enrollment and normal future increase in students.
>
> With the available $159,872 at hand, school architect Frank Wynkoop of Carmel, is preparing plans for the new additions to the existing school building and will meet with the local school board of trustees on September 10 to discuss the problem.[26]

In 1952, the Board of Supervisors of San Luis Obispo County approved a quit claim deed to Morro Union School District to construct two new classroom buildings.[27] Frank Wynkoop, a Carmel-based architect, was selected to design the buildings. Wynkoop's plans featured a finger-plan layout, consisting of two low-scale buildings connected by covered passageways. A *Tribune* article further describes the new buildings:

> Carmel architect Frank Wynkoop, designer of two four-classroom addition of finger-type construction, has allowed for bilateral lighting, to give maximum use of window space, through the use of V-shaped roof. The windows are planned to afford adequate lighting from the north and south without the necessity of window blinds for light control.
>
> Radiant floor heating and special acoustical materials for voice improvements in the rooms are among the other features in Wynkoop's plans.[28]

The *Tribune* published the renderings of the new Classroom Buildings, depicting a Mid-Century Modern design in a finger-plan layout. The buildings featured V-shaped roofs (or butterfly

[25] "Morro School Soon to Add Eight Rooms," *Tribune*, May 1, 1953.
[26] "Morro School Seeking Funds," *Tribune*, September 01, 1952
[27] "Notice by Board of Supervisors," *Tribune*, September 25, 1952.
[28] "Morro School Soon to Add Eight Rooms," *Tribune*, May 1, 1953.

roofs), steel frames, concrete masonry units, covered passageways and expansive steel sash windows.[29]

C.C. Sharps, an Arroyo Grande based contractor, was commissioned to construct the new classroom buildings, and groundbreaking began on June 17, 1953, with an article published in the *Tribune* announcing it.[30] The Notice of Completion was recorded on February 8, 1954 stating that the "the construction of two classroom buildings, toilet rooms, and covered passageways, at the site of Morro Elementary School has been completed."[31] The *Tribune* published an image of the completed Classroom Buildings showing a birds-eye view (**Figure 12**).

In 1955, further improvements at Morro Elementary School included renovations to the Main Building and noted purchase of a new seventy-three passenger school bus. Improvements to the Main Building included new electrical systems, mechanical equipment, and interior finishes.[32]

By 1956, the boundaries of the Morro Elementary School campus had been modified to include the adjacent parcel, upon which the school fields had previously encroached. The 1952 County Assessor Parcel Map reflects this change, showing the parcel as part of the Morro Elementary School campus.[33]

In 1957, Morro Elementary School hired Watchang "Botso" Korisheli as its music instructor. A graduate of University of California, Santa Barbara, Korisheli had also studied at the Los Angeles Conservatory of Music.[34] He began teaching music to students in sixth through eighth grade. Later that year, the school band held a performance in the auditorium.[35] Following the concert, the music program relocated to the former kindergarten building located just northwest of the Main Building.[36] As Korisheli describes, "I started rehearsals and individual help every morning at 7 a.m."[37]

By April 1958, the Morro Elementary School band had performed six public concerts in the auditorium that school year.[38] Korsheli continued as the music instructor at Morro Elementary

[29] Notably, the Main Building Addition, marked a transitional period in Campus design, as a precursor to the Mid-Century Modern style that used solid CMU walls below covered passageways, with clerestory windows above on the south elevations, contrasted by expansive glass window walls on the north elevations.
[30] "Morro Bay School Started," *Tribune*, June 17, 1953.
[31] Resolution and Notice of Completion and Acceptance recorded February 8, 1954 in San Luis Obispo County (B745-P79).
[32] "Morro Purchases New School Bus," *Tribune*, September 5, 1955; "Five contracts for Work on Morro School," *Tribune*, July 7, 1955.
[33] A Grant Deed dated September 4, 1956, between Lorena Herrera to Morro Union Elementary School District indicates that this land was transferred.
[34] "Patrick Nagano Heads Morro Elementary Board," *Tribune*, July 6, 1957; The Los Angeles Conservatory of Music later became the California Institute of the Arts (CalArts) in 1961.
[35] "Morro Symphonic Band Presents School Concert," *Tribune*, November 23, 1957.
[36] Watchang Botso Korisheli, *Memories of a Teaching Life in Music: The Autobiography of Watchang Botso Korisheli* (Morro Bay, CA, 2010), 139.
[37] Korisheli, *Memories of a Teaching Life in Music*, 139.
[38] "Concert Tonight by Morro Union School's Band," *Tribune*, April 23, 1958.

School through the 1950s and 1960s. By the late 1960s, Korisheli was hired as the music instructor at Morro Bay High School.[39]

During the late 1950s, Morro Elementary School underwent several campus improvements in anticipation of the new Morro Bay High School and increasing student enrollment. [40] In 1957, the Morro Union Elementary School District purchased a small lot at the north corner of the property, where a garage was constructed to house the school bus. Around the same time, construction began on a new community center (no longer extant), a joint project between Morro Elementary School and the community, located in the southeast section of the school fields. Designed by architect John Badgley, the community center was completed in 1958.

By 1956, San Luis Obispo County operated forty-two elementary schools, seven high schools, and one junior high school. At the time, high school students in Morro Bay attended San Luis Obispo High School. In May 1956, Morro Bay received San Luis Obispo high school district bonds to build a combined junior-senior high school in Morro Bay. [41] In November 1958, construction began on the new Morro Bay High School, with completion anticipated by September 1959. Discussions over whether to include "Junior-Senior High School" in the name were resolved during a regular meeting of the San Luis Obispo School Board, held at Morro Elementary School. [42] With the opening of Morro Bay High School, grades seven and eight were transferred to the new campus from Morro Elementary School.

In 1961, a new Kindergarten Building was constructed west of the Classroom Buildings in the Mid-Century Modern style. A Notice of Completion was recorded on September 27, 1961, stating that the building was constructed by Loperena Construction Company and comprised "one kindergarten building embracing two classrooms and adjoining teacher workroom, heater room, testing room and limited groundwork."[43] Neither the Notice of Completion nor newspapers articles identified the architect.

Morro Elementary School continued to operate for the following decades with a steady enrollment rate. From the mid-1960s through most of the 1980s, no significant improvements were made to the campus. By 1973, it appears that a portion of the eastern lot had been subdivided, although the school field continued to extend into that area. In 1987, the former Morro Bay community center, located along the southeast boundary of the school field, was demolished and bids for a new facility were announced in the *Tribune*.[44] Funding for the new community center was provided by the State Department of Parks and Recreation, and the new

[39] Korisheli taught numerous students in Morro Bay, several of whom became distinguished professionals, including conductor Kent Nagano. Nagano a Grammy Award winner who has led the Montreal Symphony Orchestra, Bavarian State Opera, and San Francisco Symphony. Other notable students include Gerald Folsom, principal French horn player with the Los Angeles Philharmonic; and Carol Rice, principal cellist with the Berkeley Symphony.
[40] "Morro School Enrolls 570," *Tribune*, September 16, 1959.
[41] School Bonds, Tax Win Big Majority," *Tribune*, May 26, 1956.
[42] "Morro Bay High School Name Officially Adopted" *Tribune*, June 7, 1959.
[43] Notice of Completion Deed Recorded September 27, 1961 (P1156-P424).
[44] "Late Bid may cost Morro Bay $165,000," *Tribune*, November 28, 1987.

building was constructed at the north corner of the adjacent lot. The new Morro Bay Community Center was completed in 1988 and is located at 1001 Kennedy Way.

In 1997, enrollment was calculated at approximately 350 students.[45] Around this time, between 1995 and 2000, the Charter School Building was constructed south of the Main Building. It was designed in the Mission Revival style to complement the older buildings on campus. By 1999, the campus southern boundary had been adjusted to accommodate street improvements. Additionally, former interior lot lines were removed to establish a single consolidated parcel, as recorded in the Assessor Parcel Map.

In 2001, Morro Elementary School was closed by the San Luis Coastal Unified School District (SLCUSD) due to budget constraints and a declining enrollment, which had dropped to approximately 300 students. In 2002, students were transferred to Del Mar Elementary School. Following its closure, the SLCUSD leased the property to various tenants, including the County Department of Social Services, County Office of Education, and local churches. A portion of property is leased to a Montessori school.

*New Deal Development in San Luis Obispo County (1933-1939)*

The stock market crash of 1929 began an economic depression in the United States that lasted until World War II. While San Luis Obispo County's agricultural base helped support it from the most severe economic effects of the 1930s, residential and commercial growth in the region slowed considerably. The county benefited from the federal programs launched under President Franklin D. Roosevelt's New Deal, which directed government funding to address widespread poverty, unemployment, and economic instability.[46]

Among the most significant New Deal agencies were the Public Works Administration (PWA) and the Work Progress Administration, later renamed the Work Projects Administration (WPA). The PWA, active from 1933 to 1939, provided grants for large-scale public works. It awarded contracts to private construction firms through competitive bidding, making the workers employees of these firms, rather than the federal government. The agency's focus was on building essential public facilities rather than on immediate job creation. The WPA, established in 1935 and active until 1943, was designed to directly employ the jobless in a wide range of fields. Workers were hired and paid by the federal government, and WPA projects were generally smaller and more labor intensive. The Civilian Conservation Corps (CCC), created in 1933 and dissolved in 1942, provided work for unemployed men in reforestation and conservation work. [47]

The PWA and WPA funded public improvements across the United States, including roads, bridges, parks and playgrounds, schools and other civic buildings. Concurrently, in California,

[45] Susan McDonald, "Morro Elementary: 60 Years Youngs," *Tribune*, April 22, 1997.
[46] Historical Resources Group, *City of San Luis Obispo Citywide Historic Context Statement*, 100.
[47] SurveyLA, *Los Angeles City Wide Historic Context Statement, Public and Private Institutional Development, 1850-1980, New Deal Programs, WPA 1935 – 1943*, City of Los Angeles, 2017.

the 1933 Long Beach Earthquake led to the passage of the Field Act, which required safer and more robust school design and construction, leading to a need for extensive school rebuilding and new construction. In 1936, the PWA funded 147 projects statewide. [48] In many communities, PWA and WPA efforts overlapped in construction of stand-alone public buildings, particularly schools.[49]

In San Luis Obispo County, these agencies funded projects such as a new courthouse, public schools, flood-control measures, and highway improvements. President Roosevelt attended the opening of Highway 1 between Morro Bay and Carmel on June 27, 1938. The 139-mile section, begun in 1919 and completed in 1937, included 33 bridges. Originally estimated at $1.5 million, the final cost reached $10 million. In 1937, the PWA funded four new school projects in the county, including Cayucos Elementary School, Cambria Elementary School, a gymnasium for Paso Robles, and Morro Elementary School. In 1934, CCC crews transformed the former Cabrillo Country Club into Morro Bay State Park, constructing rustic-style roads, lodges, campgrounds facilities, and stonework that remain intact today.

**Criterion C: Architecture**

*Louis Noire Crawford, AIA (1890-1946)*

Crawford was a Santa Maria-based architect who is considered regionally significant and is most notable for designing institutional and public buildings in the California Central Coast area. Though scholarly documentation of Crawford's work and career is limited, his projects were featured in professional publications such as *The American Architect and Engineer of California* and *Architectural Forum*, reflecting the recognition received during his lifetime.

Born in Louisville, Kentucky on May 31, 1890, Crawford's early life is sparsely documented. By 1915, he had relocated to Berkeley, California, where he married Winifred Kittredge. The couple initially settled in Lompoc, where Crawford worked as a manual training instructor at the local high school. His academic pursuits took the family to Tippecanoe County, Indiana, where he studied at Purdue University before completing a degree in engineering and architecture at the University of Illinois in 1917.[50]

By 1919, Crawford and his wife had returned to California, where their daughter Dorothy was born in Santa Barbara. Crawford resumed teaching in Lompoc, becoming the high school's first football coach. In 1920, the family moved to Santa Maria, where Crawford established his architectural practice at the Gibson-Drexler Building, Santa Maria. His first commission was the Santa Maria Grammar School (c. 1921). Working out of his office in Santa Maria, Crawford maintained a successful architectural practice throughout the 1920s and into the Depression-era

[48] PWA Will Construct Four School Houses," *Tribune*, October 2, 1935.
[49] SurveyLA, *New Deal Programs, WPA 1935 – 1943*, 100.
[50] Post/Hazeltine Associates, Historic Resources Report for Avila Beach, San Luis Obispo, November 3, 2017.

1930s. He was elected to the Santa Barbara Chapter of the American Institute of Architecture (AIA) in 1934.[51]

Crawford's work frequently incorporated the Mission Revival style. Among his notable projects were the Vista Del Mar School (Gaviota, 1931); Knights of Pythias Hall in Santa Maria (c. 1931); El Camino School Building in Santa Maria (c. 1932); San Luis Obispo High School Gymnasium (1936, designated a City Landmark); and Santa Maria Library (1941). Several of Crawford's commissions during the 1930s were funded through the PWA, including the Santa Maria City Hall (1934, designated a City Landmark); Morro Elementary School in Morro Bay, (1936); Cambria Elementary School (1936); and Cayucos Elementary School (1936).[52]

Crawford's public and institutional buildings were frequently published in the *American Architect and Engineer of California* and the *Architectural Forum*, with featured projects including the Santa Maria City Hall, Morro Elementary School, San Luis Obispo High School Gymnasium, Vista Del Mar School, Knights of Pythias Hall (Santa Maria), and El Camino School Building (Santa Maria).[53]

Although Crawford's architectural practice primarily focused on institutional buildings, he also designed several residential buildings. Notable among these were the DeMartin Residence in Santa Maria (c. 1930), the J.L. Pereira Residence in Santa Maria (date unknown), and the Marre House in Avila Beach (c. 1930), which was featured in the *American Architect and Engineer of California* March 1935 issue. Crawford's residential buildings similarly reflected a Mission Revival style.

It is not known whether Crawford formally retired before his death in 1946, as there are no known commissions attributed to him after 1936. The absence of documentation of his work likely reflects the broader condition of the Depression, when architectural commissions became increasingly scarce, and by the early 1940s, most construction materials and labor were redirected toward the war effort. Like other contemporaries, Crawford may have stepped away from private practice during World War II. He died in Santa Barbara on July 12, 1946, at the age of 56.[54]

*Harland Bruce Douglas (1886-1950)*

Douglas was a California-based architect who practiced in California during the early to mid-twentieth century. His work included civic, institutional, commercial, and residential buildings, with a focus on small-scale municipal and school projects primarily located on the Central Coast.

[51] Shirley Conteras, "Crawford Had Designs on Central Coast," *Santa Maria Times*, November 18, 2017.
[52] "School Plans," *Tribune,* November 4, 1935; Post/Hazeltine, Historic Resources Report.
[53] Vista Del Mar School, published in *Architectural Forum*, December 1931 issue; Santa Maria City Hall, Vista Del Mar School, Knights of Pythias Hall, El Camino School Building published in the *Architect and Engineer of California* October, 1935 issue; Morro Elementary School and San Luis Obispo High School Gymnasium published in the *Architect and Engineer of California,* October 1937 issue.
[54] Shirley Contreras, "Louis Noire Crawford, Designer of City Hall," *Heart of the Valley*, August 13, 2022.

Douglas was born in Centerville, South Dakota on March 20, 1886 to William Harlan Douglas and Margaret Belle Lowrie Douglas. By 1900, the Douglas family had relocated to Santa Cruz, California, where his father worked in a lumber yard. In 1909, Douglas married Eva J. Clark in King City, California and the coupled resided in Watsonville. It is not known if Douglas received formal architectural training. Some of his early commissions included King City High School (1913), Gonzales Hotel Addition (1913), and the National Register-listed Gabilan Lodge No. 372—Independent Order of Odd Fellows in Gonzales (1914), NR# 86002813.

By 1918, Douglas was living in Greenfield, California. In 1919, he briefly partnered with architect Fay R. Spangler in King City. [55] According to *American Architect and Engineer of California* the firm prepared plans for a school house and town hall in Greenfield, a new school building in King City, and a residence for Lee Dudgeon of King City. [56] In October 1919, the *Gonzales Tribune* reported that Douglas had received a contract to build manufacturing rooms for a new milk plant in Coburn.[57] The 1920 census lists his occupation as architect at Architect and Farmer Partner. During this period, he designed Greenfield Elementary School (1920). By the late 1920s, Douglas owned a dairy farm on Douglas Ranch. The 1930 census lists his occupation as farmer.[58]

In the late 1930s, Douglas relocated to San Luis Obispo and continued to work as an architect. In 1939, the *Tribune* reported that he was a licensed architect with an office in the San Luis Obispo.[59] His projects during this period included the Fire Station, Paso Robles (1939); Fire Station, San Luis Obispo (1939); Safeway Grocery Store, Pismo (1939); and the Mingins Residence, San Luis Obispo (1939). In the 1940s, Douglas focused on school additions throughout San Luis Obispo County. These included Arroyo Grande Elementary School, one classroom addition (1941); Cayucos Elementary School one classroom addition (1942); Oceano Elementary School, one room addition (1942); Arroyo Grande Elementary School, three classroom addition (1946); and Morro Elementary School, two classroom addition (1949). Douglas died in April of 1950 at the age of 64.

*Mission Revival Style*

The Mission Revival style originated in California in the late nineteenth century and drew direct inspiration from Spanish colonial architecture, particularly the twenty-one Franciscan missions constructed between 1769 and 1833. These early adobe buildings, constructed primarily by Indigenous labor under Spanish rule, created a distinctive architectural vocabulary that coalesced

[55] "Form Partnership" *The Architect & Engineer*, May 1919; "Partnership heretofore existing between Mr. H.B. Douglass and Mt. Fay R. Spangler…." *The Architect & Engineer*, Aug 1919
[56] "Form Partnership" *The Architect & Engineer*, May 1919
[57] "New Condensed Milk Plant at Coburn," *Gonzales Tribune*, October 16, 1919.
[58] United States Federal Census, King, Monterey County, California, 1930.
[59] "H.B. Douglas" *Tribune*, September 6, 1939

as the Mission Revival style during a period when California sought to define a regional architectural identity. [60]

Mission Revival architecture emerged in the 1880s and reached its peak popularity between 1900 and the early 1910s. According to architectural historian David Gebhard, the style was characterized by a selective use of suggestive features, including simple arcades, scalloped or parapeted gable ends known as *espadañas* (often incorporating quatrefoil windows), red clay tile roofs, bell towers formed by receding square stages with domed tops, and broad, unadorned stucco walls. [61]

The first Mission Revival building to receive national attention was the California State Building at the 1893 World's Columbian Exposition in Chicago, designed by A. Page Brown of San Francisco. Although formally arranged in in Beaux Arts fashion, the building exterior borrowed directly from the architectural vocabulary of California missions, particularly Mission Santa Barbara, using towers, arcades, and an espadaña gable. [62]

In the early twentieth century, Mission Revival architecture was widely published in numerous publications such as *Sunset*, *Out West*, and *American Architect and Engineer of California*, and in national periodicals like *The Craftsman* and *The Western Architect*. This architectural style reflected both a romanticized vision of California's colonial past and a practical response to climate and materials, making the Mission Revival a common choice for a wide range of building types including resort hotels, railroad depots (particularly for the Southern Pacific and Santa Fe Railroads), civic buildings, school, and private residences. Plans for Mission Revival houses were also sold through pattern books and catalogues, including those offered by Sears Roebuck & Company.[63]

By the 1920s, Mission Revival was largely superseded by the Spanish Colonial Revival style, which emerged from more formal studies of historic Spanish architecture and was perceived as a more scholarly and refined architectural expression.[64] The 1915 designs for the Panama-California Exposition in San Diego, designed by Bertram Goodhue, were especially influential in shaping the style's widespread adoption. [65]

Typical Character-Defining Features:

- Curvilinear or stepped dormers and parapets and gable ends (espadaña)
- Red barrel tile roofs

[60] David Gebhard, "The Spanish Colonial Revival in Southern California (1895-1930)" *Journal of the Society of Architectural Historians*, Vol. 26, No. 2 (University of California, Santa Barbara, 1967), 131.
[61] David Gebhard, "Spanish Colonial Revival in Southern California," 132.
[62] SurveyLA Citywide Historic Context Statement Mission Revival, 1893-1948 subtheme of Mediterranean & Indigenous Revival Architecture, 1893-1948.
[63] Virginia McAlester*, Field Guide to American Houses, 512.*
[64] David Gebhard, "Spanish Colonial Revival in Southern California," 137.
[65] The Charter School Building is a late interpretation of the traditional Mission Revival style, designed to be compatible with the Main Building.

- Stucco or plaster wall surfaces
- Overhanging eaves
- Porches or arcades supported by square piers
- Plain stringcourses
- Impost moldings
- Hip and gabled roof configurations

*Francis W. Wynkoop (1902-1978)*

Frank Wynkoop was a California-based architect who is considered regionally significant and is most notable for designing school and institutional buildings throughout northern and central California. Wynkoop specialized in applying innovative Mid-Century Modern design principles to educational facilities, often integrating finger-plan layouts and bilateral lighting. His work was featured in professional magazines, including the *Architectural Forum*. Wynkoop has been identified as a prominent architect in the City of Carmel's Historic Context Statement.[66]

Born in Denver, Colorado, Wynkoop was the son of Francis Murray Wynkoop (1869-1954) and Leona Mehan Wynkoop (1880-1951). In 1904, the Wynkoop family moved from Albuquerque, New Mexico to Long Beach, California. Wynkoop began his architectural career in Long Beach, where he opened an office and collaborated with local builder D.H. Archibald.[67] In 1924, Wynkoop received second place in the McGrath & Selover architectural competition, sponsored by the Long Beach Architectural Association, for his design of a modest Spanish-style home.

In 1931, Wynkoop moved briefly to Seattle, Washington, where he worked as a draftsman for the Metropolitan Building Company and later for architect Robert Reamer. By 1935, Wynkoop had returned to California, settling in Fresno and later Bakersfield, where he founded, along with George J. Adams, Adams and Wynkoop, Architects. The firm completed several public commissions, including nine school buildings in Kern County and wartime housing in Lerdo, California, the latter of which was featured in *Architectural Forum* (June 1942).[68]

By 1945, Wynkoop had established his own firm, Frank Wynkoop & Associates, in San Francisco, with a branch office operating in Fresno by 1949. Wynkoop's firm specialized in the design of school buildings. Between 1946 and 1951 the *Architectural Forum* lists eighteen school buildings designed by Wynkoop, with featured coverage of projects such as Delano Joint Union High School, Lakeside Union Elementary School, Bakersfield; and Paso Robles Elementary School in the 1945 issues.

A notable aspect of Wynkoop's school designs was his innovative use of daylighting and cross ventilation. He frequently incorporated clerestory windows on one wall paired with expansive glazing on the opposite side to maximize bilateral lighting and facilitate cross ventilation,

[66] City of Carmel Updated Historic Context Statement, Architectural Resources Group, November 12, 2008. ,
[67] "Frank Wynkoop Designer," *Long Beach Telegram*, April 18, 1922.
[68] Frank Wynkoop (Architectural Designer), Pacific Coast Architecture Database, accessed July 9, 2025.

reducing the need for artificial illumination and supporting airflow. In his 1945 article, "Advances in the Art of School-Room Daylighting," published in *Architectural Forum*, Wynkoop emphasized this principle, stating "No school design today should, during the school day, require supplementary artificial illumination except under extreme circumstances such as heavy storms."[69] His approach reflected a broader postwar movement in school architecture which emphasized functionality and innovative layouts such as finger-plan corridors, natural light and modernist design.[70]

Wynkoop's elementary schools featured innovative and modern designs that reflected broader postwar trends in educational architecture. His projects often utilized steel framing and emphasized natural light. At Arvin Union Elementary School (1952) and Morro Elementary School classroom buildings (1954), Wynkoop employed V-shaped roof forms and bilaterial lighting. The V-shaped roofs, in particular, were an unusual and distinctive feature of Wynkoop's designs. He designed the Pacific Grove High School and the San Carlos High School, both featuring the finger-plan school design. He often worked with brother Ernest Wynkoop who was the engineer for some of these projects.

By the early 1950s, Wynkoop had relocated to Carmel, where he designed several noteworthy residential buildings, including his personal residence known as the "Butterfly House" at 26320 Scenic Road (1952) and "Seaburst House" at 26200 Scenic Road. In 1955, Wynkoop married his third wife, Betty Attwater, and relocated his practice to his residence in Carmel. That year, he designed hexagonal classroom buildings for the Atwater Elementary School District in Merced County. In 1967, Wynkoop relocated to Honolulu, Hawaii, where he worked with Tongg and Associates and later co-founded the Hawaii Architects and Collaborative with his son Dudley, who was also an architect. Wynkoop died in Honolulu in 1978 at the age of 76.

*Mid-Century Modern*

The following context is excerpted from Los Angeles Unified School District Historic Context Statement, 1870 to 1969, Subtheme Mid-Century Modernism.[71]

> Mid-Century Modernism, or Regional Modernism, represents a middle ground between the formal, machine-age aesthetic of the International Style and a regional idiom reflecting local precedent and identity. In the postwar period through the 1960s, as practiced in Southern California, Mid-Century Modernism took its cues from the region's first-generation modernist architects such as Richard Neutra, Rudolph Schindler, Gregory Ain, Frank Lloyd Wright, and Harwell Hamilton Harris. In the postwar period, second-generation practitioners such as Raphael Soriano, Whitney Smith, and A. Quincy Jones,

[69] Frank Wynkoop, A.I.A, "Advances in the Art of School-Room Daylighting," *Architectural Forum*, July 1945.
[70] Amy F. Ogata, "Buildings for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians,* Vol 67, N0. 4 (December 2008).
[71] Los Angeles Unified School District (LAUSD) Historic Context Statement, 1870 to 1969, Subtheme Mid-Century Modernism, prepared by Sapphos Environmental, Inc. March 2014.

among many others, established Los Angeles as a center for innovative architectural design and culture.

Mid-Century Modernism is characterized by an honest expression of structure and function, with little applied ornament. Aesthetic effect is achieved through an asymmetrical but balanced, rhythmic design composition, often expressed in modular post-and-beam construction. Whether wood or steel, post-and-beam construction allowed for open floor plans, ease of expansion, and generous expanses of glazing to heighten indoor-outdoor integration. Infill panels of wood or glass are common, with glazing often extending to the gable. Buildings are generally one to two-stories, with an emphasis on simple, geometric forms. Capped with low-pitched gabled or flat roofs, a Mid-Century Modern building often displays wide eaves and cantilevered canopies, supported on spider-leg or post supports. Sheathing materials vary, with wood, stucco, brick and stone, or steel-framing and glass. Windows are generally flush-mounted, with metal frames.

This style was seen in postwar institutional and commercial buildings, as well as residences, from 1945 until circa 1975, when Title 24 restrictions on the use of glass curtailed the expansive glazing that characterizes the style.

Typical Character-Defining Features:

- Horizontal design composition and massing; generally, one to two stories
- Simple, geometric volumes
- Flat or shed roof, often with wide cantilevered overhangs; occasional use of butterfly, folded, or parabolic roof configurations
- Exterior materials include stucco, brick, or concrete
- Modular design and planning
- Aesthetic qualities derive from use of simple treated materials and excellent craftsmanship
- Direct expression of structural systems, often in wood or steel post-and-beam
- Lack of historicizing ornament
- Generous expanses of fenestration, including bands of grouped multi-light windows
- Extensive use of sheltered corridors, with flat or slightly sloped roofs supported by posts, piers, or pipe columns.

*Post-War "Finger-Plan" School Design*

In the years following World War II, California experienced unprecedented population growth driven by suburban expansions, the Baby Boom, and migration. Between 1949 and 1950, public school enrollment in California rose dramatically, placing immense pressure on school districts to expand educational infrastructure.[72] In previous eras, traditional schools had often been built

[72] Amy F. Ogata, "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians*, Vol. 67, No. 4 (Berkeley: University Press, 2008), 562.

as self-contained, monumental blocks, in Classical Revival and Beaux Arts inspired styles, designed to impart prestige.[73] A new approach was needed to accommodate postwar expansion.

By the early-twentieth century, school design had begun to shift toward functionalism, with a focus on child-centered, flexible environments. Architects prioritized the integration of indoor and outdoor spaces, while the environmental conditions of classrooms became the focus of numerous studies aimed at improving lighting, ventilation, acoustics, and safety systems. In the 1930s, this approach began to influence the design of schools, and by the postwar period it became standard practice. Architects such as William Edmon Lescaze and Richard Joseph Neutra advanced these ideas, with projects like Neutra's Corona Avenue School (1935) in Los Angeles, which employed a ring-plan layout with outdoor corridors connecting finger-like classroom wings separated by landscaped patios and gardens. [74]

During the postwar period, one of the most common site planning solutions for educational facilities was the finger-plan, a linear configuration in which classroom wings extended outward from a central administrative or multipurpose core. Franklin & Kump and Associates' Acalanes Union High School in Layfayette, California, is among the most influential examples of this design. Constructed on a large rural site, Acalanes featured one-story wings projecting in a finger-like pattern, providing direct outdoor access from each classroom. Interiors were designed as open lofts with adjustable plywood partitions that allowed for adaptable learning spaces.

The finger-plan configuration supported bilateral (cross) lighting and natural ventilation for each classroom. Northern walls featured full-length windows, while southern walls incorporated clerestory bands to balance illumination from daylight and reduce glare. Architects across the country used poured-concrete slab for low-rise buildings, lightweight steel frames with exposed trusses and joists, radiant heat floors, and expanses of glass.

> The desire for "flexibility," a key term of postwar building, enhanced the popularity of new materials and finger or cluster plans for school plants. "Flexibility" was both a desirable quality for the structural aspects of the building, embodied in open corridors, non-load-bearing partitions, and zoned ventilation and heating systems, but it also included the provision of folding walls for small groups, moveable cabinets, and lightweight furniture deemed vital to new methods of instruction.[75]

The finger-plan layout became a standard for California elementary schools during the 1950s and 1960s. Modular design and construction allowed for easy expansion of the school as enrollment increased.

[73] LAUSD Historic Context Statement, 49.
[74] LAUSD Historic Context Statement, 52-55.
[75] Ogata, "Building for Learning in Postwar American Elementary Schools," 568.

## Conclusion

Morro Elementary School is eligible for the National Register of Historic Places under Criteria A and C at the local level of significance. Under Criterion A in the area of Education, the campus is representative of the consolidation of the Morro Bay's earlier schoolhouses into a single, comprehensive kindergarten through eighth grade facility, illustrating both the growth of the community and the development of school operations. Constructed in 1936 with funding from the Public Works Administration and labor provided by the Works Progress Administration, the campus expanded to accommodate a growing student population through the Great Depression, World War II, and the postwar period. Throughout its history, the school served not only as a place of learning but also as a central civic institution, hosting public events, meetings, fundraisers, concerts, dances, and performances.

Under Criterion C in the area of Architecture, the Main Building is notable for its Mission Revival character, expressed through massing, arcades, stucco cladding, regular fenestration pattern, and restrained ornamentation. The Main Building, designed by Louis N. Crawford, a regionally significant architect known for his work on school, civic, and public buildings, is a representative example of his educational architecture. The addition, designed by Harland B. Douglas, is a compatible subordinate addition that complements the original building in style, scale, and materials but nonetheless reflects its later period and serves as a transition to the Classroom Buildings design. The Classroom Buildings are notable for their Mid-Century Modern character, expressed through innovative design features such as V-shaped roofs, steel frame with in-plane expansive glazing and CMU walls, bilateral lighting achieved through windows on the north and south elevations. Designed by Frank Wynkoop, a regionally significant architect recognized for his contributions to school and campus design, the Classroom Buildings are representative examples of his educational architecture. Additionally, the Classroom Buildings are early local examples of finger-plan school design, which was part of a broader movement in postwar educational architecture.

The period of significance is 1936 to 1959, beginning with the construction of the Main Building, encompassing the development of the subsequent buildings, and concluding with the opening of Morro Bay High School and the transfer of upper-grade students.

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Wynkoop, Frank A.I.A, "Advances in the Art of School-Room Daylighting." *Architectural Forum*, July 1945.

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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 # _____

**Primary location of additional data:**

____ State Historic Preservation Office
___ Other State agency
____ Federal agency
____ Local government
____ University
__X__ Other
Name of repository: __San Luis Obispo County History Center__

**Historic Resources Survey Number (if assigned): _____**

---

**10. Geographical Data**

**Acreage of Property** ____5 acres_____

**Latitude/Longitude Coordinates**
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

1. Latitude: 35.369161 Longitude: -120.947894

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

The campus is generally bounded by residential and commercial properties to the north, south, and west, with a grass field to the east. Beyond the immediate boundaries, the broader area includes Surf Street to the north, Monterey Avenue to the West, Napa Avenue and Dune Street to the south. The east boundary includes only the western portion of the grass field, approximately one-third of its total area, which borders the Morro Bay Community Center, and Kennedy Way beyond.

**Boundary Justification** (Explain why the boundaries were selected.)

The nominated boundary encompasses the original five-acre campus as documented in historic deeds and depicted on the 1937 Sanborn Fire Insurance Map. The boundary includes the land historically associated with the property during the period of significance and encompasses all contributing resources.

## 11. Form Prepared By

name/title: August Phillips, Associate III; Robert Jay Chattel, AIA, President
organization: Chattel, Inc.
street & number: 13417 Ventura Boulevard
city or town: Sherman Oaks state: CA zip code: 91423
e-mail: august@chattel.us
telephone: (818) 788-7954
date: October 2025; Revised December 2025, January 2026

## 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: | Morro Elementary School |
| City or Vicinity: | Morro Bay |
| County: | San Luis Obispo |
| State: | California |
| Photographer: | Robert Chattel |
| Date Photographed: | June 12 and 13, 2025 |

Description of Photograph(s) and number, include description of view indicating direction of camera:

1 of 19 Main Building, south elevation (left), North Classroom Building (right), view northeast

2 of 19 Main Building, south elevation (front) and east elevation (left), view north

3 of 19 Main Building addition, south elevation, view north

4 of 19 Main Building (right) and addition (left), view southwest

5 of 19 Main Building, north elevation of north wing, view south

6 of 19 Music Building, south elevation (left), and Main Building, west elevation of north wing (right), view northeast

7 of 19 Main Building, detail view of original transom and side lights at main entrance

8 of 19 Main Building, interior view of double-loaded corridor (left) and single-loaded corridor (right), view northeast

9 of 19 Main Building, interior view of auditorium showing exposes trusses and rafters, view northeast

10 of 19 Main Building, interior view showing typical classroom with chalkboards

11 of 19 South Classroom Building, west elevation, view southeast; note clerestory windows at the north corner, with cement masonry units (CMU) wall below

12 of 19 South Classroom Building, north elevation, view southeast; note steel frame, window wall, and CMU infill

13 of 19 North Classroom Building, south elevation, view northeast; note clerestory windows

14 of 20 South Classroom Building, view showing V-shaped roof dip at interior, and exposed steel-frame and CMU wall

15 of 19 Music Building, south elevation (left) and east elevation (right), view northwest

16 of 19 Music Building, north elevation (left) and west elevation (right), view southeast

17 of 19 Music Building interior, view northwest

18 of 19 Kindergarten Building, north elevation (left) and west elevation (right), view southeast

19 of 19 Charter School Building, west elevation (right) and north elevation (left), view southeast

## Location Map

United States Geological Survey (USGS), 2021

Morro Elementary School
Name of Property

San Luis Obispo, California
County and State

## Boundary Map

Google Earth, 2024; annotated by applicant

Latitude: 35.369161 Longitude: -120.947894

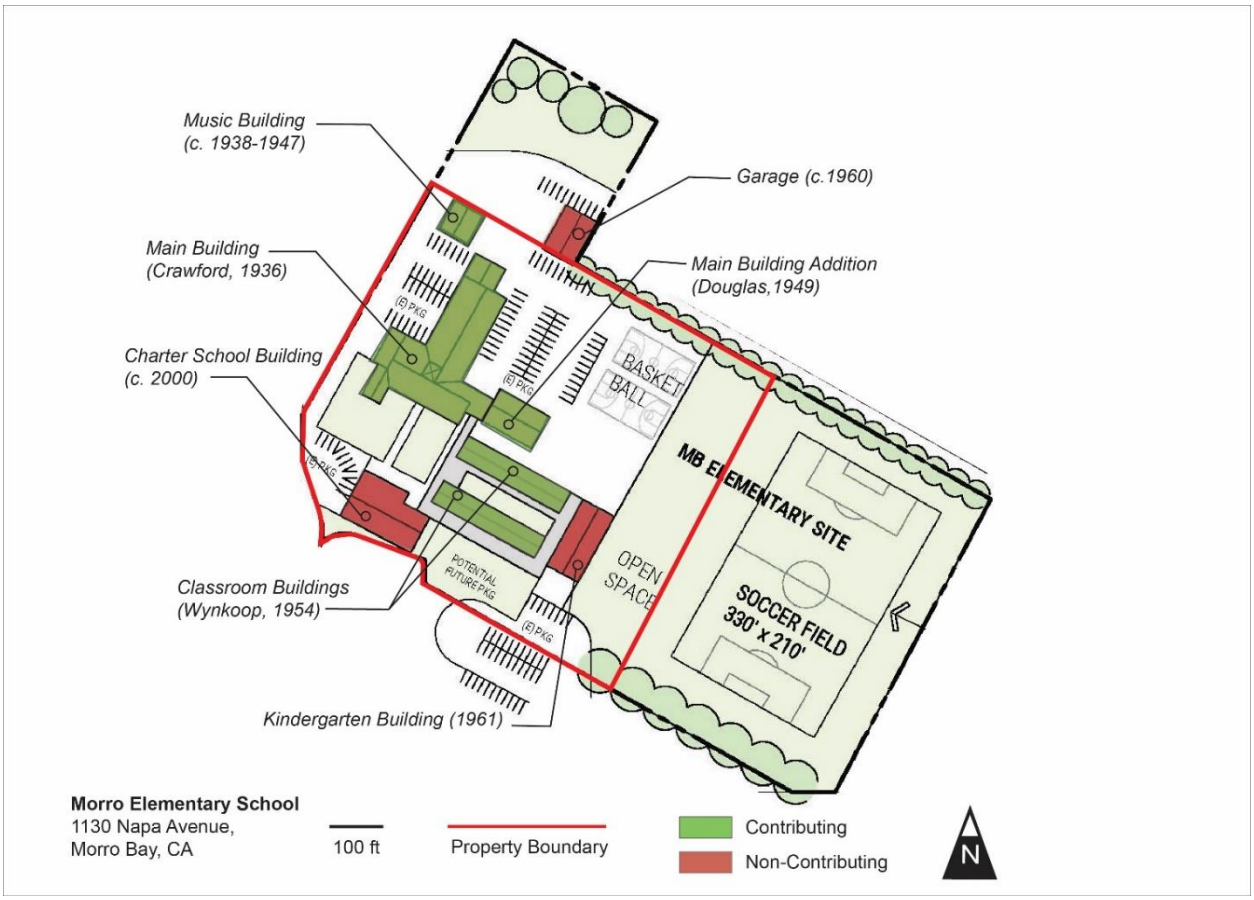

**Morro Elementary School**
1130 Napa Avenue,
Morro Bay, CA

100 ft

Property Boundary

N

## Sketch Map


Music Building
(c. 1938-1947)
Garage (c.1960)
Main Building
(Crawford, 1936)
Main Building Addition
(Douglas,1949)
Charter School Building
(c. 2000)
BASKET BALL
MB ELEMENTARY SITE
OPEN SPACE
SOCCER FIELD
330' x 210'
Classroom Buildings
(Wynkoop, 1954)
POTENTIAL FUTURE P.K.G.
(E) PKG.
Kindergarten Building (1961)
Morro Elementary School
1130 Napa Avenue,
Morro Bay, CA
100 ft
Property Boundary
Contributing
Non-Contributing
N

## Photo Key


**Morro Elementary School**
1130 Napa Avenue,
Morro Bay, CA

100 ft

Property Boundary

N

**Figure 1** Original site plan, Main Building configuration, 1937; Sanborn Fire Insurance Map

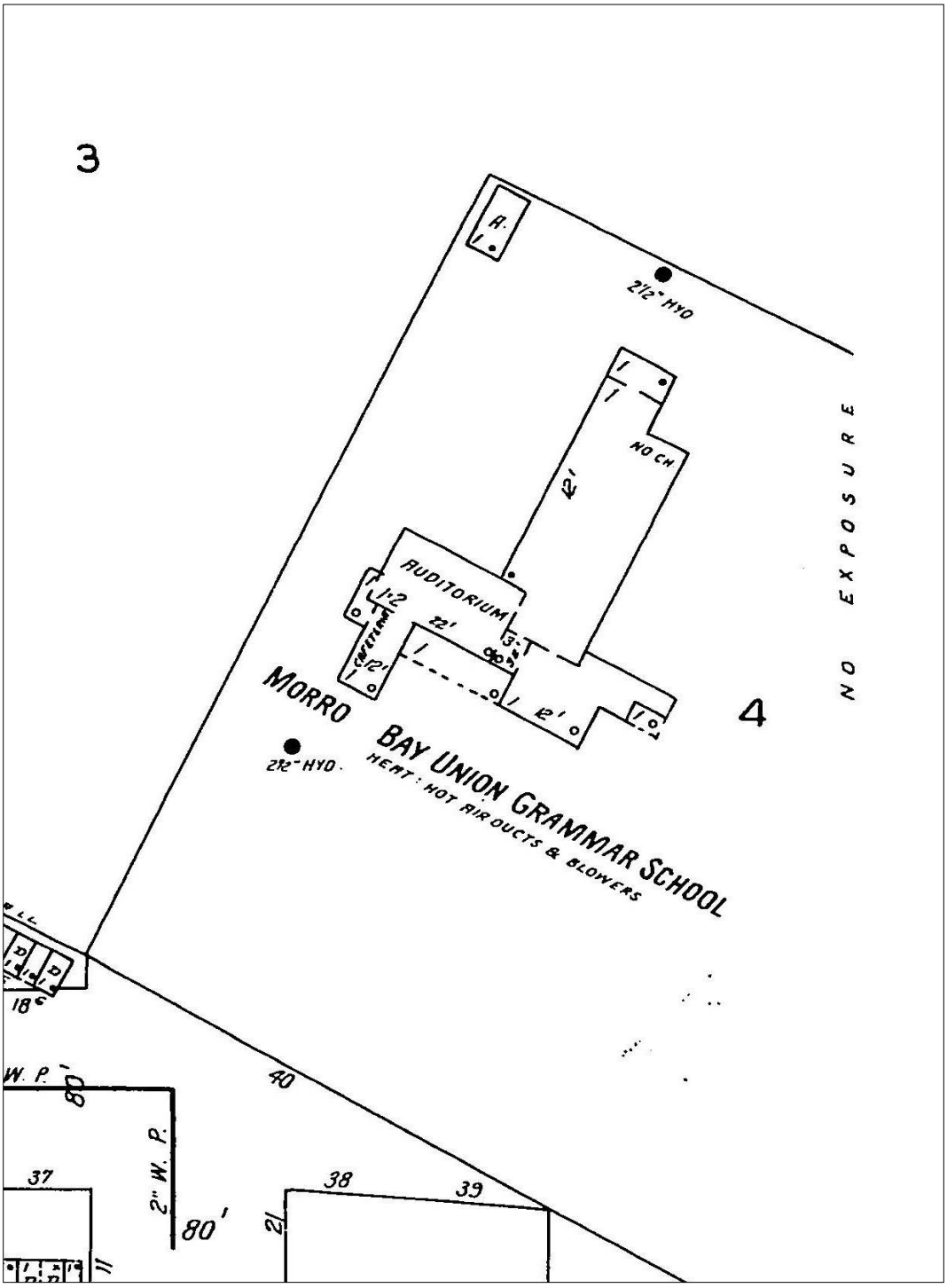
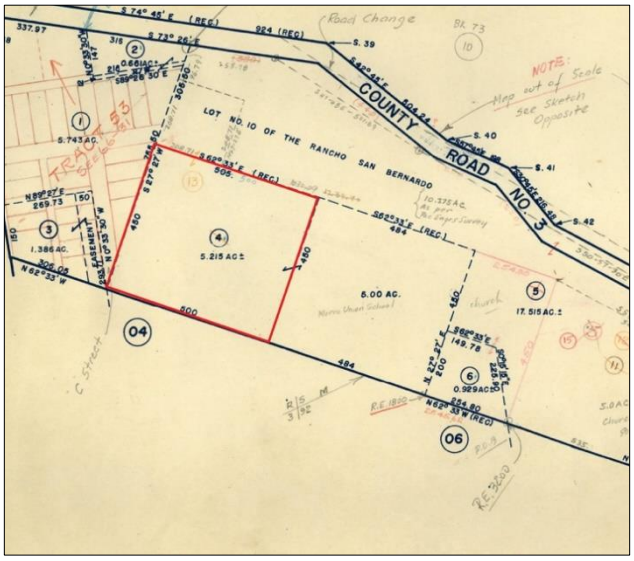


**Figure 2** Boundary of campus outlined in red; Assessor Parcel Map

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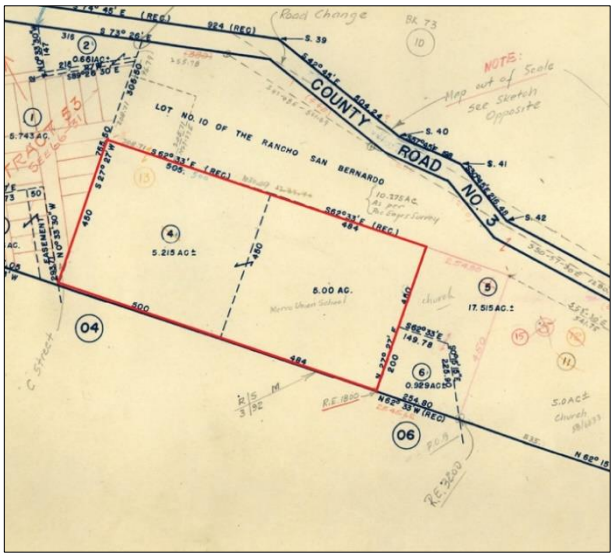


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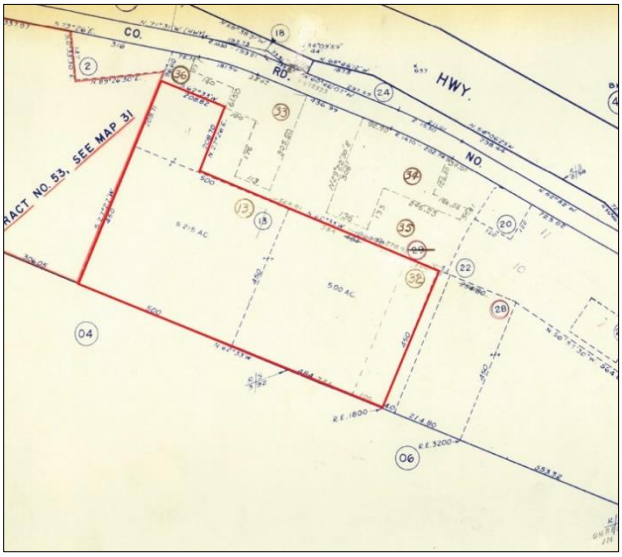
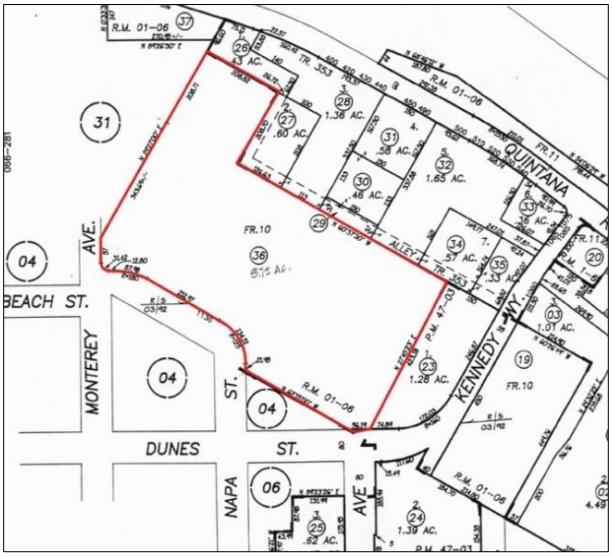
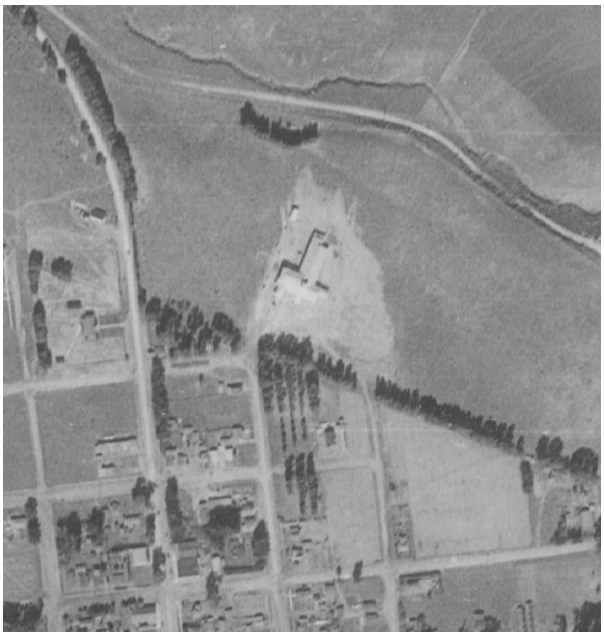



1966




2000

**Figure 3** Historic aerials showing campus development; UCSB Air Photo Archive



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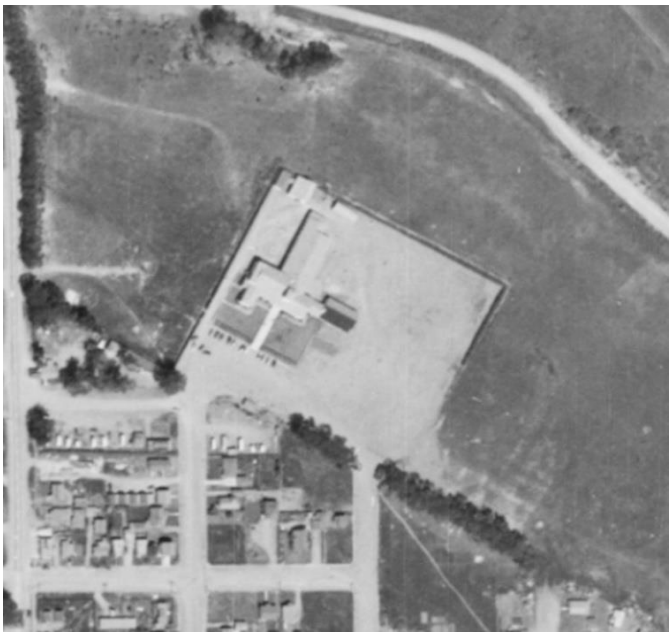

1949

1959

2001

**Figure 4** Rendering of Main Building, 1936; *San Luis Obispo Tribune*

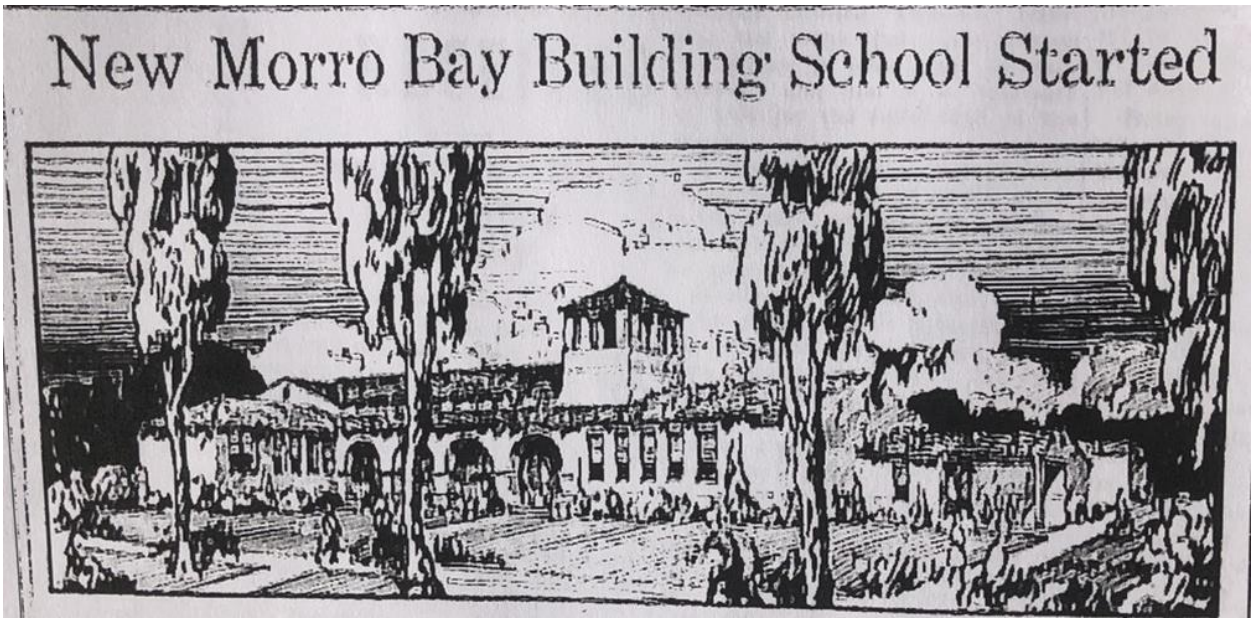


**Figure 5** Main Building view northwest, 1936; Architect and Engineer of California

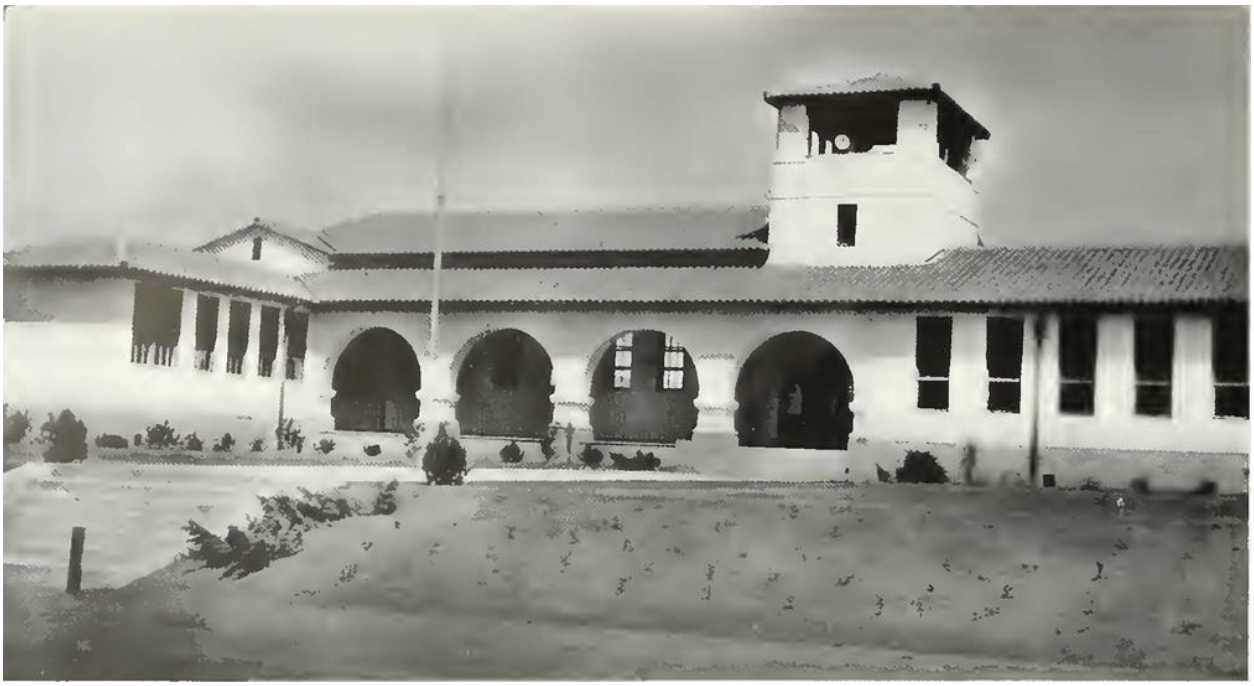

**Figure 6** Rendering of Classroom Buildings, 1953; *San Luis Obispo Tribune*

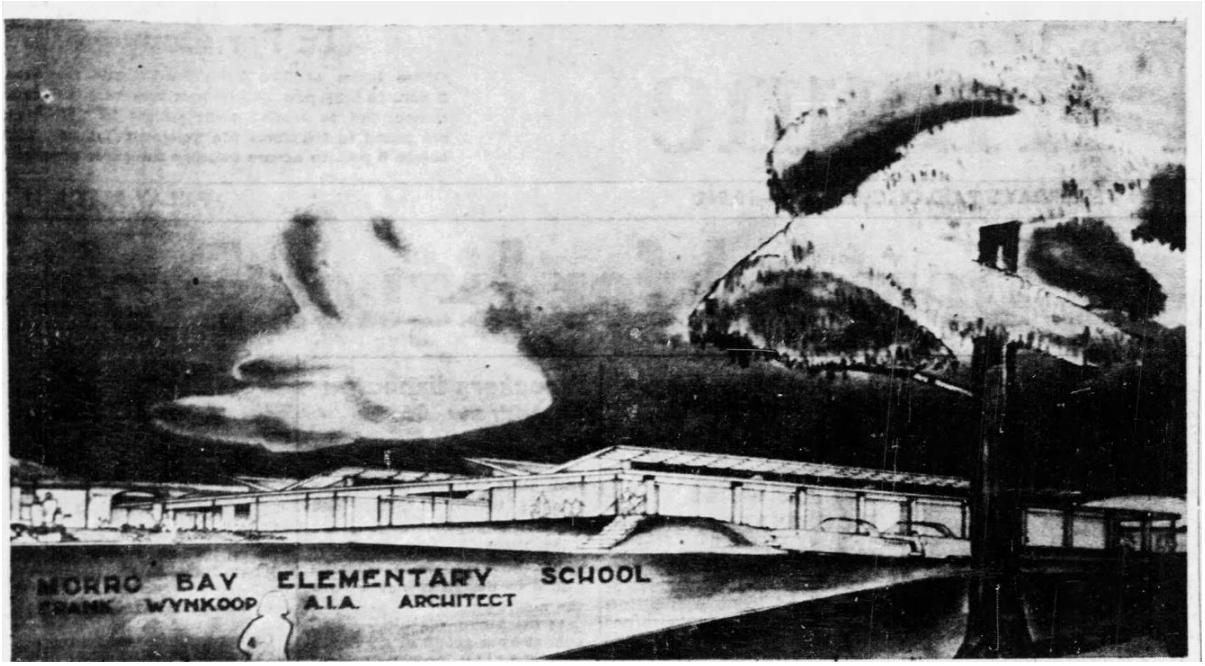


**Figure 7** Classroom Buildings view southeast, 1954; *San Luis Obispo Tribune*

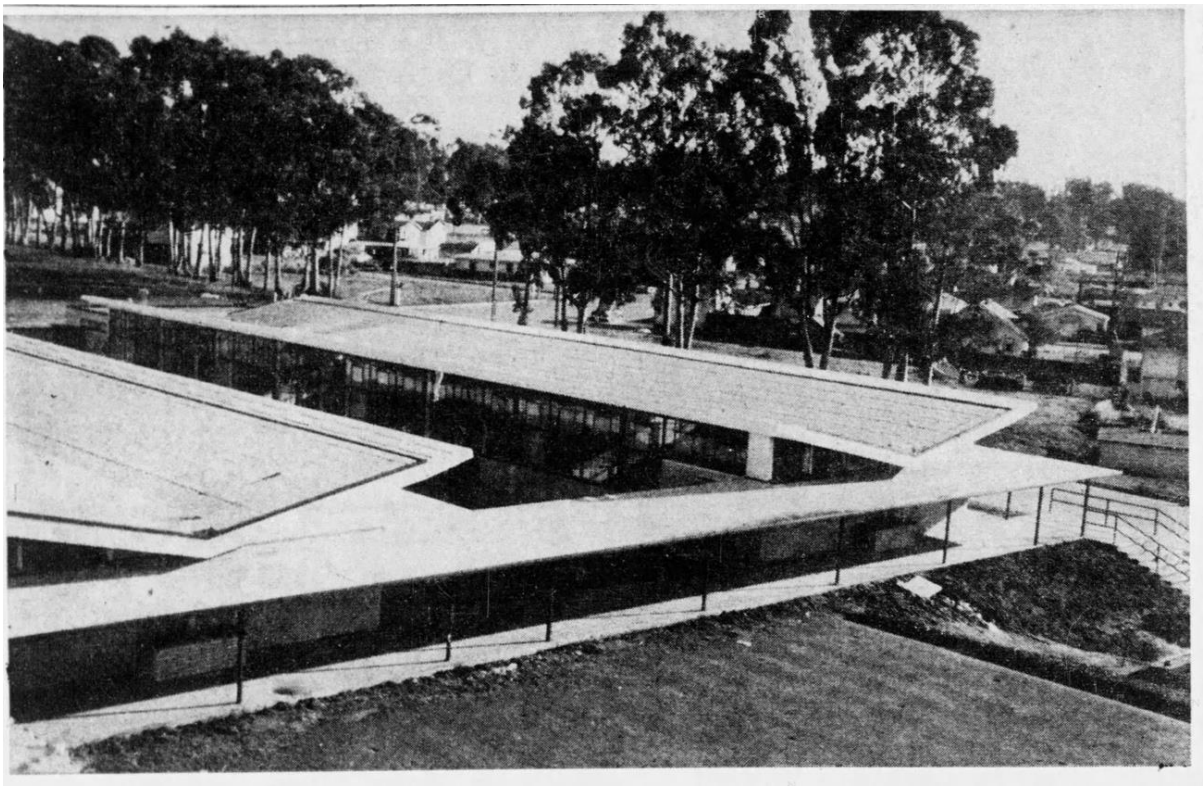

**Photo 1** Main Building, south elevation (left), North Classroom Building (right), view northeast

**Photo 2** Main Building, south elevation (front) and east elevation (left), view north

**Photo 3** Main Building Addition, south elevation, view north

**Photo 4** Main Building (right) and Main Building Addition (left), view southwest

**Photo 5** Main Building, north elevation of north wing, view south

**Photo 6** Music Building, south elevation (left), and Main Building, west elevation of north wing (right), view northeast

**Photo 7** Main Building, detail view of original transom and side lights at main entrance

**Photo 8** Main Building, interior view of double-loaded corridor (left) and single-loaded corridor (right), view northeast

**Photo 9** Main Building, interior view of auditorium showing exposes trusses and rafters, view northeast

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**Photo 14** South Classroom Building, view showing V-shaped roof dip at interior, and exposed steel-frame and CMU wall

**Photo 15** Music Building, south elevation (left) and east elevation (right), view northwest

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**Photo 17** Music Building interior, view northwest

**Photo 18** Kindergarten Building, north elevation (left) and west elevation (right), view southeast

**Photo 19** Charter School Building, west elevation (right) and north elevation (left), view southeast