

# Lyles-Crouch Traditional Academy

530 South St. Asaph Street, Alexandria, Virginia, 22314

At a Glance...			
<i>Year Built</i> <b>1958</b>	<i>Tax Map</i> <b>080.02-03-01</b>	<i>Current Square Feet</i> <b>69,645</b>	<i>Average Educational Adequacy</i> <b>Borderline (65)</b>
<i>Zoning</i> <b>RM</b>	<i>Lot Size</i> <b>86,838</b>	<i>Floor Area Ratio</i> <b>1.5</b>	<i>Allowed Square Feet</i> <b>130,257</b>
<i>School Site</i> <b>Inadequate (49)</b>	<i>Building Assessment</i> <b>Borderline (61)</b>	<i>Instructional &amp; Support Spaces</i> <b>Satisfactory (71)</b>	<i>Utilization</i> <b>Inadequate (78)</b>

## Background

Lyles-Crouch is a traditional academy educating children from kindergarten through fifth grade. The school is located at 530 South Saint Asaph Street in a residential neighborhood.



In 2014, Lyles-Crouch’s enrollment was 396 students with a measured capacity of 375. By 2020, enrollment is expected to

decrease nine percent to 360 students. Therefore, based on the school’s existing capacity it will be able to accommodate the future enrollment size, as currently projected.

The academic curriculum at Lyles-Crouch includes reading, language arts, mathematics, social studies, and science.

### The school also offers:

- Art instruction with a certified art teacher once a week
- Vocal music instruction with a certified music teacher once a week
- Instrument music lessons beginning in fourth grade
- Fourth and Fifth graders can join band or orchestra
- Two physical education classes a week with a certified P.E. teacher
- Family life instruction at age-appropriate levels
- English as a second language classes
- Special education programs
- TAG pull out program
- Talented and Gifted program for grades K-5.

DASHBOARD	
<i>Current Enrollment (2014-2015)</i>	<b>396</b>
<i>School Capacity</i>	<b>375</b>
<i>Projected Enrollment (2020)</i>	<b>360</b>
<i>Projected Primary Instructional Classroom Surplus/Deficit</i>	<b>2020 +4</b>
<i>Projected Total Additional Square Feet</i>	<b>2020 -3,018</b>
<i>Electric Usage in kilowatt-hour (7/1/2013 – 6/30/2014)</i>	<b>475,840</b>
<i>Number of Maintenance Calls (7/1/2013 – 6/30/2014)</i>	<b>199</b>

## Key Findings

### Summary

Based on the data collected through this assessment, Lyles-Crouch meets 65 percent of the educational adequacy requirements. A score of 65 earns this school a borderline rating. The borderline rating is a result of the school site, building assessment and utilization section; all earning no higher than a borderline rating.

While there is an adequate number of core classrooms to accommodate future enrollment, the existing rooms are not large enough. An interior reconfiguration would expand the classrooms to meet the square footage requirements of the ed specs.

### High Priority Items

- Very inadequate utilization of the core classrooms which directly relates to the core classroom size because they are all under-sized.

## School Site

Site Data	
<i>Environmental Considerations</i>	<i>No steep slopes</i>
<i>Number of Playgrounds</i>	<i>1</i>
<i>Recreation Features</i>	<i>Picnic and bench areas. Asphalt play areas, open field &amp; baseball field. Garden beds.</i>
<i>Resource Protection Areas</i>	<i>No RPAs or natural areas.</i>
<i>Number of Parking Spaces</i>	<i>43</i>
<i>Storm Water Management</i>	<i>Sand filter.</i>

Lyles-Crouch earns an inadequate rating on the school site assessment. The school’s site circulation lacks proper separation of the kiss-and-ride and school bus lane. There is no stacking area for the student kiss-and-ride. The on-site parking is not adequate to accommodate the needs of the school, although there is street parking on the adjacent streets that accommodate school visitors and staff..

The school’s play areas earn an inadequate score because the play field size is inadequate and the outdoor play equipment does not appear adequate based on the educational specifications. Additionally, the site design does not incorporate outdoor learning spaces.

### Instructional and Support Spaces

The instructional and support spaces at this school earn a satisfactory rating because they meet most of the educational requirements. The highest priority item at Lyles-Crouch is the measured size of the core classrooms.

Collectively, none of the core classrooms meet the educational adequacy size requirements. The average size for a kindergarten class is 750 square feet instead of the desired 1,025. The average size of grades one through five is 727 square feet instead of the desired 900 square feet.

The second priority item, in this section, is the measured size of the specialty classrooms and shared spaces. Both these sections earn an inadequate rating and they have a score of seven for priority.

Additional issues with the specialty and shared spaces are the lack of temperature controllability, the lack of storage, and the lack of fixed equipment. Only half of these spaces possess an interactive electronic device as needed. In addition, 70 percent of spaces are missing a secondary teaching wall. Lastly, the educational standards require an internal or adjoining bathroom for all core classrooms, these are only present in 10 percent of the core academic classrooms.

### Building Assessment

The building assessment of Lyles-Crouch reveals a borderline rating. The areas of concern are building organization and technology infrastructure, which both earn an inadequate rating. The building organization is unacceptable because there are no distinct academic clusters, the shared programmatic spaces are not appropriately located and clustered, and the building lacks extended learning areas. All three of these features are required for an elementary school per the educational adequacy requirements.

The technology infrastructure is unacceptable because the school lacks the adequate wireless access for students and lacks a sensible amount of electrical receptacles in corridors and classrooms. In addition, the clock and PA system are not integrated, nor are the clocks digital as required.

## Recommendations

The school has the adequate number of core classrooms but they are not the adequate size. In the future, if the enrollment is projected to increase, consider an addition connected to the second floor so there is no net loss of parking.

### GROUP 1 – REQUIRED PLANNING

- **Site** assessment to determine whether the drop-off location for the school can be relocated/reconfigures (based on property boundaries. Setbacks, etc.). It will also help inform opportunities for additional parking

### GROUP 2 – FIRST PRIORITY

- **Reconfigure** existing instructional classroom spaces to meet the recommended size requirements outlined in the educational specifics.

### GROUP 3 – SECOND PRIORITY

- **Equip** all core classrooms, corridors and support spaces with additional electrical receptacles as required and all classrooms with two teaching walls
- **Additional** storage for teachers and students should be integrated into the reconfigured classrooms as well as an upgrade to furniture, fixtures and equipment.
- **Upgrade** the building technology equipment and infrastructure to meet the educational adequacy standards.
- **Assess** upgrade possibilities for the playing fields and play equipment.
- **Assess** the possibility of equipping all classrooms and support spaces with individual climate control.

### GROUP 4 – LONG-RANGE RECOMMENDATIONS

- **Address** future capacity needs through the construction of an addition to provide additional classrooms, if enrollment is projected to increase.

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**Exhibit A**

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# Lyles - Crouch

## Program Isometric

- Academic Classrooms (Core + Speciality)
- Administration
- Shared Spaces
- Playing Fields
- Support

