



EXHIBIT B

Criteria Related to Guiding Principles

Revised, changes are underlined.

Phase I Criteria – Used to Identify Schools to Consider for Consolidation

Provide safe and efficient learning environments

Is the Facility Condition Index below 2.5?

Are 20% of the classrooms below 850 square feet? (Note: Changed from 650.)

Is the average age of the building greater than 50 years old?

Enhance academic learning opportunities

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Provide an equitable distribution of resources

If an elementary school, does it have less than two classes per grade level and/or more than one combination class?

Be a good steward of community resources

Does it cost more to operate the school than the revenues received?

Is the utility cost per square foot in the upper quartile?

Is the utilization of the school less than 80%?

Provide academic choice throughout TUSD

[This is included as a phase II consideration, see below.]

Establish attractive, competitive and accessible school locations

Is the attraction to flight ratio below the TUSD average?

Incorporate long-range enrollment projections

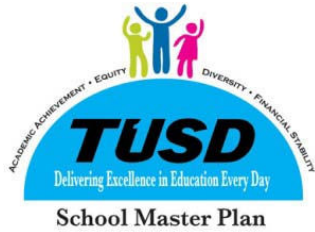
Is the enrollment in the area decreasing and projected to decrease?

Increase racial, ethnic and socio-economic diversity

[This is included as a phase II consideration, see below.]

Minimize travel times

Are potential receiving schools (with capacity) within 30 minutes transportation time?



Criteria Related to Guiding Principles (continued)

Revised, changes are underlined.

Phase II Criteria – Used to Develop the Consolidation Solutions

Provide safe and efficient learning environments

Identify, and determine the costs for improvements that will need to be made to receive the new student populations.

Enhance academic learning opportunities

Reduce transitions especially fifth to sixth grade.

Identify the ways consolidation enhances academic achievement; consider the academic performance of the schools.

Provide an equitable distribution of resources

Consolidate schools to provide a higher level of support services (counselors, librarians, ELL, Exceptional Education, office staff, health asst., etc.) relative to the existing situation.

If a middle or high school, provide a higher level of enriching elective choices.

Be a good steward of community resources

Consider community participation and use of the existing facility to determine the adequacy of other sites to serve these purposes.

Determine positive options for disposition.

To minimize disruptions to a single area, seek consolidation options that will not impact communities affected by recent closures.

Consider the size of the site to maintain schools with the potential to add capacity in the future.

Favor consolidation options that place whole programs and schools at a single campus.

Provide academic choice throughout TUSD

Can any unique, effective service or program in the school be provided in potential receiving schools?

To the extent feasible, provide opportunities for specific programs and grade configurations in each region of the district.

Replicate attractive, successful, excelling programs in other areas of the District.

Establish attractive, competitive and accessible school locations

Consider the potential losses of TUSD students to competitors based on the location and attractiveness of other options for students.

Increase racial, ethnic and socio-economic diversity

Consolidate the school to improve integration.

Minimize travel times

Choose receiving schools to minimize transportation times and maximize the number of students walking.