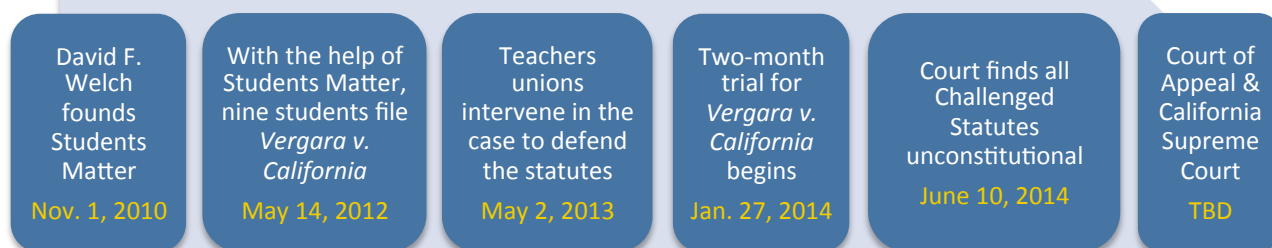


OVERVIEW

Students Matter

Students Matter is a national nonprofit organization dedicated to sponsoring impact litigation to promote access to quality public education.

Students Matter's first case is *Vergara v. California*, a statewide education equality lawsuit filed by nine public school students from districts around the state. The Court's historic decision in *Vergara v. California* struck down as unconstitutional five state laws handcuffing schools from doing what's best for kids when it comes to teachers, reaffirming the fundamental right of every student to learn from effective teachers and have an equal opportunity to succeed in school.



Why California? Students Matter chose to sponsor its first case against the state of California because California public schools have fallen inexcusably far behind the rest of the nation, both in academic achievement and in progress toward embracing proven ways of raising student success.

Why focus on teachers? Students Matter believes in the power of passionate, effective teachers. Research shows that quality teachers make the difference—not only in students' academic performance but also in lifetime achievement. Quality teachers are the foundation of a quality education. Yet, five state laws in California restrict access to quality teachers, particularly from our most vulnerable students who need quality teachers the most.

Why litigation? When specific laws violate the fundamental, Constitutional rights of our children, the judicial system is the only way forward. The courts offer a unique opportunity to put politics and rhetoric aside, focus on the facts, and do what is truly best for students.

COMMUNICATIONS

Sharing the story: The national Students Matter communications and advocacy campaign leverages the lawsuit as a platform to reframe the debate around education reform to focus on protecting great teachers and—most importantly—giving all students an effective education.

The Court's historic ruling in *Vergara v. California* received the endorsements of the editorial boards of major newspapers across the country, including *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *USA Today*, *Chicago Tribune*, *Los Angeles Times*, *The Sacramento Bee*, *San Francisco Chronicle*, *San Jose Mercury News*, *Los Angeles Daily News*, *San Diego Union-Tribune*, *Albuquerque Journal*, and *Minneapolis Star-Tribune*.

With the help of Students Matter, nine public school students filed *Vergara v. California* against the State of California in May 2012. In May 2013, the state's two largest teachers unions, the California Teachers Association and the California Federation of Teachers, intervened in the case to defend the statutes alongside the State. Plaintiffs overcame five attempts by the State and the Teachers Unions to avoid a ruling on the merits of the case.

After 33 days of trial, the California Superior Court for Los Angeles County struck down as unconstitutional all five laws challenged by the case, which, separately and together, push some of our best teachers out of the classroom and entrench grossly ineffective teachers in our schools, creating an arbitrary, unjustifiable and unconstitutional inequality among students:

- **Permanent Employment Statute**, which the Court found to “unfairly, unnecessarily, and for no legally cognizable reason (let along a **compelling** one)” disadvantage “**both** students and teachers”;
- **Dismissal Statutes**, which the Court described as “*uber* due process” that creates a needlessly “tortuous process” for teacher dismissals; and
- “**Last-in, First Out**” **Layoff Statute**, the logic of which the Court called “unfathomable and therefore constitutionally unsupportable.”

By removing these outdated and unworkable laws, *Vergara v. California* has created an opportunity for all integral education stakeholders to come together to create a modern, fair and empowering teacher career system that makes the needs of students a priority.

TEAM

Founder: David F. Welch, Ph.D., founded Students Matter in 2011 with the goal of creating positive structural change in the California K-12 public education system. Dr. Welch's passion for public education arises from his roles both as a parent of three children and as an employer in two highly successful start-ups in Silicon Valley. Dr. Welch also sits on the national board of the Natural Resources Defense Council.

Legal: Theodore B. Olson, Theodore J. Boutrous, and Marcellus A. McRae, partners at Gibson, Dunn & Crutcher, head the legal team for Students Matter. A former U.S. Solicitor General, Mr. Olson has twice received the U.S. Department of Justice's highest award for public service and leadership. Mr. Boutrous has been named one of the 100 best lawyers in California for eight consecutive years. Mr. Olson and Mr. Boutrous successfully argued the federal challenge to California's ban on same-sex marriage, Proposition 8, and restored marriage equality to the state. Prior to joining Gibson, Dunn & Crutcher, Mr. McRae served as an Assistant U.S. Attorney in Los Angeles. Mr. McRae has a 100 percent success rate at trial.

Communications: The issue advocacy firm RALLY, formerly Griffin|Schein, manages all strategy and communications for Students Matter. RALLY works at the intersection of strategic communications and public policy, collaborating with inspiring partners to create powerful movements that galvanize the public and leave a positive legacy of change. RALLY specializes in work around impact litigation—including developing and executing the communications strategy supporting the marriage equality lawsuit that struck down California's Proposition 8.

Historic Victory for Students in *Vergara v. California*

Court Strikes Down Five Provisions Of The California Education Code As Unconstitutional

Trial Court: “The Evidence is Compelling. Indeed, it Shocks the Conscience.”

On June 10, 2014, the California Superior Court for the County of Los Angeles issued an historic decision in *Vergara v. California*, striking down five harmful provisions of the California Education Code as unconstitutional. According to the Court, the laws in question—laws that govern teacher tenure, dismissal, and layoffs—impose substantial harm on California’s students by forcing administrators to push passionate, inspiring teachers out of the school system and keep grossly ineffective teachers in front of students year after year.

In the [16-page ruling](#), the Honorable Judge Rolf M. Treu found:

“...Plaintiffs have met their burden of proof on all issues presented.” (p. 4:8-9)

“All sides to this litigation agree that competent teachers are a critical, if not the most important, component of success of a child’s in-school education experience. All sides also agree that grossly ineffective teachers substantially undermine the ability of that child to succeed in school.” (p. 7:22-26)

“Evidence has been elicited in this trial of the specific effect of grossly ineffective teachers on students. The evidence is compelling. Indeed, it shocks the conscience.” (p. 8:1-3)

“There is also no dispute that there are a significant number of grossly ineffective teachers currently active in California classrooms.” (p. 8:10-11)

“Substantial evidence presented makes it clear to this Court that the Challenged Statutes disproportionately affect poor and/or minority students.” (p. 15:3-4)

“All Challenged Statues are found unconstitutional...” (p. 15:20)

Permanent Employment Statute:

“This court finds that **both** students and teachers are unfairly, unnecessarily, and for no legally cognizable reason (let alone a **compelling** one), disadvantaged by the current Permanent Employment Statute.” (p. 10:15-17)

Dismissal Statutes:

“...the Dismissal Statutes present the issue of *uber* due process.” (p. 12:2-3)

“This Court heard no evidence that a classified employee’s dismissal process (i.e., a *Skelly* hearing) violated due process. Why, then, the need for the current torturous process required by the Dismissal Statutes for teacher dismissals, which has been decried by both plaintiff and defense witnesses?” (p. 12:23-27)

“This Court is confident that the independent judiciary of this state is no less dedicated to the protection of reasonable due process rights of teachers than it is of protecting the rights of children...” (p. 13:4-6)

LIFO:

“The logic of [State Defendants’/Intervenors’] position is unfathomable and therefore constitutionally unsupportable.” (p. 14:12-13)

Context:

“While these cases [(*Brown*, *Serrano I*, *Serrano II*, and *Butt*)] addressed the issue of a lack of **equality** of education..., here this Court is directly faced with issues that compel it to apply these constitutional principles to the **quality** of the educational experience.” (p. 3:5-9)

“That this Court’s decision will and should result in political discourse is beyond question but such consequence cannot and does not detract from its obligation to consider only the evidence and law in making its decision.” (p. 5:19-22)

The Court ordered a stay on the decision, pending appeal.

New poll indicates California voters agree with Court’s historic decision in *Vergara v. California*

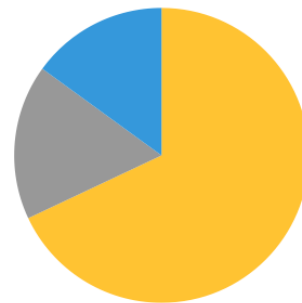
New poll results from Policy Analysis for California Education (PACE) and the USC Rossier School of Education indicate that a strong majority of California voters agree with Judge Treu's historic decision in *Vergara v. California*, striking down the state's tenure, dismissal and "last in, first out" layoff laws.

According to [Julie Marsh](#), associate professor at the USC Rossier School, “The majority of California voters polled have expressed views that are consistent with Judge Treu’s recent decision in *Vergara*. These views may give pause to those appealing the decision.”

Highlights from the PACE/USC Rossier poll:

- Two-thirds of voters (68%) agree that the state should do away with “Last in, First Out,” a policy that requires the newest K-12 teachers be laid off first, regardless of merit. Just 17 percent said California should continue to conduct teacher layoffs in order of seniority.
- Six in 10 California voters said teachers should not continue to receive tenure, as it makes firing bad teachers difficult.
- When asked about California’s teachers unions, 49 percent of voters said they have a “somewhat or very negative” impact on the quality of K-12 education, with 31 percent saying unions have a “somewhat or very positive” impact.
- The PACE/USC Rossier Poll showed that 42 percent of voters had heard or read about the *Vergara* decision. Among those with knowledge of the *Vergara* decision, 62 percent said they agreed with the judge that teacher tenure rules violate the state constitution. Twenty-three percent disagreed and 15 percent said they didn’t know.

The state should do away with "Last In, First Out."

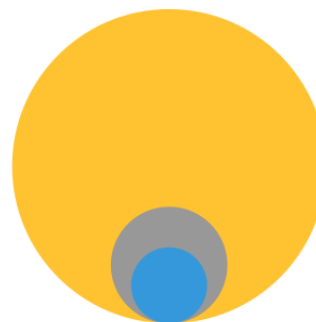


Agree (68%) Disagree (17%) Other (15%)

Teachers should not continue to receive tenure.



Teacher tenure rules violate the state constitution.

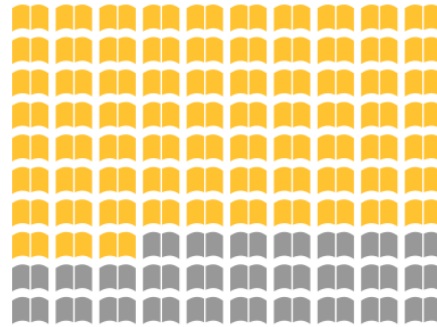


Agree (62%) Disagree (23%) Other (15%)

Students **Matter**

- When asked specifically about the timeline to tenure—which can be awarded after as little as 18 months in the classroom—38 percent said two years is too soon to award tenure, and 35 percent said public school teachers should not receive tenure at all, the poll showed. Seventeen percent of voters said two years was the “right amount of time” to earn tenure, and 4 percent said two years was too long, according to the poll.

Either two years is too soon to award tenure or teachers should not receive tenure at all.



Agree (73%) Disagree/Other (27%)

[Read more on the PACE website.](#)

Date Plaintiffs filed *Vergara v. California*: **May 14, 2012**

Duration of trial: **January 27, 2014 to March 27, 2014**

Days in court during trial: **33**

Plaintiffs: **9 public school students, representing 5 California school districts** (Beatriz Vergara, Elizabeth Vergara, Kate Elliott, Brandon DeBose, Jr., Julia Macias, Raylene Monterroza, Herschel Liss, Clara Grace Campbell, Daniella Martinez)

Challenged Statutes: **5**

- **Permanent Employment Statute:** The permanent employment statute forces administrators to either grant or deny permanent employment to teachers after an evaluation period of less than 16 months—before new teachers complete their beginner teacher induction program and before administrators are able to assess whether a teacher will be effective long-term.
- **Dismissal Statutes:** The process for dismissing a single teacher for poor performance involves a borderline infinite number of steps, requires years of documentation, costs hundreds of thousands of dollars and still, rarely ever works.
- **“Last-In, First-Out” (“LIFO”) Layoff Statute:** The “LIFO” statute forces school districts to base layoffs on seniority alone, prohibiting consideration of teachers’ performance in the classroom.

Attempts by Defendants to prevent a decision on the merits of the case: **5**

- **August 20, 2012:** State Defendants file demurrers, motions asking the Court to dismiss the case.
- **November 2012:** State Defendants appeal Court’s decision overruling demurrers.
- **September 27, 2013:** State Defendants and Teachers Unions file motions for summary judgment, asking the Court to rule on the case without a trial.
- **December 23, 2013:** State Defendants and Teachers Unions appeal Court’s decision denying summary judgment.
- **February 2014:** State Defendants and Teachers Unions file motions for judgment, asking the Court to rule on the case before the State Defendants and teachers unions present their defense of the Challenged Statutes.

Witnesses and deponents for Plaintiffs: **30**

School districts represented by Plaintiffs’ witnesses and deponents: **28 districts, comprising 22+ percent of students statewide**

Plaintiffs’ witnesses (in order of appearance at trial):

- **Dr. John Deasy:** Superintendent of Los Angeles Unified School District
- **Dr. Raj Chetty:** Professor of economics at Harvard University
- **Larissa Adam:** Principal in the Oakland Unified School District
- **Troy Christmas:** Director of labor relations for the Oakland Unified School District
- **Jonathan Raymond:** Former superintendent of Sacramento City Unified School District
- **Bhavini Bhakta:** Instructional coach and former teacher in the Arcadia Unified School District
- **William Kappenhagen:** Principal in San Francisco Unified School District
- **Mark Douglas:** Assistant superintendent of personnel services for Fullerton School District
- **Dr. Thomas Kane:** Professor of education and economics at the Harvard Graduate School of Education at Harvard University

- **Kareem Weaver:** Former principal in Oakland Unified School District and executive director of Bay Area New Leaders
- **Jonathan Moss:** Former teacher in Compton Unified School District
- **Maggie Pulley:** Teacher in Los Angeles Unified School District
- **Jose Macias:** Father of plaintiff Julia Macias, a middle school student in Los Angeles Unified School District
- **Brandon DeBose, Jr.:** Plaintiff and high school student in Oakland Unified School District
- **Beatriz Vergara:** Plaintiff and high school student in Los Angeles Unified School District
- **Elizabeth Vergara:** Plaintiff and high school student in Los Angeles Unified School District
- **Raylene Monterroza:** Plaintiff and high school student in Pasadena Unified School District
- **Nicholas Melvoin:** Former teacher in Los Angeles Unified School District
- **Dr. Daniel Goldhaber:** Director of the Center for Education Data & Research and a professor at the University of Washington, Bothell
- **Dr. Arun Ramanathan:** Former executive director of The Education Trust-West
- **Sandi Jacobs:** Vice president and managing director for state policy at the National Council on Teacher Quality
- **Frank Fekete:** Education law attorney in California
- **Dr. Anthony Smith:** Former superintendent of Oakland Unified School District
- **Dr. Eric Hanushek:** Professor of education and economics at Stanford University and a senior fellow at Stanford University's Hoover Institution

Long-term impacts of ineffective teachers:

- According to the testimony of Dr. Thomas Kane, a student assigned to a grossly ineffective math teacher in Los Angeles loses **11.73 months** of learning per year compared to a student assigned to a teacher of average effectiveness.
- According to the testimony of Dr. Thomas Kane, a student assigned to a grossly ineffective English Language Arts teacher in Los Angeles loses **9.54 months** of learning per year compared to a student assigned to a teacher of average effectiveness.
- According to the testimony of Dr. Raj Chetty, a student assigned to a grossly ineffective teacher loses **\$50,000** in potential lifetime earnings compared to a student assigned to a teacher of average effectiveness. A classroom of 28 children loses **\$1.4 million** in lifetime earnings.
- If only **3 percent** of California's **275,000 teachers** are grossly ineffective and each teaches only **25 students** per year, students lose **\$11.6 billion** in lifetime earnings each year.

Unequal access to effective teachers:

- According to the testimony of Dr. Thomas Kane, in Los Angeles Unified, African American students are **43 percent** more likely than white students to be taught by a teacher in the bottom 5 percent of effectiveness. Latino students are **68 percent** more likely to have a teacher in the bottom 5 percent of effectiveness.

Permanent Employment Statute:

- Under the current permanent employment statute, administrators have **less than 16 months** to assess the performance of new teachers before granting permanent employment.
- Number of states in the U.S. that require 3 or more years of experience before teachers can earn tenure: **41**
- Number of states in the U.S. that do not have tenure: **3** (Florida, North Carolina, Rhode Island)

Dismissal Statutes:

- According to the testimony of Superintendent Dr. John Deasy, the Los Angeles Unified School District spends in excess of **\$250,000 to \$450,000** per performance-based dismissal.
- According to the testimony of Troy Christmas, the Oakland Unified School District spends approximately **\$50,000 to \$400,000** per dismissal action.
- According to the testimony of Los Angeles Unified School District's Chief Labor Negotiator Vivian Ekchian, the dismissal of a classified employee through the *Skelly* due process costs only **\$3,400**.
- Out of 275,000 teachers statewide, **2.2 teachers** are dismissed for unsatisfactory performance per year on average, which amounts to **0.0008 percent**.

"Last-in, First-Out" ("LIFO") Layoff Statute:

- According to the testimony of Dr. Raj Chetty, per teacher laid off, students would gain **\$2.1 million** in lifetime earnings if California used effectiveness-based layoffs instead of seniority-based layoffs.
- Number of states in the U.S. that prohibit seniority from being the primary criterion considered in layoff decisions: **20** (Arizona, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Maine, Massachusetts, Michigan, Missouri, Nevada, New Hampshire, Ohio, Oklahoma, Rhode Island, Tennessee, Texas, Virginia, Washington)

Major employment protections for all employees in California:

- **U.S. Fair Employment Act**, created in 1941: First executive order to prohibit racial discrimination at work and promote equal opportunity
- **U.S. Civil Rights Act**, created in 1964: Outlaws major forms of discrimination against racial, ethnic, national and religious minorities, and women
- **California Equal Employment Opportunity Commission**, created in 1965: Enforces laws against workplace discrimination and investigates discrimination complaints
- **California Department of Fair Employment and Housing**, created in 1980: Protects employees against harassment and employment discrimination on the basis of age, ancestry, color, creed, denial of family and medical care leave, disability, marital status, medical condition, national origin, race, religion, sex, and orientation

FILED
Superior Court of California
County of Los Angeles

JUN 10 2014
Sherri A. Carter, Executive Officer/Clerk
By *K. Mason* Deputy

SUPERIOR COURT OF THE STATE OF CALIFORNIA
COUNTY OF LOS ANGELES

1
2
3
4
5 BEATRIZ VERGARA, a minor, by Alicia) Case No.: BC484642
Martinez, as her guardian ad litem, et)
6 al,)
Plaintiffs,) TENTATIVE DECISION
7)
vs.)
8) Dept. 58
STATE OF CALIFORNIA, et al,)
9) Judge Rolf M. Treu
Defendants)
10)
CALIFORNIA TEACHERS ASSOCIATION, et)
11 al,)
Intervenors)
12

13 In accordance with California Rules of Court 3.1590, this Court now
14 announces its Tentative Decision.
15

16 The parties may rest assured that this Court carefully considered each
17 and every point of contention proffered and the evidence supportive thereof.
18 The fact that not every party's argument is discussed in detail below should
19 not be taken to mean such argument was not considered.
20

21 TENTATIVE DECISION
22

23 Sixty years ago, in Brown v. Board of Education (1954) 347 U.S. 483,
24 the United States Supreme Court held that public education facilities
25 separated by race were inherently unequal, and that students subjected to
26 such conditions were denied the equal protection of the laws under the 14th
27 Amendment to the United States Constitution. In coming to its conclusion,
28 the Court significantly noted:

1 Today, education is perhaps the most important function of state
2 and local governments. Compulsory school attendance laws and the
3 great expenditures for education both demonstrate our recognition
4 of the importance of education to our democratic society. It is
5 required in the performance of our most basic public
6 responsibilities, even service in the armed forces. It is the
7 very foundation of good citizenship. Today it is a principal
8 instrument in awakening the child to cultural values, in
9 preparing him for later professional training, and in helping him
10 to adjust normally to his environment. In these days, it is
11 doubtful that any child may reasonably be expected to succeed in
12 life if he is denied the opportunity of an education. Such an
13 opportunity, where the state has undertaken to provide it, is a
14 **right** which must be made available to all **on equal terms**.
15 Id. at 493 (Emphasis added).

9 In Serrano v. Priest (1971) 5 Cal.3d 584 (hereinafter Serrano I) and
10 Serrano v. Priest (1976) 18 Cal.3d 728 (hereinafter Serrano II), the
11 California Supreme Court held education to be a "fundamental interest" and
12 found the then-existing school financing system to be a violation of the
13 equal protection clause of the California Constitution, holding that:

14 Under the strict standard applied in such (suspect
15 classifications or fundamental interests) cases, the state bears
16 the burden of establishing not only that it has a *compelling*
17 interest which justifies the law but that the distinctions drawn
18 by the law are *necessary* to further its purpose.
19 Serrano II, at 761 (quoting Serrano I, at 597 (Original
20 emphasis)).

19 In Butt v. State of California (1992) 4 Cal.4th 668, the California
20 Supreme Court held that a school district's six-week-premature closing of
21 schools due to revenue shortfall deprived the affected students of their
22 fundamental right to basic equality in public education, noting:

23 It therefore appears well settled that the California
24 Constitution makes public education uniquely a fundamental
25 concern of the State and prohibits maintenance and operation of
26 the public school system in a way which denies **basic educational**
27 **equality** to the students of particular districts. The State
28 itself bears the ultimate authority **and** responsibility to ensure
29 that its district-based system of common schools provides **basic**
30 **equality of educational opportunity**.
31 Id. at 685 (Emphasis added).

1 What Brown, Serrano I and II, and Butt held was that unconstitutional
2 laws and policies would not be permitted to compromise a student's
3 fundamental right to equality of the educational experience. Proscribed
4 were: 1) Brown: racially based segregation of schools; 2) Serrano I and II:
5 funding disparity; and 3) Butt: school term length disparity. While these
6 cases addressed the issue of a lack of **equality** of education based on the
7 discrete facts raised therein, here this Court is directly faced with issues
8 that compel it to apply these constitutional principles to the **quality** of the
9 educational experience.

10
11 Plaintiffs are nine California public school students who, through
12 their respective *guardians ad litem*, challenge five statutes of the
13 California Education Code, claiming said statutes violate the equal
14 protection clause of the California Constitution. The allegedly offending
15 statutes are: 44929.21(b) ("Permanent Employment Statute"); 44934,
16 44938(b)(1) and (2) and 44944 (collectively "Dismissal Statutes"); and 44955
17 ("Last-In-First Out (LIFO)"). Collectively, these statutes will be referred
18 to as the "Challenged Statutes".

19
20 Plaintiffs claim that the Challenged Statutes result in grossly
21 ineffective teachers obtaining and retaining permanent employment, and that
22 these teachers are disproportionately situated in schools serving
23 predominately low-income and minority students. Plaintiffs' equal protection
24 claims assert that the Challenged Statutes violate their fundamental rights
25 to equality of education by adversely affecting the quality of the education
26 they are afforded by the state.

1 This Court is asked to directly assess how the Challenged Statutes
2 affect the educational experience. It must decide whether the Challenged
3 Statutes cause the potential and/or unreasonable exposure of grossly
4 ineffective teachers to all California students in general and to minority
5 and/or low income students in particular, in violation of the equal
6 protection clause of the California Constitution.

7
8 This Court finds that Plaintiffs have met their burden of proof on all
9 issues presented.

10
11 **PROCEDURAL HISTORY**

12
13 This action was filed on May 14, 2012; on August 15, 2012, the
14 currently operative First Amended Complaint for Declaratory and Injunctive
15 Relief was filed against defendants 1)State of California; 2) Edmund G.
16 Brown, Jr., in his official capacity as Governor of California; 3)Tom
17 Torkalson, in his official capacity as State Superintendent of Public
18 Instruction; 4)California Department of Education; 5)State Board of Education
19 (1-5 hereinafter are collectively referred to as "State Defendants"); 6) Los
20 Angeles Unified School District (LAUSD); 7)Oakland Unified School District
21 (OUSD); and 8)Alum Rock Union School District (ARUSD).

22
23 On November 9, 2012, this Court, through written opinion, overruled
24 demurrers filed by State Defendants and ARUSD. Thereupon, it indicated that
25 controlling questions of law involving substantial grounds for difference of
26 opinion existed and that appellate resolution may materially advance
27 conclusion of litigation, pursuant to California Code of Civil Procedure
28 166.1, thus inviting appellate review of its rulings on the demurrers. On

1 December 10, 2012, Defendants filed a petition for writ of mandate with the
2 Court of Appeal, which issued a stay of all proceedings in this Court on
3 December 18. On January 29, 2013, the Court of Appeal denied the relief
4 requested by Defendants, returning the matter to this Court for further
5 proceedings.

6
7 On May 2, 2013, this Court, recognizing the legitimate and immediate
8 interests in this litigation of the California Teachers Association and the
9 California Federation of Teachers (collectively "Intervenors"), granted their
10 respective motions to intervene, thereby allowing them to become fully vested
11 parties herein and allowing the presentation of the **legal positions** of the
12 widest-possible range of interested parties.

13
14 (This Court stresses **legal positions** intentionally. It is not
15 unmindful of the current intense political debate over issues of education.
16 However, its **duty and function** as dictated by the Constitution of the United
17 States, the Constitution of the State of California and the Common Law, is to
18 avoid considering the political aspects of the case and focus only on the
19 legal ones. That this Court's decision will and should result in political
20 discourse is beyond question but such consequence cannot and does not detract
21 from its obligation to consider only the evidence and law in making its
22 decision.

23
24 It is also not this Court's function to consider the wisdom of the
25 Challenged Statutes. As the Supreme Court of California stated in In re
26 Marriage Cases (2008) 43 Cal.4th 757 at 780:

27 It is also important to understand at the outset that our task in
28 this proceeding is not to decide whether we believe, as a *matter*
of policy, that the officially recognized relationship of a same-

1 sex couple should be designated a marriage rather than a domestic
2 partnership (or some other term), but instead only to determine
3 whether the difference in the official names of the relationships
4 violates the California Constitution.
5 (Original emphasis).

6 While judges of this country and state do not leave their personal
7 opinions at the courthouse door every morning, it is incumbent upon them not
8 to let such opinions color their view of the cases before them that day. The
9 Supreme Court goes on:

10 Whatever our views as individuals with regard to this question as
11 a matter of policy, we recognize as judges and as a court our
12 responsibility to limit our consideration of the question to a
13 determination of the constitutional validity of the current
14 legislative provisions.
15 In re Marriage Cases, at 780.)

16 Plaintiffs voluntarily dismissed with prejudice: 1)ARUSD on September
17 13, 2013; 2)LAUSD on September 18; and 3)OUSD on December 23.

18 On December 13, 2013, by written opinion, this Court denied State
19 Defendants'/Intervenors' motions for Summary Judgment/Summary Adjudication.
20 Moving parties sought reversal of this ruling from the Court of Appeal
21 through petition for writ of mandate/prohibition and request for stay of
22 proceedings. This relief was summarily denied by the Court of Appeal on
23 January 14, 2014, thus returning the matter to this Court for further
24 proceedings, including trial.

25 Trial commenced January 27, 2014. Motions for judgment pursuant to CCP
26 631.8 made by State Defendants/Intervenors after Plaintiffs rested were
27 denied March 4. The trial concluded with oral argument on March 27 and with
28 final written briefs filed on April 10, at which time the matter stood
submitted to this Court for decision.

1 ANALYSIS

2
3 Since the Challenged Statutes are alleged to violate the California
4 Constitution, the pertinent provisions thereof are set forth:

5 Article 1, sec. 7(a): "A person may not be deprived of life,
6 liberty, or property without due process of law or denied equal
7 protection of the laws"

8 Article 9, sec. 1: "A general diffusion of knowledge and
9 intelligence being essential to the preservation of the rights
10 and liberties of the people, the Legislature shall encourage by
11 all suitable means the promotion of intellectual, scientific ...
12 improvement."

13 Article 9, sec. 5: "The Legislature shall provide for a system of
14 common schools by which a free school shall be kept up and
15 supported in each district"

16 In Serrano I and II and Butt, supra, an overarching theme is
17 paradigmized: the Constitution of California is the ultimate guarantor of a
18 meaningful, basically equal educational opportunity being afforded to the
19 students of this state.

20 State Defendants' exhibit 1005, "California Standards for the Teaching
21 Profession" (CSTP) (2009) in its opening sentence declares: "A growing body of
22 research confirms that the **quality of teaching** is what matters most for the
23 students' development and learning in schools." (Emphasis added).

24 All sides to this litigation agree that competent teachers are a
25 critical, if not the most important, component of **success** of a child's in-
26 school educational experience. All sides also agree that grossly ineffective
27 teachers substantially **undermine** the ability of that child to succeed in
28 school.

1 Evidence has been elicited in this trial of the specific effect of
2 grossly ineffective teachers on students. The evidence is compelling.
3 Indeed, it shocks the conscience. Based on a massive study, Dr. Chetty
4 testified that a single year in a classroom with a grossly ineffective
5 teacher costs students \$1.4 million in lifetime earnings per classroom.
6 Based on a 4 year study, Dr. Kane testified that students in LAUSD who are
7 taught by a teacher in the bottom 5% of competence lose 9.54 months of
8 learning in a single year compared to students with average teachers.

9
10 There is also no dispute that there are a significant number of grossly
11 ineffective teachers currently active in California classrooms. Dr.
12 Berliner, an expert called by State Defendants, testified that 1-3% of
13 teachers in California are grossly ineffective. Given that the evidence
14 showed roughly 275,000 active teachers in this state, the extrapolated number
15 of grossly ineffective teachers ranges from 2,750 to 8,250. Considering the
16 effect of grossly ineffective teachers on students, as indicated above, it
17 therefore cannot be gainsaid that the number of grossly ineffective teachers
18 has a direct, real, appreciable, and negative impact on a significant number
19 of California students, now and well into the future for as long as said
20 teachers hold their positions.

21
22 Within the framework of the issues presented, this Court must now
23 determine what test is to be applied in its analysis. It finds that based on
24 the criteria set in Serrano I and II and Butt, and on the evidence presented
25 at trial, Plaintiffs have proven, by a preponderance of the evidence, that
26 the Challenged Statutes impose a real and appreciable impact on students'
27 fundamental right to equality of education **and** that they impose a
28 disproportionate burden on poor and minority students. Therefore the

1 Challenged Statutes will be examined with "strict scrutiny", and State
2 Defendants/Intervenors must "bear[] the burden of establishing not only that
3 [the State] has a *compelling* interest which justifies [the Challenged
4 Statutes] but that the distinctions drawn by the law[s] are *necessary* to
5 further [their] purpose." Serrano I, 5 Cal.3d at 597 (Original emphasis).

6
7 PERMANENT EMPLOYMENT STATUTE

8
9 The California "two year" statute is a misnomer to begin with. The
10 evidence established that the decision not to reelect must be formally
11 communicated to the teacher on or before March 15 of the second year of the
12 teacher's employment. This deadline already eliminates 2-3 months of the
13 "two year" period. In order to meet the March 15 deadline, reelection
14 recommendations must be placed before the appropriate deciding authority well
15 in advance of March 15, so that in effect, the decision whether or not to
16 reelect must be made even earlier. Bizarrely, the beneficial effects of the
17 induction program for new teachers, which lasts an entire two school years
18 and runs concurrently with the Permanent Employment Statute, cannot be
19 evaluated before the time the reelection decision has to be made. Thus, a
20 teacher reelected in March may not be recommended for credentialing after the
21 close of the induction program in May, leaving the applicable district with a
22 non-credentialed teacher with tenure. State Defendants' PMQ Linda Nichols
23 testified that this would leave the district with a "real problem because now
24 you are not a credentialed teacher; and therefore, you cannot teach." She
25 further opined that State Superintendent of Education Tom Torlakson "clearly
26 believes, you know it would theoretically be great" to have the tenure
27 decision made after induction was over.

1 There was extensive evidence presented, including some from the
2 defense, that, given this statutorily-mandated time frame, the Permanent
3 Employment Statute does not provide nearly enough time for an informed
4 decision to be made regarding the decision of tenure (critical for both
5 students and teachers). As a result, teachers are being reelected who would
6 not have been had more time been provided for the process. Conversely,
7 startling evidence was presented that in some districts, including LAUSD, the
8 time constraint results in **non**-reelection based on "any doubt," thus
9 depriving 1)teachers of an adequate opportunity to establish their
10 competence, and 2)students of potentially competent teachers. Brigitte
11 Marshall, OUSD's Associate Superintendent for Human Resources, testified that
12 these are "high stakes" decisions that must be "well grounded and well
13 founded."

14
15 This Court finds that **both** students and teachers are unfairly,
16 unnecessarily, and for no legally cognizable reason (let alone a **compelling**
17 one), disadvantaged by the current Permanent Employment Statute. Indeed,
18 State Defendants' experts Rothstein and Berliner each agreed that 3-5 years
19 would be a better time frame to make the tenure decision for the mutual
20 benefit of students and teachers.

21
22 Evidence was admitted that nation-wide, 32 states have a three year
23 period, and nine states have four or five. California is one of only five
24 outlier states with a period of two years or less. Four states have no
25 tenure system at all.

26
27 This Court finds that the burden required to be carried under the
28 strict scrutiny test has not been met by State Defendants/Intervenors, and

1 thus finds the Permanent Employment statute unconstitutional under the equal
2 protection clause of the Constitution of California. This Court enjoins its
3 enforcement.

4
5 DISMISSAL STATUTES

6
7 Plaintiffs allege that it is too time consuming and too expensive to go
8 through the dismissal process as required by the Dismissal Statutes to rid
9 school districts of grossly ineffective teachers. The evidence presented was
10 that such time and cost constraints cause districts in many cases to be very
11 reluctant to even commence dismissal procedures.

12
13 The evidence this Court heard was that it could take anywhere from two
14 to almost ten years and cost \$50,000 to \$450,000 or more to bring these cases
15 to conclusion under the Dismissal Statutes, and that given these facts,
16 grossly ineffective teachers are being left in the classroom because school
17 officials do not wish to go through the time and expense to investigate and
18 prosecute these cases. Indeed, defense witness Dr. Johnson testified that
19 dismissals are "extremely rare" in California because administrators believe
20 it to be "impossible" to dismiss a tenured teacher under the current system.
21 Substantial evidence has been submitted to support this conclusion.

22
23 This state of affairs is particularly noteworthy in view of the
24 admitted number of grossly ineffective teachers currently in the system
25 across the state (2750-8250), and of the evidence that LAUSD alone had 350
26 grossly ineffective teachers it wished to dismiss at the time of trial
27 regarding whom the dismissal process had not yet been initiated.

1 State Defendants/Intervenors raise the entirely legitimate issue of due
2 process. However, given the evidence above stated, the Dismissal Statutes
3 present the issue of *über* due process. Evidence was presented that
4 classified employees, fully endowed with due process rights guaranteed under
5 Skelly v. State Personnel Board (1975) 15 Cal.3d 194, had their discipline
6 cases resolved with much less time and expense than those of teachers.
7 Skelly holds that a position, such as that of a classified or certified
8 employee of a school district, is a property right, and when such employee is
9 threatened with disciplinary action, due process attaches. However, that due
10 process requires a balancing test under Skelly as discussed at pages 212-214
11 of the opinion. After this analysis, Skelly holds at page 215:

12 [D]ue process does mandate that the employee be accorded certain
13 procedural rights before the discipline becomes effective. As a
14 minimum, these preremoval safeguards must include notice of the
15 proposed action, the reasons therefore, a copy of the charges and
16 materials upon which the action is based, and the right to
17 respond, either orally or in writing, to the authority imposing
18 discipline.

19 Following the hearing of the administrative agency, of course, the
20 employee has the right of a further multi-stage appellate review process by
21 the independent courts of this state to assess whether the factual
22 determinations are supported by substantial evidence.

23 The question then arises: does a school district classified employee
24 have a lesser property interest in his/her continued employment than a
25 teacher, a certified employee? To ask the question is to answer it. This
26 Court heard no evidence that a classified employee's dismissal process (i.e.,
27 a Skelly hearing) violated due process. Why, then, the need for the current
28 tortuous process required by the Dismissal Statutes for teacher dismissals,
which has been decried by both plaintiff and defense witnesses? This is

1 particularly pertinent in light of evidence before the Court that teachers
2 themselves do not want grossly ineffective colleagues in the classroom.

3
4 This Court is confident that the independent judiciary of this state is
5 no less dedicated to the protection of reasonable due process rights of
6 teachers than it is of protecting the rights of children to constitutionally
7 mandated equal educational opportunities.

8
9 State Defendants/Intervenors did not carry their burden that the
10 procedures dictated by the Dismissal Statutes survive strict scrutiny. There
11 is no question that teachers should be afforded reasonable due process when
12 their dismissals are sought. However, based on the evidence before this
13 Court, it finds the current system required by the Dismissal Statutes to be
14 so complex, time consuming and expensive as to make an effective, efficient
15 yet fair dismissal of a grossly ineffective teacher illusory.

16
17 This Court finds that the burden required to be carried under the
18 strict scrutiny test has not been met by State Defendants/Intervenors, and
19 thus finds the Dismissal Statutes unconstitutional under the equal protection
20 clause of the Constitution of California. This Court enjoins their
21 enforcement.

22
23 LIFO

24
25 This statute contains no exception or waiver based on teacher
26 effectiveness. The last-hired teacher is the statutorily-mandated first-fired
27 one when lay-offs occur. No matter how gifted the junior teacher, and no
28 matter how grossly ineffective the senior teacher, the junior gifted one, who

1 all parties agree is creating a positive atmosphere for his/her students, is
2 separated from them and a senior grossly ineffective one who all parties
3 agree is harming the students entrusted to her/him is left in place. The
4 result is classroom disruption on two fronts, a lose-lose situation.
5 Contrast this to the junior/efficient teacher remaining and a
6 senior/incompetent teacher being removed, a win-win situation, and the point
7 is clear.

8
9 Distilled to its basics, the State Defendants'/Intervenors' position
10 requires them to defend the proposition that the state has a compelling
11 interest in the *de facto* separation of students from competent teachers, and
12 a like interest in the *de facto* retention of incompetent ones. The logic of
13 this position is unfathomable and therefore constitutionally unsupportable.

14
15 The difficulty in sustaining Defendants'/Intervenors' position may
16 explain the fact that, as with the Permanent Employment Statute, California's
17 current statutory LIFO scheme is a distinct minority among other states that
18 have addressed this issue. 20 states provide that seniority **may** be
19 considered among other factors; 19 (including District of Columbia) leave the
20 layoff criteria to district discretion; two states provide that seniority
21 cannot be considered, and only 10 states, including California, provide that
22 seniority is the sole factor, or one that must be considered.

23
24 This Court finds that the burden required to be carried under the
25 strict scrutiny test has not been met by State Defendants/Intervenors, and
26 thus finds the LIFO statute unconstitutional under the equal protection
27 clause of the Constitution of California. This Court enjoins its
28 enforcement.

1 EFFECT ON LOW INCOME/ MINORITY STUDENTS

2
3 Substantial evidence presented makes it clear to this Court that the
4 Challenged Statutes disproportionately affect poor and/or minority students.
5 As set forth in Exhibit 289, "Evaluating Progress Toward Equitable
6 Distribution of Effective Educators," California Department of Education,
7 July 2007:

8 Unfortunately, the most vulnerable students, those attending
9 high-poverty, low-performing schools, are far more likely than
10 their wealthier peers to attend schools having a disproportionate
11 number of underqualified, inexperienced, out-of-field, and
12 ineffective teachers and administrators. Because minority
13 children disproportionately attend such schools, minority
14 students bear the brunt of staffing inequalities.

15 The evidence was also clear that the churning (aka "Dance of the
16 Lemons) of teachers caused by the lack of effective dismissal statutes and
17 LIFO affect high-poverty and minority students disproportionately. This in
18 turn, greatly affects the stability of the learning process to the detriment
19 of such students.

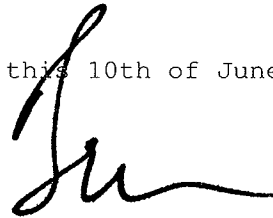
20 CONCLUSION

21 All Challenged Statutes are found unconstitutional for the reasons set
22 forth hereinabove. All injunctions issued are ordered stayed pending
23 appellate review.

24 In the event a Statement of Decision is requested pursuant to CRC
25 3.1590(d), Plaintiffs are ordered to prepare a Proposed Statement of Decision
26 and a Proposed Judgment pursuant to 3.1590(f).

1 Alexander Hamilton wrote in Federalist Paper 78: "For I agree there is
2 no liberty, if the power of judging be not separated from the legislative and
3 executive powers." Under California's separation of powers framework, it is
4 not the function of this Court to dictate or even to advise the legislature
5 as to how to replace the Challenged Statutes. All this Court may do is apply
6 constitutional principles of law to the Challenged Statutes as it has done
7 here, and trust the legislature to fulfill its mandated duty to enact
8 legislation on the issues herein discussed that passes constitutional muster,
9 thus providing each child in this state with a basically equal opportunity to
10 achieve a quality education.

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15 Dated this 10th of June, 2014



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19 Treu, J.
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