

Fundamental Right to Education:

- Education is “essential to the preservation of the rights and liberties of the people.” - **California Constitution, Article 9, Section 1**
- “A person may not be...denied equal protection of the laws.” - **California Constitution, Article 1, Section 7**
- California schoolchildren have a constitutional right to “substantially equal opportunities for learning.” - ***Serrano v. Priest* (Cal. 1976)**
- “The State itself has broad responsibility to ensure basic educational equality.” - ***Butt v. California* (Cal. 1992)**

Importance of Effective Teachers:

Students

- “[Having an extremely bad teacher] discouraged me from coming to class. It put me behind my peers...I want a fair chance to succeed...I was hurt because mentally I couldn't do anything about this teacher...As a teacher, you should always progress your students forward, not two steps back.” - **Brandon DeBose, Jr., Plaintiff and High School Student, Oakland Unified School District**

Experts

- “Being assigned to a highly effective teacher generates substantial long-term gains for students; and, conversely, being assigned to a highly ineffective teacher generates significant harm for students in the long-term.” - **Dr. Raj Chetty, Professor of Economics, Harvard University**

Superintendents

- “The mission of the district is to assure students learn. It’s the only reason I open my doors in the morning. Students come to us and we make the promise that they will graduate college and be workforce ready. In order to do that, the most important factor is a teacher—a highly effective teacher. And if the students are not given a right to be in front of a highly effective teacher every single day, that is not in the best interest of them. That’s what we are in the business for.” - **Dr. John Deasy, Superintendent, Los Angeles Unified School District**

Permanent Employment Statute:

Experts

- “It is my opinion that California law is worse for students than the laws we see in most other states.” - **Sandi Jacobs, Vice President and Managing Director of State Policy, National Council on Teacher Quality**

Superintendents

- “There is no way that [16 months in the classroom] is a sufficient amount of time to make, in my opinion, that incredibly important [tenure] judgment.” - **Dr. John Deasy**

Teachers

- “I was going into the profession because I thought it would be a good fit, meaningful, challenging. I wasn’t looking for a guaranteed job.” - **Maggie Pulley, Teacher, Los Angeles Unified School District**

Principals

- “[T]eaching is a challenging profession to learn, and most people in their first two years of teaching are still very much on a steep learning curve...And, honestly, at that point I still have doubts about all of my second-year teachers because they are still very much in the steep

Students **Matter**

learning part of the curve and it always feels like a big risk. I would much rather have more time to be able to decide if somebody is, indeed, going to turn out to be a highly effective teacher.”

- **Larissa Adam, Principal, Oakland Unified School District**

“Last-In, First-Out” (“LIFO”) Layoff Statute:

Experts

- “Because I take it as a given that layoffs are occurring, and so one has to devise a method by which to decide which teachers actually get laid off. And so, the right question is not how effective are the teachers that are laid off versus the workforce as a whole. The right question is how effective are the teachers laid off under one criterion versus a different criterion. And, to my mind, if your interest is in promoting student achievement, then laying off teachers based on a seniority criterion that doesn't consider quality doesn't make a lot of sense.” - **Dr. Daniel Goldhaber, Director, Center for Education Data and Research and Professor, University of Washington, Bothell**
- “[R]everse seniority layoffs exacerbate a terrible situation” because they “result[] in teachers being bumped...[O]ften your least effective teachers [are] placed in your highest poverty schools, while other teachers who wanted to be there, wanted to teach there, and were producing great gains there [are] removed from those schools.” - **Dr. Arun Ramanathan, Former Executive Director, The Education Trust-West**
- “It is my opinion that California law compares to other states in ways that are not as strong for students as what we see regarding teacher layoffs.” - **Sandi Jacobs**

Superintendents

- “...A system that treats its best teachers this way and a system that ultimately doesn't serve children and its families like they're supposed to, in my humble opinion, is broken.” - **Jonathan Raymond, Former Superintendent, Sacramento City Unified School District**

Teachers

- “[O]ver time as I became more involved in the school community, and...was teaching for more years I just felt like no matter what work I did in the classroom or how hard I worked that none of it mattered because a seniority date mattered way more than how much I did for kids, or what principals would say about me, or what parents would say about me. And, my love for it...None of it, none of it mattered...All that mattered was my hire date. And, after that happening for that many years...you just think...I'm not even a person...It's just my hire date that matters. I'm a number and not a person, and that's not easy.” - **Bhavini Bhakta, Instructional Coach and Former Teacher, Arcadia Unified School District**
- “I felt undervalued. As I said earlier, I stayed long hours, I was extremely committed to my students, I loved my students, I was a leader on campus and none of this mattered. The district wasn't excited about me as much as I was excited about my students and remaining a teacher.” - **Jonathan Moss, Former Teacher, Compton Unified School District**
- “Time spent as a teacher doesn't make you an effective teacher, its what you do with that time...[It is a] constant process of innovating, evaluating, growing” - **Maggie Pulley**
- “I became a teacher because I wanted to teach. I wanted to impact my students. I knew that I was becoming a teacher because my students needed me. It had nothing to do with job protection. It was because I wanted to provide a service to those that I had felt...didn't have opportunities that I had growing up.” - **Jonathan Moss**

Dismissal Statutes:

Human Resources Officials

Students **Matter**

- “Both the time and the cost are a disincentive to engage in the process at every level, not to mention the time in and of itself impacts success.” - **Troy Christmas, Director of Labor Relations, Oakland Unified School District**

Superintendents

- "In order to go through the lengthy and laborious process to build a sufficient record, the teacher must be in front of children, which can often result in years of a grossly ineffective teacher being responsible for the learning of children. This was often a cost that I was not willing to bear." - **Jonathan Raymond**
- “It is my opinion and it is my experience that this statute does not provide for the timely dismissal of teachers who are incompetent, who are unable to teach. And that is fundamentally what protects the quality of public schools, is having highly competent, and highly effective teachers in front of students every single day.” - **Dr. John Deasy**

Principals

- “I wish—I wish it was the case that my efficiency as a manager or my capacity to do the things I’m supposed to do would allow me to address certain issues related to personnel in an efficient way. I wish that was the case. Because if it was the case, man, I would have moved heaven and earth to do it.” - **Kareem Weaver, Executive Director, Bay Area New Leaders and Former Principal, Oakland Unified School District**

Disparate Impact of the Challenged Statutes on Low-Income and Minority Students:

Principals

- "[E]ducation is an opportunity to overcome certain things, for many students, especially kids of color...especially kids with low socioeconomic status, education can either prop them up or can blow them down...We’re talking about a trajectory changing event, who’s in front of you, and how you’re going to engage with learning for the rest of your career.” - **Kareem Weaver**
- “It’s my experience that students who come from families that are lower income often have a hard time because of financial constraints and accessibility to programs to remediate the school’s failure to educate a kid...So, I would say a quality teacher working with students during the school day is imperative, especially for students who are from lower income families. It’s a must.” - **William Kappenhagen, Principal, San Francisco Unified School District**

Experts

- "As a researcher I want to know what the end result is for kids. All the policy changes and practice changes inside school districts and schools, is it going to result in a closing of that gap? And the gap is a numerical concept. But the truth is, on the other side of that numerical concept are kids, and the essence is what's happening to them and their ability to access a better life, to graduate from high school, to go to college, to succeed, that’s where it becomes important." - **Dr. Arun Ramanathan**
- “[T]here [are] wide and persistent achievement gaps between Latino students and white students. Those gaps have remained consistent. Those gaps have a tremendously negative impact on outcomes, long term outcomes, for Latino students and it should serve as a wake-up call for our State that we should fix that.” - **Dr. Arun Ramanathan**

Superintendents

- “I observed a constant churn of the faculty and staff from year to year, with no synergy, and no real concept of collective efficacy amongst adults, trying to teach children that are often significantly behind their peers.” - **Jonathan Raymond**