



**OPEN SESSION
AGENDA ITEM O-401
OCTOBER 2022
COMMITTEE OF BAR EXAMINERS**

DATE: October 14, 2022

TO: Members, Committee of Bar Examiners

FROM: Natalie Leonard, Principal Program Analyst, Office of Admissions

Subject: Action on Probation or Termination of Registration and Review of Inspection Report – Peoples College of Law

EXECUTIVE SUMMARY

Peoples College of Law (PCL) was inspected on September 12, 2022, because the Committee reviewed the law school's response to the Committee's Notice of Noncompliance issued to the law school and found that the response was not satisfactory, triggering the requirement to schedule an inspection pursuant to Unaccredited Rule 4.262. The resulting inspection report is set forth in Attachment A. If the Committee believes that the inspection report demonstrates that the law school is not or is not likely to be in compliance with these rules, the Committee will notify the law school that it recommends probation or withdrawal of registration pursuant to Rule 4.263.

BACKGROUND

Peoples College of Law is a registered, unaccredited fixed-facility law school founded in 1974 and located in Los Angeles, California. The law school specifically focuses on preparing students to practice public interest law.

The law school was last inspected by the State Bar on January 14-16, 2020. Registered, unaccredited law schools undergo periodic inspections to confirm continuing compliance with the Rules for Unaccredited Law Schools and their guidelines. These inspections generally take place every five years unless circumstances require more frequent inspections.

During the 2020 inspection, the State Bar's consultant discovered an unusually large number of compliance issues. After the inspection, the law school quickly remedied the issues and was able to document its progress by the time the inspection report was presented to the Committee in June 2020.

Because the law school had already addressed the issues identified, the Committee renewed the law school's registration as an unaccredited fixed-facility law school.

The Committee observed, however, that this was not an isolated incident. At the previous two periodic inspections, the State Bar identified many compliance issues as well, and as with the 2020 inspection, the law school addressed the issues quickly. However, the same or different significant issues were observed again at the next periodic inspection. Considering this, the Committee made this most recent renewal of registration subject to several conditions which were designed to promote continuing and consistent compliance.

First, the Committee directed that "the school provide in each Annual Report a detailed update as to its compliance status with respect to each of the recommendations set forth in the 2020 inspection report, with the understanding that failure to demonstrate continuing compliance will result in the issuance of a Notice of Noncompliance." (See [Item O-406, Committee of Bar Examiners Meeting, Aug. 21, 2020](#)). Next, the Committee directed that the law school undergo another full periodic inspection in 2022 (held pending the results of this compliance inquiry), rather than waiting the typical five years, to establish that compliance was maintained. In so doing, the Committee emphasized the need for the law school to demonstrate sustained compliance.

As directed, the law school demonstrated compliance in 2020, and actively kept the Committee updated by providing a mid-year update as well. The Committee accepted the report.

In 2021, however, the circumstances changed. First, there was a major staff change, as both the dean and the administrator registrar left the law school. The State Bar met with the new dean and administrator registrar on multiple occasions to ensure that they understood the law school's compliance responsibilities, including the additional conditions imposed by the Committee after the law school's inspection in 2020.

In March 2022, the Committee reviewed the law school's 2021 late-filed progress report. (See Item [O-406, Committee of Bar Examiners Meeting, Mar. 18, 2022](#)), as well as a report from staff that indicated that the law school had not properly posted its disclosures or catalog and was not responding to staff compliance questions. The Committee directed the law school to update its progress report and other materials and respond to staff questions within 30 days. (Item [O-406, Committee of Bar Examiners Meeting, Mar. 18, 2022](#)). Staff emailed notice of the Committee's action on April 8, 2022.

The law school did not respond, except to timely pay the invoice that accompanied the order, so there is evidence that the order was timely received.

At its June 2022 meeting, the Committee considered the law school's non-response, as well as a late-filed update issued in late May and just prior to the Committee meeting. After a careful review, the Committee issued a Notice of Noncompliance to the law school. (See [Item O-406, Committee of Bar Examiners Meeting, Jun. 17, 2022](#)).

In July 2022, the law school filed a timely response to the Notice of Noncompliance and also provided timely responses to the staff questions issued in preparation for the Committee's August meeting.

In August 2022, the Committee reviewed those materials and determined that the law school's response was unsatisfactory. As required by Rule 4.262(B), since the Committee found the response unsatisfactory, it directed a follow up inspection be scheduled within 30 days. (See [Item O-403, Committee of Bar Examiners Meeting, Aug. 19, 2022](#)).

The inspection was conducted on September 12, 2022, by the team of Committee member Dr. Don Wilcoxson and State Bar staff Audrey Ching, Shekhar Dubbani, and Natalie Leonard. The report from that inspection is set forth in Attachment A. During the inspection, the law school provided a one-page strategy document (Attachment B) and advised that a new dean may be starting soon. Subsequent to the inspection, the law school also provided an update on staffing (Attachment C) and the resume of its dean who began service on September 27, 2022 (Attachment D).

The team spoke with the law school for ninety minutes, until the law school advised it had completed its statements and the inspection team had asked its questions and allowed the law school to respond.

The Committee reviews a noncompliance inspection report to determine whether the law school is in compliance, is not in compliance or is not likely to be in compliance with the rules. If the Committee determines the school is either not in compliance or is not likely to be in compliance with the rules the Committee may recommend either probation or withdrawal of registration and to so notify the school. (Rule 4.263).

If the Committee notifies the law school that it intends to impose probation or withdrawal of registration, the law school may request a hearing before the Committee within fifteen days of being sent a notice that the Committee is recommending probation or withdrawal of registration. (Rule 4.264).

Absent a request for a hearing or following review of the hearing record, if the Committee should determine that the school is not in compliance with the rules, the Committee may act to terminate the school's registration (Rule 4.266(B)). Absent a request for a hearing or following review of the hearing record, if the Committee should determine that the school has not complied or taken adequate steps to comply with the rules but has made perceptible progress toward compliance, it may order probation (Rule 4.267(A)) at the Committee's next noticed meeting.

DISCUSSION

The inspection team conducted the noncompliance inspection on September 12, 2022, meeting with the Administrator Registrar, Board President, and school counsel. The dean did not attend.

After considering all the evidence before it, the team concluded that during the 2021-2022 school year, the law school repeated the pattern that the Committee directed it to avoid. Specifically, after demonstrating compliance in 2020, while the law school maintained compliance in some areas, compliance issues recurred, and were not addressed until the Committee began evaluating the law school for a formal Notice of Noncompliance. Thus, the cycle of reacting to notices from the State Bar instead of proactively ensuring compliance continued. The team did not find evidence to satisfy it that the law school has the framework in place to sustain compliance in the future and therefore believes that the Committee should impose probation if it does not withdraw the law school's registration.

The attached inspection report details the inspection team's findings in full, which are summarized here.

Some recommendations addressed in 2020 were sustained. For example, the law school continues to keep student records more organized by using Populi software, it has upgraded its test monitoring software, and it added a coach for First-Year Law Students' Examination preparation for the June 2022 examination and saw an increase in passage rate on that examination.

Several the issues that were previously seen during the inspection in 2020 appear to have resurfaced and the law school has not demonstrated that it has a plan in place to prevent them in the future. Specifically, the law school does not appear to have the administrative capacity and competence to ensure that documents and disclosures are updated, grades are issued on time and calibrated properly, and staff and student requests are handled appropriately. It is also unclear that the leadership team has the competence to carry out its duties.

First, the law school does not appear to have a system to ensure that its disclosures and documents remain updated. The law school's disclosures and catalog were outdated during the full 2021-2022 school year despite State Bar staff requests to update those documents. Similarly, the law school did not timely respond to other State Bar requests timely. While those issues were addressed during summer 2022, the disclosures again became out of date in September 2022, and staff again advised the law school to correct its disclosures. This calls into question the law school's most recent plan to maintain compliant disclosures.

The accessibility and competence of the leadership team is also an issue. Throughout the 2021-2022 school year, Staff could not reach the dean during the day or evening, other than for one meeting during the year. The law school eventually advised that staff should contact the administrator registrar to reach out to the dean. This caused the team to question whether the Dean was accessible to students. There is also a concern regarding the law school's candor in keeping the State Bar updated. Some of the student issues involved challenges receiving complete transcripts. The law school insisted complete transcripts had been sent, but did not

indicate that the students might consider them incomplete because the professors had not turned in grades for certain courses. The law school finally admitted this in the noncompliance inspection after being asked directly multiple times. This suggests that the full inspection contemplated by the Committee to take place in 2022 is necessary and appropriate to identify whether there are other issues have not been shared with the Committee.

During the last school year, though the law school is small, the State Bar received complaints from ten percent of students. This caused the team to question whether administration is sufficiently accessible to them. That level of complaints is high relative to other law schools. There has been multi-year confusion regarding at least one student's study plan, which is significant because there are only thirty students overall.

After the noncompliance inspection, the law school announced that its first full-time, paid dean began work effective September 27, 2022, and a full-time registrar administrator was hired in spring 2022. However, neither staff member has experience in higher education administration. In addition, while the dean is a law school graduate, she is not licensed to practice in any jurisdiction. Therefore, there is some concern as to the team's competence and qualifications to carry out their roles as law school leaders.

As for faculty support, in at least four doctrinal courses, professors turned in spring grades in August. The law school also finally collected the last three syllabi needed from professors, but this process took well over a year. The law school cited challenges in working with volunteer professors, but made no plans to pay its faculty, and did not provide any other plan to address this issue. The law school indicated that it is attempting to calibrate grades as requested in the law school's 2020 inspection report, but it has not sought any professional guidance as to how to conduct this process.

The law school must assess its teaching and grading. The law school's disclosures show that eight students passed the bar exam during the most recent five-year reporting period ending December 2020, with 29 percent of those taking the exam passing over that cumulative five-year period, and two more have passed the exam since then. In 2021, no students passed the First-Year Law Students' Examination; the law school's pass rate for the June 2022 was above the average, possibly due to the efforts of a volunteer who helped students to prepare for that exam.

Therefore, over the last three five-year inspection cycles, the law school has reacted, but has not sustained compliance. Most recently, during a two-year cycle, the law school again reacted, but did not sustain compliance during the 2021-2022 school year. Now the law school has reacted during the summer of 2022, but has not presented a plan that persuaded the inspection team that the law school will be able to sustain compliance.

Specifically, at the noncompliance inspection, the law school provided a one-page summary of its strategic plan (Attachment B) that is not yet fully developed. The law school will fundraise to hire more staff but does not have that funding today. The law school will begin implementing AdaptiBar bar exam preparation services, but has not done so yet. The law school did not offer

a plan to deal with existing faculty issues. In addition, the leadership team that was hired is not licensed in any jurisdiction and does not have higher education experience. (Attachments C, D).

The Committee is cautioned not to rely on projected results, as the Committee is charged with evaluating the law school's current status and capacity. In addition, the law school has a history of failing to maintain its progress over time. The Committee directed the law school to sustain compliance during the two-year period from 2020 through 2022 and confirm it during an inspection in 2022. The law school did not do so, and required significant effort from the State Bar to address the issues that the State Bar identified on the law school's behalf.

Based on the school's performance in attempting to sustain compliance during the past school year and an analysis of the future plans provided, the team concluded that although the law school appears to have the intent to take the necessary steps to sustain compliance, it will not be able to do so without significant support and direction from the Committee. This is consistent with the law school's performance over the last three inspection cycles, as well as during this most recent two-year period. Early indications suggest that the future plan will not be sufficient to sustain compliance either.

Therefore, inspection did not provide new information sufficient to persuade the team that the Committee should consider the law school's response satisfactory.

RECOMMENDATIONS

It is recommended that the Committee of Bar Examiners find that the law school is not or is not likely to be in compliance with the unaccredited law school rules and that it "notify the law school that it recommends probation or termination of registration." The law school must notify its students and prospective students of its status immediately and copy the State Bar on the communications, must advise the public of the Notice of Noncompliance on its website, and advise the State Bar when the website has been updated.

As discussed above, the law school may request a hearing before the Committee within fifteen days of being sent a notice that the Committee is recommending probation or withdrawal of registration. (Rule 4.264). Absent a request for a hearing or following review of the hearing record, if the Committee determines the school is either not in compliance or is not likely to be in compliance with the rules, the Committee may impose either probation or withdrawal of registration.

PROPOSED MOTION

Should the Committee of Bar Examiners agree with the staff recommendation, the following motion should be made:

MOVE, that the Committee of Bar Examiners finds that Peoples College of Law is not or is not likely to be in compliance with the unaccredited law school rules and hereby notifies the law school that it recommends probation or withdrawal of registration. The law school must also

notify its students and prospective students of its status immediately and copy the State Bar on the communications, must advise the public of the Notice of Noncompliance on its website, and advise the State Bar when the website has been updated.

The law school may request a hearing before the Committee within fifteen days of being sent a notice that the Committee is recommending probation or withdrawal of registration. Absent a request for a hearing or following review of the hearing record, if the Committee determines the school is either not in compliance or is not likely to be in compliance with the rules , the Committee may impose termination of registration or probation at its next noticed meeting.

ATTACHMENTS LIST

- A. Inspection Report Pursuant to Notice of Noncompliance – Peoples College of Law
- B. Peoples College of Law Summary of Strategic Plan
- C. Peoples College of Law Summary of Staffing Plan
- D. Resume of new Peoples College of Law Dean



The State Bar *of California*

Peoples College of Law Periodic Inspection Report

**Inspection Conducted
Pursuant to Rule 4.262 of the
Unaccredited Law School Rules,**

September 12, 2022

REPORT ON THE INSPECTION OF PEOPLES COLLEGE OF LAW RELATED TO NONCOMPLIANCE

660 SOUTH BONNIE BRAE STREET, LOS ANGELES, CA 90057

EXECUTIVE SUMMARY AND RECOMMENDATIONS

Introduction

The Committee of Bar Examiners (Committee) directed that this noncompliance inspection of Peoples College of Law (PCL) be conducted. The Unaccredited Law School Rules require the Committee to do so when, as here, the Committee finds that a response to a Notice of Noncompliance is not satisfactory (Rule 4.262). The purpose of this inspection is to offer the law school a final opportunity to demonstrate its compliance. If the Committee believes that the inspection report demonstrates that the law school is not or is not likely to be in compliance with these rules, the Committee will notify the law school that it recommends probation or withdrawal of registration. (Rule 4.263)

Procedural History

The law school's last full periodic inspection took place on January 14-16, 2020. After reviewing the report, the Committee renewed the law school's inspection subject to specific conditions. During the prior two inspection cycles, the team observed a significant number of compliance issues; the law school would react to fix them quickly, but they would reoccur by the time of the next inspection period. That pattern was also observed in the 2020 inspection.

To ensure that the law school prioritized continuing compliance, in 2020, the Committee renewed its registration but required that the law school submit progress reports demonstrating compliance in 2021 and undergo a full inspection in 2022.

While the Committee accepted the 2020 progress report, the 2021 progress report and issues observed throughout the year raised concern. Throughout the 2021-2022 school year, staff brought these issues to the school's attention without response from the law school. In March 2022, the Committee directed the law school to update its progress report and complete outstanding issues within 30 days. The law school did not do so.

As a result, the Committee issued a Notice of Noncompliance to the law school in June 2022. When the law school was advised that noncompliance was being considered, it began to respond to requests and also timely filed a response to the Notice of Noncompliance.

Because the pattern that the Committee had hoped to prevent was reoccurring, the Committee deemed the response unsatisfactory. Under the rules, the Committee was then required to schedule this noncompliance inspection.

Should the law school's registration continue, the full inspection previously mandated by the Committee will be scheduled.

Site Visit Procedure

Committee member Dr. and Professor Don Wilcoxson, along with State Bar staff Audrey Ching, Shekhar Dubbani and Natalie Leonard, conducted a Zoom inspection as required when the Committee determined in August 2022 that the law school's response to the Notice of Noncompliance issued in June 2022 was not satisfactory.

Peoples College of Law presented Board President Hector Peña Ramirez, Administrator Adriana Zuniga Nuñez and counsel Ira Spiro. The dean did not attend.

The meeting was originally scheduled for a 60-minute period, but the attendees agreed to extend the period to 90 minutes to allow the school to present all of its information and to answer all questions from the inspection team. After a brief statement by the law school and presentation of a one-page strategy summary, the law school answered questions from the team, as presented by Dr. Don Wilcoxson. The law school advised that it had sufficient time to fully respond to all questions. The law school later shared a staffing update that was reviewed in the writing of this report. Both documents are attached to the staff memorandum, at the law school's request.

Background

PCL is an unaccredited, fixed facility school that has been registered since 1974. In 2021, the law school's Annual Compliance Report indicated that the law school enrolled 28 students. The school's unique governing Community Board includes six students and nine nonstudents, and makes both policy-level and executive-level decisions. Historically, the only paid employee has been the registrar administrator.

The law school has experienced significant turnover in both the dean and registrar positions since 2020. During that period, four different deans and three different registrar administrators have led the law school. The current registrar administrator joined in spring 2022 and the dean began work on September 27, 2022, subsequent to this noncompliance inspection.

As reported in PCL's January 2022 Disclosure Form required under California Business and Professions Code section 6061.7, the five-year cumulative bar exam pass rate for PCL graduates was 29 percent. The law school's pass rate for the June 2022 First-Year Law Students' Examination was 38.5 percent, with 13 total takers, compared with zero percent for the prior two examinations.

Status of the 2020 Inspection Recommendations

The Committee will use this report, along with all other evidence before it, to determine whether the inspection report demonstrates that the law school is, is not, or likely is not in compliance with the Unaccredited Law School Rules. If the Committee determines that the law school is not in compliance with the Rules, then the Committee must determine whether it recommends probation or withdrawal of registration.

Here, the inspection team determined that the law school appears to be repeating the pattern that the Committee sought to prevent. After a significant effort to establish compliance in 2020, the law school did not maintain those efforts during the 2021-2022 school year. The compliance

issues were discovered by staff rather than by the law school's own internal procedures, and the law school ignored requests from staff until the Committee prepared to take corrective action.

As the Committee has advanced through the steps of the noncompliance process during the summer of 2022, the law school has moved to address some of the issues identified to date, but again has done so in the reactive manner of the past. The law school has not shown that it has in place a system to maintain compliance. The law school is initiating new processes that it hopes will prove promising, but these are untested. They include hiring a new paid dean, creating a strategic plan, adopting AdaptiBar exam preparation, and fundraising to add paid staff in the future.

Should the law school retain its registration as an unaccredited law school, it appears important to have the formal support of probation to maintain compliance.

Below, the team has listed the actions recommended after the Committee reviewed the law school's inspection report and noted the current status of each recommendation along with the team's other observations.

Recommended Mandatory Actions as Listed in the 2020 Inspection Report and Current Status

Guidelines 1.9 and 2.10: To demonstrate full compliance, the school should demonstrate that it has adopted adequate procedures to properly document applications for accommodations and decisions in student files, to secure health records against unauthorized disclosure, and to effectively administer the school's privacy policy. *After the 2020 inspection, the school adopted a compliant policy and provided the State Bar with a copy of that policy. The law school did not report any change at the noncompliance inspection.*

Guideline 2.2(B): To bring itself into full compliance, the school should demonstrate that its refund policies have been stated clearly and consistently in its publications. *Subsequent to the inspection, the school adopted a compliant policy and provided the State Bar with a copy of that policy. The law school did not report any change at the noncompliance inspection.*

Guideline 2.3(B): To bring itself into full compliance, the school should remove from the Catalog any electives not offered in the past three years or not expected to be offered in the next two years, and inform students in the Catalog that electives are not taught each year, but are offered from time to time based on student interest and instructor availability. *Subsequent to the inspection, the school updated its course list, deleting two courses that did not meet these criteria. The law school did not report any change at the noncompliance inspection.*

Guideline 2.3(D): To bring itself into full compliance, the school should demonstrate that the disclosure statements required by Guideline 2.3(D)(1)-(3), Business and Professions Code section 6061.7, and Rule 4.241 have been implemented accurately, completely, consistently, and as mandated. *While the law school responded after the inspection, its disclosures the following year were not posted on time. The law school did not request to the State Bar's direct demand to post an updated disclosure. The law school continued to post outdated information to prospective students for approximately six months. At the noncompliance inspection, the law school indicated it had a process to prevent this from happening again, but in September 2022, the law school's*

published disclosures were again found to be out of date, and the law school updated them in response to a State Bar staff request.

Guidelines 2.9(A)-(B) and 5.24: To bring itself into full compliance, the school should demonstrate that the Catalog and other publications set forth the school's academic standards and student assessment policies accurately, clearly, consistently, and as mandated. *Subsequent to the inspection, the school updated its materials and sent them to students. Unfortunately, the policies posted online for the 2021-2022 school year showed an interim version that contained out-of-date policies and notes for future plans. The State Bar advised the law school and identified multiple policy issues. The law school did not respond to multiple reminders to fix the issue until the noncompliance process was underway. As of the date of the noncompliance inspection, it appears that the catalog has been updated, but this should be further explored in the law school's upcoming periodic inspection to verify that the substantive policies in the catalog are compliant.*

Guideline 2.9(C): To bring itself into full compliance, the school should adopt, publish, and implement a policy, including oversight provisions, to ensure that students are provided with written statements of the components of course grades. *Subsequent to the inspection, the school adopted a compliant policy and provided the State Bar with a copy of that policy, but it was observed that some professors continued to turn in grades late. At the noncompliance inspection, the law school advised that grades were delivered three months late in four doctrinal courses during the 2021-2022 school year.*

Guideline 2.9(D): To bring itself into full compliance, PCL should adopt, publish, and implement a policy on authentication of student work, and discontinue its current practice of allowing students to take in-class exams using devices that are not protected by exam-security software. *Subsequent to the inspection, the law school selected a testing vendor and implemented the software. At the noncompliance inspection the State Bar was advised that updated software is being implemented to assist in this area.*

Guidelines 2.10 and 5.17: To bring itself into full compliance, the school should review, revise, and republish its grade review policy to meet guideline requirements. *Subsequent to the inspection, the school adopted a compliant policy and provided the State Bar with a copy of that policy. At the noncompliance inspection, the law school advised that the current registrar administrator has worked with the law school dean to review grades before they are issued, but could not describe the basis for adjustment or the plan to determine if the grades were correlated with performance on State Bar exams.*

Guidelines 2.11, 7.1, and 9.1: To bring itself into full compliance, the school should adopt policies and procedures that are adequate to protect the school's digital records. *Subsequent to the inspection, the school purchased and implemented Populi, a commercially available package designed for schools containing the safeguards identified in this report. At the noncompliance inspection, the law school advised that it continues to update and populate this software timely.*

Guideline 3.1: To bring itself into full compliance, PCL should demonstrate that it has sufficient administrative capacity to achieve and sustain compliance with the Committee's standards, including written job descriptions for the dean and registrar, and adequate oversight provisions. *Subsequent to the inspection, the school increased the paid hours of the administrator, and*

secured significant volunteer assistance from the dean, the Board, and alumni, resulting in significant progress during the first year after the inspection. The law school also created compliant job descriptions for both the dean and the registrar. During the 2021-2022 school year, however, both the dean and registrar administrator resigned. The State Bar spent significant time orienting the new administrator but the dean did not make himself available for a status meeting.

During the noncompliance inspection, the team was not satisfied that this issue had been addressed. For example, the interim dean did not attend the noncompliance inspection, and it is unclear how much time either interim dean had to spend at the school while each also worked at another full-time job. During the 2021-2022 law school year, the State Bar could not reach the dean directly and was eventually later told to arrange communications through the registrar administrator. The dean appeared at one meeting with State Bar staff, but did not speak, calling into question his understanding of daily operations. Since the State Bar could not reach the dean during the day or evening, there is a concern that he was not accessible to students.

Throughout the school year, compliance materials were filed or posted late, response to State Bar questions was slow, and performance on the bar exam was of concern.

The law school also filed its waiver to continue to teach classes online due to COVID in August despite multiple reminders to file it in time to allow the Committee to properly consider it, as other law schools did.

Subsequent to the noncompliance inspection, the law school hired its first paid dean, who began work on September 27, 2022. Neither the dean nor the new registrar administrator has any experience in higher education administration, and the dean is not licensed in any jurisdiction. Taking the efforts of the two paid staff members and the volunteers into account, the law school could not demonstrate that it understood the work that was needed or that it had the resources needed to complete that work. The law school also struggles with professors turning in grades on time, with grades being turned in three months late in at least four doctrinal courses.

Guidelines 4.8 and 4.9: To bring itself into full compliance, the school must adopt and implement a faculty evaluation policy that meets guideline requirements. *Subsequent to the inspection, the school adopted a compliant policy and provided the State Bar with a copy of that policy. The law school must use this policy or other policies to ensure that only those who have the time to commit to teaching and timely return of grades are hired and retained. At the noncompliance inspection and subsequent to the inspection, the State Bar learned that this year, grades were turned in late for four doctrinal courses. Last year certain grades were also turned in late. While the school did check to be sure that this did not prevent students taking the bar exam, consistent faculty performance is needed.*

Guidelines 5.3(A)(1) and 5.9: To bring itself into full compliance, the school should adopt, implement, and publish attendance policies and procedures that: require student attendance at no less than 80 percent of the regularly scheduled class hours for each course during a particular term, not a series of courses over two or more terms; provide for accurate and timely maintenance of records; and eliminate the policy of permitting students to make up absences from regularly scheduled class hours with alternate activities. *Subsequent to the inspection, the school adopted a compliant policy and provided the State Bar with a copy of that policy. The law school must also ensure that all students have access to a plan that meets the requirements of*

California Business and Professions Code section 6060. For example, at the noncompliance inspection, staff became aware that the law school allowed at least one student's adjusted course load without taking steps to ensure all courses contemplated were available or that the school could deliver an education plan that complied with California Business and Professions Code 6060.

Guideline 5.8: To bring itself into full compliance, the school should demonstrate that its clinical courses meet all Guideline 5.8 requirements, including maintenance of records for each student in the course. *Subsequent to the inspection, the school adopted a compliant policy and provided the State Bar with a copy of that policy. No further information was provided at the noncompliance inspection.*

Guidelines 5.17, 5.18, and 5.25: To bring itself into full compliance, the school should review, revise, and republish its exam and grading policies and procedures, taking action as necessary to improve the quality of exams, curb grade inflation, and ensure that students receive adequate feedback on their exam performance. *Subsequent to the inspection, the law school advised that it created a process by which the dean reviewed grades. After the dean retired, it is unclear how or whether that policy was carried out. At the noncompliance inspection, the law school advised that it was in the process of purchasing Adaptibar practice multiple-choice questions for students, seeking funding for the first paid faculty, and reviewing grades for consistency. The law school must consistently and effectively monitor students in this area.*

Guidelines 5.18–5.20: To bring itself into full compliance, the school should adopt, publish, and implement policies for academic advancement that adhere to the school's academic standards and comply with the guidelines, and eliminate policies that do not adhere to the guidelines. *Subsequent to the noncompliance inspection, the law school created a compliant policy. At the noncompliance inspection, it was discussed that the law school should carefully evaluate any non-standard schedule in advance in order to ensure that the student is advised of any consequences as to the schedule, and that the law school should consult the State Bar's Office of Admissions to evaluate a proposed plan if the law school has any question about whether a program will establish eligibility to take the bar exam. Just prior to the noncompliance inspection, the law school requested a special circumstances exception after the law school had permitted a student to enroll in a non-standard course load without ensuring that it would be able to deliver adequate course work for all four years of the law student's study program.*

Guideline 5.24: To bring itself into full compliance, the school should revise and republish its course repetition policy to meet all requirements of the guideline. *Subsequent to the inspection, the school adopted a compliant policy and provided the State Bar with a copy of that policy. No new information was provided at the noncompliance inspection.*

Guidelines 6.2–6.4: To bring itself into full compliance, the school must devise a plan and a timeline to return to compliance regarding the library by owning and maintaining its own hard copy library as required under Guideline 6.2 and provide this timeline and proof of library purchase to the CBE; however, it may be appropriate to provide a waiver for this academic year while the law school teaches courses online due to the pandemic. In addition, to bring itself into full compliance, PCL should also demonstrate that students are receiving instruction in both physical publication and electronic-based legal research, as required by Guideline 6.3. The Catalog states that legal research is taught in several courses, but a review of syllabi attached to the self-

study did not validate that statement. *Subsequent to the original inspection, the school did confirm that legal research is being taught using both hard copy and electronic resources. At the noncompliance inspection, the law school has also received a bequest to fulfill its obligations and indicated that is purchasing or receiving donations of the required volumes.*

Guidelines 7.1 and 7.2: To bring itself into full compliance, the school should maintain essential and permanent hard-copy records in fire-safe lockable cabinets, maintains all electrical equipment in working order, and provides digital projection equipment adequate to meet the needs of faculty and students. *Subsequent to the original inspection, the school adopted a compliant policy and provided a copy of that policy to the State Bar. No new information was provided at the noncompliance inspection.*

Guideline 9.1: To bring itself into full compliance, the school should adopt and implement a policy to ensure that records are fully compliant with Guideline 9.1, that the law school has adopted written procedures, including oversight provisions, of record-keeping processes and record retention requirements, and that it has adopted a written policy on transcript changes, as required by Guideline 9.1(D). *Subsequent to the inspection, the school adopted compliant policies and provided the State Bar with copies of those policies in many instances. After months of resistance, the law school also corrected its credit calculations to show that the credits were not semester credits, but were instead quarter credits, appropriate for the law school because it offers coursework in quarters.*

Recommended Suggestions from the 2020 Inspection and Current Status

Pursuant to Guidelines 2.9(C) and 5.13, it is suggested that the school requires faculty to use a standard syllabus template to promote consistent communication of course requirements. *Subsequent to the inspection, the school purchased a commercially available software package that includes a standard syllabus template that is now adopted. After the initial inspection, while the school did have or collect syllabi for most courses, at least three courses did not have a syllabus on file for over a year during this period of review by the State Bar as of the law school's most recent review in June 2022. At the noncompliance inspection, the law school represented that all syllabi have been received, and a template is available to create and collect syllabi prior to the start of class.*

Pursuant to Guidelines 2.11, 7.1, and 9.1, it is suggested that the school bases its data security policies and procedures upon the recommendations of generally accepted industry standards, consulting with an expert if the expertise is not available within the school. *Subsequent to the inspection, the school purchased commercially available software package with these features included and purchased the appropriate storage containers for files held only in hard copy. No further update was provided at the noncompliance inspection.*

Pursuant to Guidelines 5.14 through 5.16 and 5.25, it is suggested that the school adopts and implements a procedure requiring that exam questions, accompanied by issue outlines or model answers, must be reviewed and approved by the dean or another legal educator before being administered. *Subsequent to the inspection, the school began evaluating this suggestion. The law school has had significant turnover in the last several years, so the level of consistent implementation of this plan or its quality is unclear. The school's current cumulative five-year bar*

exam passage rate stands at 29 percent through December 2020. Since then, two additional graduates have passed the bar exam. The law school did not advise of progress at its noncompliance inspection.

Pursuant to Guidelines 5.17, 5.18, and 5.25, it suggested that the school adopts and implements a procedure requiring grades and student exams papers to be reviewed and approved by the dean or another legal educator before being posted. *Subsequent to the inspection, the school began evaluating this suggestion. At the noncompliance inspection, the law school indicated that this process has been conducted by the dean and administrator, though details were not provided, and the team did not feel confident that a process was in place.*

CONCLUSIONS AND RECOMMENDATIONS

The inspection team is concerned that the law school has not demonstrated that it can break its cycle of response, and then inattention.

In 2020, after the law school reviewed the draft recommendations in its inspection report, it took quick action with a burst of volunteer and staff energy; the law school improved recordkeeping, installed a computer system, improved test security, improved policies and updated documents. Yet, this attention lapsed during the next school year even as the law school was under heightened monitoring until summer 2022 when its status with the State Bar was again at risk. The law school identified staff performance issues as the main cause of the 2021-2022 issues, but the State Bar had been copying the full leadership team on most communications, so even if a particular staff or volunteer was not responding, another could have stepped in to address the issue. The law school needs to have a process in place for handling performance issues of one particular staff member, or unavailability due to vacation or illness.

During the 2021-2022 school year, compliance materials were turned in late, disclosures and student catalogs were outdated, State Bar inquiries went unanswered for months at a time, ten percent of the student body contacted the law school with complaints. Professors continued to turn in grades months late, and, while the law school's most recent First-Year Law Students' Examination results were strong after hiring a test preparation coordinator for that exam, less than three of ten of the law school's graduates have persisted to licensure over the past seven years. Several students also had trouble receiving complete transcripts and the law school was not forthcoming with the State Bar that part of the issue was that professors were turning in grades late, which has been an ongoing problem with the law school. It is also a concern that these issues were identified by the State Bar, rather than the law school. The law school did not proactively monitor its own compliance throughout the 2021-2022 school year, and reacted only when the corrective action process began.

While the original recommendations from the 2020 inspections were addressed, several again need additional effort: 4 (Disclosures); 5 (Clear Communication); 6 (Course Grades); 8 (Grade Review); 10 (Sufficient Staffing); 11 (Faculty Evaluation); 12 (Attendance); 14 (Grading Policies); 15 (Academic Advancement); 19 (Transcript Policy).

The law school has not demonstrated evidence to show that this cycle will not continue to happen. As a result, the team does not have confidence that the law school's current system is adequate to maintain compliance or that the law school can credibly assess whether its new changes will be sufficient.

While PCL has hired a new dean, and the dean position is now a full-time paid position, the dean does not have experience in higher education administration and has not been licensed in any jurisdiction. The law school would like to fundraise to hire more staff, but does not have those funds today. The law school enhance its test preparation program, but has not done so to date and the results of this future program are unknown, though the law school had improved results on the June 2022 First-Year Law Students' Examination after engaging a test preparation coordinator this year. The law school also appears to continue to select volunteer faculty that do not provide timely grades or feedback to students.

While well-intentioned, the law school has been challenged to sustain its mission of training attorneys to serve in public interest careers, and the inspection team is concerned that these challenges will persist even after the changes the law school proposes are implemented.

After each of the last three periodic inspections, the law school made significant progress, but then compliance issues reoccurred. In 2020, the law school was made aware that its compliance was being monitored over a two-year period, yet it was not able to sustain its efforts. The issues that emerged during the 2021-2022 school year are exactly the sort of problems that the Committee warned the law school to prevent.

While the law school has shown it can react to recommendations from the Committee, so the law school has demonstrated that it cannot sustain the effort and planning required to proactively prevent issues from happening again.

While the law school continues has indicated that it plans to make further changes, it has not demonstrated that it properly assesses and implements the changes needed to succeed.

CONCLUSION AND RECOMMENDATION

If the law school continues to operate, the structured support of formal probation is appropriate to ensure that the law school is taking the proactive steps needed to establish and maintain compliance. The law school must engage support that can marshal the effort and experience needed to ensure a reasonable probability of compliance.

It would be appropriate to advise the law school that the Committee intends to impose probation or withdrawal of registration.

Foundation

Mission

It is our mission to increase access to legal education amongst underrepresented, working class communities and empower tomorrow's generation of people's lawyers and justice advocates.

Vision

People's College of Law alumni will lead Los Angeles County and the State of California towards equitable representation for indigent community members.

Philosophy and Values

People's College of Law was founded in 1974 to bring legal resources to underrepresented communities and to train legal advocates dedicated to securing progressive social change and justice in society. The community-based law program is grounded in community, collaboration, service, and equity.

Objectives and Deliverables

Instructional Focus and Academic Achievement

- 1 Maintain compliance with State Bar of California regulations for unaccredited law schools
 - a Dean and Administrator will meet monthly to assess progress/needs
 - b Develop and implement monthly and quarterly reporting tools to aid in timely preparation and filing of reports to the State Bar of California
- 2 Offer student support services to increase retention and improve passing rates for First-Year Law Students Examination and California State Bar Examination
 - a Develop and implement 12-week exam preparation program from April to June in preparation for June FYLSX
 - b Develop and implement 16-week exam preparation program from April to July in preparation for July Bar Exam

Staff Development and Capacity Building

- 1 Hire an executive team, including an Executive Director, Development Director, and Program Director to manage operations and implementation of instruction, academic and student services, and community-serving programs

Fund Development and Sustainability

- 1 Develop a comprehensive 5-year strategic plan to guide the growth and sustainability of People's College of Law
- 2 Develop strategic partnerships to address the academic needs of the student body and implement community-serving programs that address the legal advocacy needs of indigent communities in Los Angeles
- 3 Plan and execute an annual fundraiser event, including our alumni network and strategic partners in the justice sector

Performance Indicators

- 1 First-Year Law Student Examination Passing Rates
Goal: 25% or above
 - 2 California State Bar Examination Passing Rates
Goal: 20% or above
- * Goals are based on average scores in the state of California based on the State Bar of California's website

Implementation

Our community-based approach allows us to build strategic collaborations with service providers and organizational partners to increase our capacity to serve students and communities in need of legal representation, advocacy, and information. The board, executive team, and other staff will have an annual retreat to monitor progress and ensure alignment with the strategic plan.



PEOPLES COLLEGE OF LAW

660 South Bonnie Brae St., Los Angeles, CA 90057

Telephone 213-483-0083

Training Peoples Lawyers Since 1974

September 23, 2022

Committee of Bar Examiners
The State Bar of California
180 Howard St.
San Francisco, CA 94105
By Email

Re: Further Information Regarding Latest Staffing Improvements

Dear Committee of Bar Examiners:

The People's College of Law submits the following update regarding staffing improvements.

The PCL Board, in its August 21, 2022 meeting, approved [REDACTED] maximum salary for a full-time salaried dean. In the past our deans have been unpaid volunteers. There were insufficient applications at the [REDACTED] salary, so at its September 18, 2022 meeting the Board raised the maximum salary to [REDACTED]. PCL created a hiring committee and interviewed over half a dozen applicants. One applicant who stood out was extended a job offer, accepted, but later declined, citing insufficient time to devote to the job. We continued to search for new applicants and interview them. On September 22, 2022, the committee voted to extend an offer to another excellent applicant, Edith Pomposo. Ms. Pomposo accepted the position on September 23, 2022 and her first day as PCL dean will be Tuesday September 27, 2022. Ms. Pomposo's Curriculum Vitae is attached.

At its September 18, 2022 meeting, the PCL Board also approved [REDACTED] to hire a student resource coordinator at [REDACTED] per hour for [REDACTED] per week. The coordinator will conduct mock exams for first year students preparing to take the First-Year Law Students' Examination and fourth year students preparing to take the California Bar Exam. PCL hired an individual to do the same last year and improved its pass results.

On September 18, 2022 PCL's board also voted to renew our contract with Adaptibar, an online program that prepares law students for the Multistate Bar Exam (MBE). PCL Purchased up to 15 Adaptibar licenses, which will cover the entire first year class and all repeaters enrolled in the second year, as well as some of the alumni repeaters who are not currently enrolled in PCL but plan on taking the First-Year Law Students' Examination.

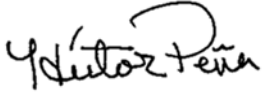
Committee of Bar Examiners

September 23, 2022

Page 2

Thank you for this opportunity to update the Committee of Bar Examiners on our progress in building capacity at PCL. We are looking forward to further developing our staff so that PCL is able to rise above its non-compliance status and continue to fulfill our mission as a social justice law school.

Sincerely,

A handwritten signature in black ink, appearing to read "Hector Pena". The signature is stylized with a large, looping initial "H" and a cursive "Pena".

Hector C. Pena Ramirez

President, Peoples College of Law

Edith Pomposo



CREDENTIALS:

- California Clear Administrative Services Credential
- California Multiple Subject Clear Teaching Credential with CLAD Emphasis

SPECIALIZED/ADVANCED TRAINING:

- Association of California School Administrators (ACSA), Los Angeles, CA Certificate: Personnel Administrators Academy

LANGUAGE PROFICIENCY:

- Bilingual in Spanish: Oral/Written/Spoken

PROFESSIONAL SKILLS:

- Experience working with diverse student populations including: Magnet students, gifted/talented populations, English Language Learners, at-risk students and immigrant students.
- Experience creating, aligning and implementing new curriculums to meet California State Standards.
- Knowledge of special education regulations, programs, and services in California.
- Experience in preparing institutions for WASC, BPPE and ABHES accrediting bodies
- Experience with data-driven decision making and sharing data with a variety of school-based audiences.
- Experience in creating consensus regarding district issues.

LEADERSHIP:

- Experience with educational reform issues, change process, diversity, urban issues, and implementation of an educational program to facilitate improvement in student achievement.
- Served as a Union Chapter Chair while working in Los Angeles Unified.
- Varied leadership experience as curriculum leader, union chapter chair, vice principal, WASC coordinator, mentor teacher, and program quality review team.
- Committed to continuous professional development.
- Experience in dealing with difficult issues in a proactive, supportive, and professional manner.

CURRICULUM PLANNING:

- Knowledge of learning outcome techniques with regards to assessing educational programs.
- Advanced study of curriculum development techniques in education.
- Keen understanding and experience implementing differentiated instruction, curriculum integration, curriculum mapping, and technology applications that support student achievement.
- Able to provide formative evaluation techniques in assessing educational programs.

BUDGET/FINANCE:

- Collaboration with business office staff regarding financial, budget issues and school operation.
- Created, designed and balanced yearly school budget to meet larger goals and outcomes.
- Collaborated with colleagues to write grant applications.
- Designed marketing to promote services and attract clients
- Assisted in the creation of learning outcomes as well as strategic plan.

LEGAL HUMAN RESOURCES SKILLS:

- Knowledge of education code, labor law and policy related to personnel administration
- Experience and training in collective bargaining member issues.
- Knowledge and experience working with the Teachers Union to resolve personnel related matters.
- Legal experience includes the ability to analyze contracts and collective bargaining agreements to ensure due process and appropriate adjudication of personnel issues.
- Advanced knowledge of Constitutional Law issues including: employee speech and due process rights as well as experience interpreting legislative policy and the California Education Code.
- Experience managing personnel recruitment, selection and evaluation.

UNITED TEACHERS OF LOS ANGELES CHAPTER CHAIR:

- Represented teachers in due process disciplinary and performance review meetings.
- Interpreted UTLA-LAUSD collective bargaining agreement to advise union members regarding contract specifications.
- Assisted and coordinated grievance procedure at school site level.
- Represented teacher members' professional rights and resolved conflicts with district administration.

STAFF SUPERVISION:

- Extensive experience supervising staff members in educational programs.
- Experience in evaluation of non-tenured teachers, tenured teachers, and support staff.
- Mentored credentialed and non-credentialed teachers especially helped them with identifying pedagogical techniques that would be ideal for diverse learners.
- Knowledge of Valued Added Teacher Evaluation Techniques.
- Experience working with BTSA and Induction Programs for new teachers.

EDUCATIONAL DEGREES/TRAINING:

- Earned a terminal law degree providing me a uniquely unparalleled view of education and the responsibilities, rights liabilities, and unintended consequences of the decisions made by educators.
- Multiple credentials in the field of education recognized by the State of California.
- Interdisciplinary perspective of the perennial challenges that educators and the diverse student populations confront in public schools in the twenty-first century.
- Data analysis skills including the ability to analyze quantitative data (advanced level statistics) as well as advanced qualitative research including: interviewing techniques, focus groups, and content analysis.

TEACHING:

- Taught for more than ten years in a variety of K-12 schools and higher education settings.
- Taught and developed professional development courses for teachers.
- Taught adult students in the paralegal program and in the Los Angeles County Jail System.

SMALL BUSINESSES:

Fur Kids of Fort Pierce, Inc. (DBA: Fur Dogs Only Grooming) Fort Pierce, FL 2021-2022
Co-CEO

- Acquired in Summer 2021. Fur Dogs Only (FDO) has been in business for 15 years with an excellent reputation in the community and approximately 1500 active customers. The business has four components: grooming, boarding, daycare and retail.
- As Co-CEO I oversee human resources, finance, logistics, purchasing, systems implementation, information technology, (including several CRM's we have purchased and implemented) website, development, government partnerships, compliance and business strategy.
- Historically FDO has generated between \$150,000-\$225,000 annually. We are on-track to triple sales by mid-next year as we have systematically re-organized each of the four profit centers.
- We currently have five employees and are working on hiring additional staff.

Coast 2 Coast Collision Center, Upland, CA 2018-2020
Chief Executive Officer (CEO)

- Provided inspired leadership company wide.
- Made high-level decisions about policy and strategy.
- Reported to the board of directors and kept them informed.
- Developed and implement operational policies and a strategic plan.
- Developed the company's culture and overall company vision.
- Recruiting new staff members.
- Created an environment that promotes great performance and positive morale.

LAW OFFICE LEADERSHIP

Law Offices of Daniel DeSario and Associates, Beverly Hills, CA 2007-2022
Consultant

- Assisted in creating the strategic vision and leadership of the office.
- Developed marketing campaigns to successfully increase revenue on a yearly basis
- Consulted with cases involving school settings
- Devised a system to keep track of billing analytics for clients and legal staff
- Assisted Attorney with family law mediations and settlement preparation

EDUCATION LEADERSHIP:

Stoneridge Academy, Upland, CA 2019-2020
School Principal

- Provided leadership to faculty and staff at a Non-Public School serving a Special Education population.
- Designated administrator at IEP meetings that required making recommendations for students' educational plans according to their special needs.
- Improvement of teacher delivery to meet the special needs of students with autism, ED and many other learning challenges.
- Highly specialized Knowledge of Special Education laws, discipline of faculty and students and hiring and firing employees.

Valley Charter Middle School, Los Angeles, CA

2014-2016

Middle School Dean

- Created and implemented a unique discipline program for Valley Charter Middle School that focused on core character traits (i.e. development of integrity) within a predominant at-risk population such program was supported with conflict resolution workshops and individually tailored positive behavior approaches
- Assisted the principal in the general day-to-day duties of the operations of the school (i.e. attended IEP meetings, supervision, professional development, personnel administration, personnel discipline, parent issues, lockdown and safety issues, curriculum implementation).
- Assumed responsibilities of school site administrator when principal was off campus.
- Resolved discipline problems and maintain records of any action taken to ensure that discipline policy is implemented and administered in a fair and just manner and that an optimum learning environment.
- Provided teacher support in the classroom to address classroom management issues and curriculum design to meet the needs of the students with special needs.

Para Los Ninos-Gratts PC, Los Angeles, CA

2013-2014

Assistant Principal –Special Education Compliance

- Supervision of the Special Education department for two school sites (the primary center -population of 350 students and the middle school 150 students) including but not limited to supervising personnel including resource teachers, psychologist, Speech therapist, Occupational therapist, nurse and graduate interns.
- Responsible for meeting special education compliance obligations, coordinated and monitored the IEP process, special education referrals and related assessments, behavioral interventions and the student success team.
- Collaborated with parents, teachers, school administrators and appropriate agencies in the planning of educational and therapeutic programs; psychiatry, nurses, social workers and others.
- Assumed responsibility of the school in the absence of the principal.
- Completed numerous workshops offered by LAUSD on Special Education Compliance (“The Nuts and Bolts of a Compliant IEP”, Top 5 Reasons IEP’s end up in Due Process, Due Process hearings, SST and Cost Meetings, The Compliant IEP-advanced practices, Welligent training, 504 workshop).
- Conducted IEP meetings, SST meetings in Spanish to serve the Latino Population.
- Certified to run Welligent trainings to be able to run 311 reports and other reports.

Five Keys Charter High School, Castaic, CA

2012-2013

Associate School Director-Los Angeles Sites-Pitchess Detention Center

- Provides oversight, supervision, direction, communication and support for the education programs.
- Site administrator of school educational programs including daily operations needed to support educational programs at the Los Angeles County Jail Site.
- Supervised and mentored all Five Keys teaching staff at the Los Angeles Sheriff’s Department-County Jail along with satellite sites.
- Implemented of major instructional plans and systems: assessment, curriculum, scheduling, enrollment, class placement, professional development, teacher training and site staff meetings.
- Ensured compliance teacher discipline and due process progressive disciplinary procedures as per collective bargaining agreement
- Provided oversight, supervision, direction, communication and support for the education programs.
- Adjudicated all teacher discipline incidents as well as due process progressive disciplinary procedures as per collective bargaining agreement.
- Audited Independent Studies program and provided to independent studies program teachers.
- Provided ongoing teacher evaluation and assessment.
- Teacher discipline and due process disciplinary procedures as per collective bargaining agreement.

North-West College/Glendale Career College, West Covina, CA

2011-2012

Associate Dean of Academic Programs

- Administrator and instructional leader of three campuses including direction and supervision of curriculum and guidance program.
- Instrumental in preparing the school for BPPE and ABHES accreditation visits and compliance.
- Evaluated the performance of instructors and counseled instructors on how to improve their methodology.
- Developed the school's curricula and programs that provide the best training for students seeking careers in the Allied health services.
- Worked with faculty in curriculum planning to improve overall academic performance by improving methodology and professional development.
- Devised and taught professional development programs in order improve methodology, retention and learning outcomes at each of the three campuses under my leadership.
- Led and assisted with tasks required to comply with accreditation requirements for the accrediting agencies that accredit the college.
- Assisted the admissions department in recruitment efforts.
- Established and developed services and programs to meet the diverse needs of the urban student population who attends the colleges.
- Established student support services on three campuses under my leadership.
- Worked closely with students and the community at large by planning programming and through crisis management.
- Designed in-class and out of class student discipline policies to ensure educational continuity.
- Participated in strategic planning meetings.

Sutter Middle School, Canoga Park, CA

2010-2011

Administrative Credential Internship

- Coordinated the California Standardized Testing Program.
- Investigated and adjudicated student discipline problems.
- Investigated teacher complaints by interviewing complaining students and parents when appropriate.
- Established a partnership with local community businesses to promote student achievement.
- Supervised lunch, recess and in-school suspension daily.
- Coordinated after school snack program and after school intervention program.
- Partnered with Information Technology Staff to troubleshoot problems as well as support to staff and faculty.

COLLEGE TEACHING EXPERIENCE:**Ameritas College/Chapman University System, Orange, CA**

2012-2014

Liberal Studies Blended Learning Adjunct Instructor

- Implemented of a Bilingual/Bi-literate curriculum and strategies.
- Taught at-risk undergraduate adult learners.
- Delivered content and material to adult learners with varying educational/language needs.
- Provided instruction through Blackboard.

Five Keys Charter High School, Castaic, CA

2012-2013

Mentor Teacher

- Taught adult learners in site-based courses and through independent studies to fulfill requirements to attain a High School diploma.
- Taught adult learners with anger, hostility, ADD, and other psychological challenges.
- Advised Student in order to assist them in achieving their academic goals.

North-West College/Glendale Career College, West Covina, CA

2011-2012

Paralegal Instructor

- Worked with Adult students and faculty issues.
- Implemented paralegal curriculum to meet the needs of the diverse learners.
- Advised students as needed to complete program requirements.
- Taught soft skills to obtain employment after graduation.

ELEMENTARY & MIDDLE SCHOOL TEACHING EXPERIENCE:**Frost Middle School (LAUSD) Granada Hills, CA**

2007-2009

Sixth Grade Magnet Math/Science Teacher

- Taught Sixth-grade Math and Science in Gifted Magnet Program.
- Designed a daily differentiated curriculum to meet the needs of the multi-modal diverse learners.
- Worked collaboratively with colleagues to develop interdisciplinary curriculum for magnet students.
- Identified and created educational outcomes to assess student learning.
- Utilized district assessments to ensure students understood major thematic and unit concepts.
- Responsible for maintaining high academic achievement and raising test scores for the gifted program.
- Development and coordination of student activities to meet the co-curricular needs of the highly gifted.
- Received numerous hours of professional development for the highly gifted.

Mulholland Middle School (LAUSD) Van Nuys, CA

2005-2007

Sixth Grade Humanities/History/Police Academy Magnet

- Taught Sixth-grade English, Social Studies and Law and Youth class at the Police Academy.
- Designed a daily differentiated curriculum to meet the needs of the multi-modal diverse learners.
- Worked collaboratively developing a multicultural curriculum for the small learning community.
- Taught in the Multi-cultural house to meet the needs of immigrant English Language Learners.
- Designed and implemented technology to meet the needs of various levels of English Learners.
- Implemented the use of various strategies targeting English language learners to raise test scores.
- Received numerous hours of professional development for English Language Learners and diversity.

Our Lady of Loretto, Los Angeles, CA

2003-2005

Seventh Grade Teacher

- Development and integration of the Christian faith with learning.
- Designed professional development activities at monthly grade level meetings.
- Promoted student involvement in school activities by assisting principal in maintaining student advisors, student council, club and activities, organizing assemblies and special events.
- Worked closely with parents, community groups and alumni.
- Served on the WASC committee with the principal and prepared reports for WASC review.
- Assisted principal with the recruitment, selection, evaluation and hiring of teachers and staff.

Hart Street Elementary School, (LAUSD) Canoga Park, CA

1998-2002

Kindergarten, Fourth, Fourth/Fifth Grade Split, Fifth Grade

- Taught Kindergarten, Fourth, Fourth/Fifth Split and Fifth grade during tenure.
- Created daily lesson plans to meet the multi-modal needs of the diverse classroom learners.
- Ensured that the differentiated curriculum was consistent with state educational standards.
- Coordinated numerous cultural celebrations, bake sales, co-curricular and extra-curricular activities.
- Served as primary Advisor for Hart Street Student Council and helped coordinate council's activities.
- Represented the interests of teachers at monthly School Based Management and School Site Meetings.
- Served as United Teachers of Los Angeles Chapter Chair for Hart Street.
- Served on the Peer Quality Review Committee.

INTERVENTION PROGRAMS:**Hart Street Elementary School, (LAUSD) Canoga Park, CA**

1998

First and Second Grade Reading Intervention Specialist

- Assisted English Language learners with decoding and blending.
- Develop basic phonetic awareness to improve reading comprehension skills.
- Worked with English Language learners to bring writing skills to age and grade appropriate levels.

PROFESSIONAL ASSOCIATIONS MEMBERSHIPS:

- American Educational Research Association (AERA)
- Association for the Study of Higher Education (ASHE)
- Education Law Association (ELA)
- National Association for College Admissions Counseling (NACAC)
- National Academic Advising Association (NACADA)
- Association of California School Administrators (ACSA)
- Phi Alpha Delta Law Fraternity International (San Fernando Valley Chapter Officer)

CONFERENCE PRESENTATIONS:

The Sociological Perspective of the Faculty and Staff Composition of a For-Profit Institution in Los Angeles. Hawaii Educational Research Association. February 2013.

Protecting the Constitutional First Amendment Rights of Elementary, Secondary and College Students in Education. American Educational Research Association. April 2011.

The Legal Implications of Student Codes of Conduct and Speech Codes in Higher and Post-Secondary Education. Education Law Association Annual Conference. November 2011.

The Evolution of the Free Speech Movement in Higher and Post-Secondary Education: A Historical, Legal, Policy and Content Analysis Examining Speech Codes and Academic Freedom. Association for the Study of Higher Education (ASHE). November 2011.

EDUCATION:

University of California, Los Angeles, CA
Master of Business Administration: *In progress*

Baylor University School of Law, Waco, TX
Master of Laws: Litigation Management

Southern California Institute of Law, Ventura, CA
Juris Doctor: Law

National University, Sherman Oaks, CA
California Administrative Services Credential

National University, Sherman Oaks, CA Elementary
Multiple Subject Teaching Credential

Chapman University, Orange, CA
Master of Arts: Criminal Justice.

Mount Saint Mary's College, Los Angeles, CA
Bachelor of Arts: Political Science

PROFESSIONAL CERTIFICATES:

- **State of California Teaching and Administrative Licenses**
- **UCLA Litigation Attorney Assistant Program**
Paralegal Certificate
- **Center for Conflict Resolution**
Mediation Certificate
- **Association of California School Administrators**
School Personnel Certificate

SOFTWARE AND TECHNOLOGY:

Microsoft Office Suite: Word, PowerPoint, Excel,
Access, Outlook

LMS: Canvas / Blackboard / Moodle / Google
Classroom

Design: Canva

Research: Mendeley

Project Management: Hubstaff, Monday, Slack,
Microsoft Teams, Google products

Student Management: Gradelink / MySchool Worx /
PowerSchool / ISIS

Special Education: Welligent

SEO: Moz.com / Semrush CRM: Salesforce

Social Media Management: MeetEdgar, Hootsuite

Edith Pomposo

SENIOR LEVEL MANAGEMENT PROFESSIONAL

Objective

A leader, excited to transfer over 25 years of education management experience to the corporate sector, with a track record of success working with diverse groups of people, achieving solutions to complex problems while delivering objectives with outstanding communication skills, superior analytical skills in a fast-paced environment.

Professional Profile

Bilingual administrator and transformational leader with progressive senior leadership experience. Possesses knowledge about innovative approaches in leadership team building and best practices in management. Armed with the proven ability to identify educational and training needs, take on a strategic vision, articulate plans and translate requirements into practical and appropriate actions. Skilled at coordinating and implementing diversity, equality, inclusion and accessibility programs and initiatives designed to engage, unite and generate cooperation and consensus. Proven ability to quickly build rapport and establish relationships with a diverse group of stakeholders and highly adept at dealing with difficult issues in a proactive, supportive, and professional manner. Technologically savvy and skilled in the application of cutting-edge teaching methodologies and learning tools to improve curriculum delivery and impart new skills to learners which can all be transferred to the corporate sector.

Core Competencies

- | | | |
|---------------------------------------|-------------------------------|---------------------------------------|
| - Project Management | - Human Resources Management | - Quality Assurance |
| - Curriculum Development & Planning | - Training & Development | - SEO |
| - Program Development | - Learning Management Systems | - Social Media Marketing & Management |
| - Budget Administration | - Administration | - CRM |
| - Strategic Planning | - Research | - Leadership & Team Building |
| - Supervisory & Operations Management | - Data Analytics | |
| | - Technical Writing | |

Software & Technology

- | | |
|--|---|
| - Microsoft Office Suite: Word, PowerPoint, Excel, Access, Outlook | - Student Management: Gradelink / MySchool Worx / PowerSchool / ISIS |
| - LMS: Canvas / Blackboard / Moodle / Google Classroom | - Special Education: Welligent |
| - Design: Canva | - SEO: Moz.com / Semrush |
| - Research: Mendeley | - Social Media Management: MeetEdgar, Hootsuite |
| - Project Management: Hubstaff, Monday, Slack, Microsoft Teams, Google products | - CRM: Salesforce |

Senior Level Leadership Experience

Co-CEO | Fur Kids of Fort Pierce, Inc. (DBA: Fur Dogs Only Grooming), Fort Pierce, FL | 2021-2021

- Acquired in Summer 2021. Fur Dogs Only (FDO) has been in business for 15 years with an excellent reputation in the community and approximately 1500 active customers. The business has four components: grooming, boarding, daycare and retail.
- As Co-CEO I oversee human resources, finance, logistics, purchasing, systems implementation, information technology, (including several CRM's we have purchased and implemented) website, development, government partnerships, compliance and business strategy.
- Historically FDO has generated between [REDACTED] annually. We are on-track to triple sales by mid-next year as we have systematically re-organized each of the four profit centers.

CEO | Coast 2 Coast Collision Center, Upland, CA | 2018-2020

- Developed company strategy for the organization which grew the startup to \$270,000 within 6 months of operation.
- Reported to the board of directors and kept stake holders informed delivering timely updates and communication.
- Developed and implement operational policies and a strategic plan.

School Principal | Stoneridge Academy, Upland, CA | 2019-2020

- Provided strategic leadership to faculty and staff of 50 at a non-public school which served a Special Education population.
- Designated administrator at IEP meetings that offered recommendations for students' educational plans according to their special needs.
- Developed and tracked benchmarks for measuring institutional success and successfully instituted strategies to improve teaching delivery to meet the special needs of students with autism, ED and other learning challenges.
- Oversaw the recruitment, hiring, supervision, professional development and discipline of school employees.
- Coordinated and facilitated professional development training for staff on issues related to special education, diversity, equity, inclusion and accessibility
- Demonstrated specialized knowledge of Special Education laws and ensured that all academic policies and curriculum were adhered to.

School Principal | Public Policy Charter School, Los Angeles, CA | 2016

- Provided strategic direction at the institution to increase test scores for an at-risk population of over (500 students).
- Developed a standardized curricula where pedagogy was culturally relevant. Regularly assessed teaching methods and assisted teachers in identifying pedagogical techniques that would be ideal for diverse learners.
- Administered the school budget, implemented, monitored as well as revised school policies and safety protocols as required.
- Interviewed, hired and evaluated school personnel as well as provided coaching to improve their performance.

Middle School Dean | Valley Charter Middle School, Los Angeles, CA | 2014- 2016

- Managed operations, staff supervision and administration, student safety, parent issues, and curriculum implementation to allow Principal 50% more time to contribute to stakeholder meetings.
- Redesigned and implemented a unique discipline policy reducing suspensions by 98% and school violence by 50%.
- Analyzed student discipline data to restructure student character curriculum to include conflict resolution techniques reducing conflict by 25%.
- Identified and delivered teacher support in to enhance optimal instructional delivery reducing parental concerns by 33%.

Assistant Principal - Special Education Compliance | Para Los Niños-Gratts PC, Los Angeles, CA | 2013-2014

- Provided multifaceted administrative and technical support to the principal and acted on their behalf when absent.
- Supervised a multifunctional team of special education professionals across two school sites that catered to 500 students (e.g. resource teachers, Psychologist, Speech therapist, Occupational Therapist, nurse and graduate interns).
- Coordinated the development, implementation and monitoring of IEPs, special education referrals and related assessments, as well as behavioral interventions, ensuring compliance with special education regulations.
- Conducted IEP meetings and SST meetings in Spanish to serve the Latino Population.

Liberal Studies Blended Learning Adjunct Instructor | Ameritas College / Chapman University, Orange, CA | 2012-2014

- Taught first generation at-risk undergraduate adult learners with varying educational and language needs.
- Successfully developed and implemented Bilingual/Bi-literate curriculum and strategies tailored to learner needs.
- Provided instruction through Blackboard Learning Management System.

Associate School Director | Los Angeles Sites-Pitchess Detention Center | Five Keys Charter High School, Castaic, CA | 2012-2013

- Provided oversight, supervision, direction, communication and support for all education programs. Spearheaded activities inclusive of curriculum development, scheduling, enrollment and class placement, as well as professional development training for teachers.
- Supervised, mentored and provided ongoing teacher evaluation and assessment for all teaching staff at the Los Angeles Sheriff's Department County Jail along with satellite sites.
- Taught 90 adult learners with behavioral and psychological challenges, in site-based courses and independent studies to fulfill requirements for their High School Diploma/GED.
- Ensured compliance and adjudicated all teacher discipline incidents as well as due process progressive disciplinary procedures as per collective bargaining agreement.

Associate Dean of Academic Programs | North-West College/Glendale Career College| West Covina, CA | 2011-2012

- Administrator and instructional leader of three campuses including direction and supervision of curriculum and guidance program.
- Instrumental in preparing the school for BPPE and ABHES accreditation visits and compliance.
- Evaluated the performance of instructors and counseled instructors on how to improve their methodology.
- Developed the school's curricula and programs that provide the best training for students seeking careers in the Allied health services.
- Worked with faculty in curriculum planning to improve overall academic performance by improving methodology and

professional development.

- Devised and taught professional development programs in order improve methodology, retention and learning outcomes at each of the three campuses under my leadership.
- Led and assisted with tasks required to comply with accreditation requirements for the accrediting agencies that accredit the college.
- Assisted the admissions department in recruitment efforts.
- Established and developed services and programs to meet the diverse needs of the urban student population who attends the colleges.
- Established student support services on three campuses under my leadership.
- Worked closely with students and the community at large by planning programming and through crisis management.
- Designed in-class and out of class student discipline policies to ensure educational continuity.
- Participated in strategic planning meetings.

Teacher- Kindergarten through sixth grade | Los Angeles Unified School District | Los Angeles, CA | 1998-2009

- Taught Kindergarten through sixth grade
- Designed a daily differentiated curriculum to meet the needs of the multi-modal diverse learners.
- Worked collaboratively with colleagues to develop interdisciplinary curriculum for magnet students.
- Identified and created educational outcomes to assess student learning.
- Utilized district assessments to ensure students understood major thematic and unit concepts.

Education, Training & Certifications

Master of Business Administration | University of California, Los Angeles, CA (*In Progress*)

Master of Laws - Litigation Management | Baylor University School of Law, Waco, TX

Juris Doctor | Southern California Institute of Law, Ventura, CA

California Administrative Services Credential | National University, Sherman Oaks, CA

Elementary Multiple Subject Teaching Credential | National University, Ventura, CA

Master of Arts in Criminal Justice | Chapman University, Orange, CA

Bachelor of Arts in Political Science | Mount St. Mary's College, Los Angeles, CA

Training & Certification

UCLA Litigation Attorney Assistant Program | Paralegal Certificate

Center for Conflict Resolution | Certificate in Mediation

Association of California School Administrators | School Personnel Certificate

Professional Memberships

American Educational Research Association (AERA)

Association for the Study of Higher Education (ASHE)

Education Law Association (ELA)

National Association for College Admissions Counseling (NACAC)

National Academic Advising Association (NACADA)

Association of California School Administrators (ACSA)