Report of the Accreditation Revisit to Bay Area School of Enterprise
May 2022

Overview of this Report

This item is the accreditation team report for the March 9-10, 2022, revisit to the Bay Area School of Enterprise. The initial visit took place February 22-24, 2021. This item provides the report of the revisit team as well as the standard findings for the Common Standards and the revisit team recommendations regarding the eight stipulations and the accreditation status.

Recommendations

1. That the stipulations from the 2021 accreditation visit be removed.
2. The accreditation decision be changed from **Accreditation with Major Stipulations** to **Accreditation**.

Background

An accreditation team conducted a site visit at the [Bay Area School of Enterprise on February 22-24, 2021.](#) On the basis of the accreditation team report in 2021, the Committee on Accreditation (COA) made the following accreditation decision for the Bay Area School of Enterprise and all of its credential programs: **Accreditation with Major Stipulations**.

The stipulations placed on the [Bay Area School of Enterprise in May 2021](#) read as follows:

2021 Stipulations

1. That the institution provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.
2. That the institution provide evidence that it ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.
3. That the Preliminary Administrative Services Credential (PASC) and Clear Administrative Services Credential (CASC) programs provide evidence that all faculty who teach and supervise courses and field experiences are qualified and have a thorough understanding of California public schools including content knowledge, knowledge of current context including state adopted P-12 content standards, frameworks, and accountability systems, knowledge of diversity in society, and demonstration of effective professional practices.
4. That the institution provide evidence that information and personnel are clearly identified and accessible to guide each candidate's attainment of PASC and CASC program requirements.
5. That the PASC and CASC programs provide evidence that site-based supervisors are credentialed, carefully selected, trained, and oriented to provide effective, knowledgeable support for candidates.

6. That the institution provide evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.
7. That the institution provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the programs.
8. That the PASC and CASC programs provide evidence that it documents the process through which it ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential.

2022 Revisit Findings and Recommendations
The findings of the 2022 Revisit Team are as follows:

Common Standard Findings

Common Standard	Initial Visit February 2021	Re-visit March 2022
1) Institutional Infrastructure to Support Educator Preparation	Met with Concerns	Met
2) Candidate Recruitment and Support	Met with Concerns	Met
3) Course of Study, Fieldwork and Clinical Practice	Met with Concerns	Met
4) Continuous Improvement	Not Met	Met
5) Program Impact	Met with Concerns	Met

Program Standards Findings

Preliminary Multiple Subject/Single Subject	Initial Visit February 2021	Re-visit March 2022
3) Clinical Practice	Met with Concerns	Met

Preliminary Administrative Services Credential	Initial Visit February 2021	Re-visit March 2022
2) Collaboration, Communication, and Coordination	Met with Concerns	Met
3) Development of Professional Leadership Perspectives	Met with Concerns	Met
4) Equity, Diversity, and Access	Met with Concerns	Met
5) Role of Schooling in a Democratic Society	Met with Concerns	Met
7) Nature of Field Experiences	Met with Concerns	Met

Clear Administrative Services Credential	Initial Visit February 2021	Re-visit March 2022
2) Program Collaboration, Communication, and Coordination	Met with Concerns	Met
3) Selection and Training of Coaches	Met with Concerns	Met
5) California Professional Standards for Educational Leaders	Met with Concerns	Met

2022 Revisit Team Recommendations

Stipulations	Revisit Team Recommendation
1. That the institution provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	That the stipulation be removed.
2. That the institution provide evidence that it ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	That the stipulation be removed.
3. That the Preliminary Administrative Services Credential (PASC) and Clear Administrative Services Credential (CASC) programs provide evidence that all faculty who teach and supervise courses and field experiences are qualified and have a thorough understanding of California public schools including content knowledge, knowledge of current context including state adopted P-12 content standards, frameworks, and accountability systems, knowledge of diversity in society, and demonstration of effective professional practices.	That the stipulation be removed.
4. That the institution provide evidence that information and personnel are clearly identified and accessible to guide each candidate's attainment of PASC and CASC program requirements.	That the stipulation be removed.
5. That the PASC and CASC programs provide evidence that site-based supervisors are credentialed, carefully selected, trained, and oriented to provide effective, knowledgeable support for candidates.	That the stipulation be removed.
6. That the institution provide evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.	That the stipulation be removed.
7. That the institution provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the programs.	That the stipulation be removed.
8. That the PASC and CASC programs provide evidence that it documents the process through which it ensures that all	That the stipulation be removed.

Stipulations	Revisit Team Recommendation
candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential.	

California Commission on Teacher Credentialing
Committee on Accreditation
Revisit Team Report

Institution: **Bay Area School of Enterprise**

Dates of Revisit: **March 9-10, 2022**

Accreditation Team Recommendation: Accreditation

Rationale:
In preparation for the 2022 revisit, the institution prepared a table that outlined steps taken to address the stipulation and all standards deemed less than fully met at the February 2021 visit. The report included comprehensive supporting evidence for each part of the narrative. After examining the written documentation and conducting interviews at the campus, the revisit team is recommending that the stipulations be removed. In addition, the team has determined that the five Common Standards less than fully met at the initial site visit are now **Met** and the Program Standards less than fully met are now **Met**.

2022 Revisit Team Finding
Based on the fact that the team found all Common Standards to be **Met** and all Program Standards to be **Met** the team recommends that all stipulations be removed and that the accreditation decision for the Bay Area School of Enterprise to be **Accreditation.**

Further, staff recommends the following:

- That the Bay Area School of Enterprise be permitted to propose new credential programs for approval by the Committee on Accreditation.
- That the Bay Area School of Enterprise continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following credentials:

Preliminary Multiple and Single Subject Intern
Teacher Induction
Preliminary Administrative Services
Clear Administrative Services Induction

Accreditation Team

Team Lead	**Robert Perry** Los Angeles Unified School District (retired)
Staff to the Accreditation Team	**Bob Loux** Consultant

Interviews Conducted

Stakeholders	TOTAL
Institutional Administration	3
Program Directors (Associate Deans)	2
Faculty	2
Student Services Representative	1
Student Services/Operations	1
Coaches/ Supervisors	3
PASC/CASC candidates	7
Advisory Board Members	3
TOTAL	**22**

Note: In some cases, individuals were interviewed by more than one team member due to the multiple roles the individual fills.

Background

At the May 2021 COA meeting, the Bay Area School of Enterprise site visit team shared the recommendations from the February 2021 site visit. The COA accepted all of the team's recommendations and the Bay Area School of Enterprise was given Accreditation with Major Stipulations. These stipulations included a revisit within a year and eight other stipulations that the institution needed to address. These stipulations were all based on four of the Common Standards being found Met with Concerns, one Common Standard found Not Met, one Preliminary Multiple Subject/Single Subject, Intern Program standard Not Met, five of the Preliminary Administrative Services credential standards Met with Concerns, and three of the Clear Administrative Services Credential Met with Concerns.

After the February 2021 site visit, Bay Area School of Enterprise began to address the stipulations immediately. The institution shared at the February 2022 COA meeting how they had addressed four of the stipulations and that they were making significant progress on the

other four. Shortly thereafter the institution provided the Commission staff with documentation on how they had addressed the other four stipulations

Stipulations and the Common Standards
The stipulations for Bay Area School of Enterprise are focused on Common Standard 1, (Institutional Infrastructure to Support Educator Preparation), Common Standard 2, (Candidate Recruitment and Support), Common Standard 3, (Course of Study, Fieldwork and Clinical Practice), Common Standard 4 (Continuous Improvement), and Common Standard 5 (Program Impact).

1. That the institution provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. (Common Standard 1)
2. That the institution provide evidence that it ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation. (Common Standard 1)
3. That the Preliminary Administrative Services Credential (PASC) and Clear Administrative Services Credential (CASC) programs provide evidence that all faculty who teach and supervise courses and field experiences are qualified and have a thorough understanding of California public schools including content knowledge, knowledge of current context including state adopted P-12 content standards, frameworks, and accountability systems, knowledge of diversity in society, and demonstration of effective professional practices. (Common Standard 1 and Common Standard 3)
4. That the institution provide evidence that information and personnel are clearly identified and accessible to guide each candidate's attainment of PASC and CASC program requirements. (Common Standard 2)
5. That the PASC and CASC programs provide evidence that site-based supervisors are credentialed, carefully selected, trained, and oriented to provide effective, knowledgeable support for candidates. (Common Standard 1 and Common Standard 3)
6. That the institution provide evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations. (Common Standard 4)
7. That the institution provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the programs. (Common Standard 4)
8. That the PASC and CASC programs provide evidence that it documents the process through which it ensures that all candidates know and demonstrate the knowledge

and skills required by the standards prior to recommendation for a credential. (Common Standard 5).

The Visit

The re-visit took place through technology and proceeded in accordance with all normal accreditation protocols.

2022 Evidence Reviewed and Revisit Findings

Common Standard 1 and Common Standard 3

2021 Site Visit Decision	2022 Revisit Decision
Common Standard 1- Met with Concerns	Met
Common Standard 3- Met with Concerns	Met

Preliminary Multiple Subject/Single Subject Program Standards Findings

2021 Site Visit Decision	2022 Revisit Decision
Standard 3- Met with Concerns	Met

Preliminary Administrative Services Credential Standards Findings

2021 Site Visit Decision	2022 Revisit Decision
Standard 2- Met with Concerns	Met

Stipulations 1, 2, 3, and 5

1. That the institution provide evidence that it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.
2. That the institution provide evidence that it ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.
3. That the Preliminary Administrative Services Credential (PASC) and Clear Administrative Services Credential (CASC) programs provide evidence that all faculty who teach and supervise courses and field experiences are qualified and have a thorough understanding of California public schools including content knowledge, knowledge of current context including state adopted P-12 content standards, frameworks, and accountability systems, knowledge of diversity in society, and demonstration of effective professional practices.
4. That the PASC and CASC programs provide evidence that site-based supervisors are credentialed, carefully selected, trained, and oriented to provide effective, knowledgeable support for candidates.

2022 Revisit Evidence:

Beginning in the 2021-22 school year a new organizational structure was put into place. The four educator preparation program directors (Intern, Teacher Induction, PASC/CASC) meet biweekly to share resources, make decisions regarding the coaching construct at Bay Area School of Enterprise as well as the standardization of shared programmatic responsibilities. Each Program Director/Associate Dean convenes on a weekly or biweekly formal program team meeting with their faculty and designated student services associate to make, review, and collaborate on programmatic decisions. Program Directors/Associate Deans are instituting advisory meetings to occur twice annually, which involve key constituent feedback, input, and collective decision making. Program Advisory/Partner meetings are held five times a year to provide multiple opportunities for partner participation – allowing constituents and program directors to engage with one another and set the tone for working together in the coming year. Faculty are now collaborating with P-12 colleagues and there is documentation to show this. Most of their instructors and supervisors are from the P-12 setting and continually bring their experiences to the programs.

Partners feel that there is a much smoother line of communication with the institution. Field work experiences are discussed, and others have made suggestions to the curriculum which has brought about changes in some of the program's requirements.

The institution's recruitment and retention of a diverse faculty are very evident as their faculty comes from the areas schools which have an extremely diverse population in students and faculty/administrators.

Furthermore, PASC and CASC coaches have been vetted through an identified criterion list adapted from the Commission's program standards and employed through a survey of interest, experience, and knowledge. MS/SS district employed mentors hold a Clear in the subject area for which they are providing supervision.

Team Recommendations regarding Stipulations 1, 2, 3, and 5
The team recommends that Stipulations 1, 2, 3, and 5 be removed.

Common Standards 1 and 3 Findings
Based on the information provided by Bay Area School of Enterprise and the interviews conducted during the revisit, the team finds Common Standards 1 and Common Standard 3 to be **Met**.

Program Standard Findings for Preliminary Multiple/Single and Preliminary Administrative Services Credential Programs
Based on the information provided by Bay Area School of Enterprise and the interviews conducted during the revisit, the team finds Preliminary Multiple Subject/Single Subject Credential Standard 3 to be **Met** and Preliminary Administrative Services credential Standard 2 to be **Met**.

<div align="center">Common Standard 2</div>

2021 Site Visit Decision	2022 Revisit Decision
Met with Concerns	Met

Clear Administrative Services Credential Findings

2021 Site Visit Decision	2022 Revisit Decision
Standard 2- Met with Concerns	Met

Stipulation 4
4. That the institution provide evidence that information and personnel are clearly identified and accessible to guide each candidate's attainment of PASC and CASC program requirements.

2022 Revisit Evidence:
Through interviews and new documents reviewed the team was able to see that Bay Area School of Enterprise has appropriate information available to candidates in all their programs. Current students commented that if their instructors cannot help them with a question, they all know that they can go to Student Services/Operations and immediately receive their answer. It was commented that just knowing this has taken a large strain off many of the candidates.

Bay Area School of Enterprise has a tracking system that enables all associate deans to see where their candidates are at any time. This enables them to offer support for those that are struggling or having time management issues. Instructors, supervisors, and the associate deans discuss these issues at their meetings and come up with a plan to help the candidate get back on track.

Team Recommendation regarding Stipulation 4
The team recommends that Stipulation 4 be removed.

Common Standard Finding
Based on the information provided by Bay Area School of Enterprise and the interviews conducted during the revisit, the team finds Common Standard 2 to be **Met.**

Program Standard Findings
Based on the information provided by Bay Area School of Enterprise and the interviews conducted during the revisit, the team finds Clear Administrative Services credential Standard 2 to be **Met**.

Common Standard 4

2021 Site Visit Decision	2021 Revisit Decision
Not Met	Met

Clear Administrative Services Credential Findings

2021 Site Visit Decision	2022 Revisit Decision
Standard 3- Met with Concerns	Met
Standard 5- Met with Concerns	Met

Stipulation 6 and 7

6. That the institution provide evidence of the implementation of a comprehensive continuous improvement process in which both the unit and its programs regularly assess their effectiveness and make appropriate modifications based on findings. This process must include the systematic collection, analysis, and use of candidate and program completer data as well as data reflecting the effectiveness of unit operations.
7. That the institution provide evidence that the continuous improvement process collects feedback from key stakeholders such as employers and community partners about the quality of the programs.

2022 Revisit Evidence:

Program administrators, coaches, and candidates all spoke of the continuous review process that is in place. Administrators take information to advisory board members to see if there is a common thread throughout the programs that needs to be changed. Student Services/Operations and coaches all spoke of how they review surveys and student work to see what can be improved. Candidates spoke of continual changes that are discussed with the students and why the changes will improve their effectiveness. One student commented that their program changed something in the middle of the semester because they saw it was not working, and how the coaches and candidates appreciated the openness of discussing the changes. Candidates and coaches also spoke of how they are asked after every class or semester what is working and what is not, and feel that they are being listened to; and all agree that the institution is listening to all constituents. Candidates also felt that their coaches were very strong and that the feedback they gave on their coaches was accepted. Coaches commented that the candidate feedback they received and the tips they received from their observations helped to make them better coaches and administrators.

Team Recommendation regarding Stipulation 6 and 7

The team recommends that Stipulation 6 and 7 be removed.

Common Standard Finding

Based on the information provided by Bay Area School of Enterprise and the interviews conducted during the revisit, the team finds Common Standard 4 to be **Met.**

Program Standard Findings

Based on the information provided by Bay Area School of Enterprise and the interviews conducted during the revisit, the team finds Clear Administrative Services credential Standards 3 and 5 to be **Met**.

Common Standard 5

2021 Site Visit Decision	2022 Revisit Decision
Met with Concerns	Met

Preliminary Administrative Services Credential Findings

2021 Site Visit Decision	2022 Revisit Decision
Standard 3- Met with Concerns	Met
Standard 4- Met with Concerns	Met
Standard 5- Met with Concerns	Met
Standard 7- Met with Concerns	Met

Stipulation 8

8. That the PASC and CASC programs provide evidence that it documents the process through which it ensures that all candidates know and demonstrate the knowledge and skills required by the standards prior to recommendation for a credential.

2022 Revisit Evidence:

Candidates and coaches explained how the candidates are beginning to develop professional leadership perspective when it comes to organizational issues, whether at the school or at a greater capacity. Coaches spoke of projects that candidates have been engaged in that have stretched them to understand leadership issues and has brought a tremendous amount of reflection and growth. Whether it is consisting of educational equity or the idea that schools are an important part of local community, candidates stated that they have been pushed to see what change they can affect in their school. During interviews coaches commented that while it was hard to convince some that they could be an instrument of change, after the candidates had listened to speakers and instructors, and once they were given the tools to be a part of the change, they have fully taken to the task.

Bay Area School of Enterprise has become very involved in the learning community, working with districts, helping other teacher credentialing programs, attending conferences regarding equity, coaching, and how to affect change in schools. A district has come to Bay Area School of Enterprise to ask if they could help run some professional development courses in their district, and Bay Area School of Enterprise is currently working at putting together the materials for this. Bay Area School of Enterprise's positive impact on the community appears to be getting stronger and stronger.

Team Recommendation regarding Stipulation 8

The team recommends that Stipulation 8 be removed.

Common Standard Finding

Based on the information provided by Bay Area School of Enterprise and the interviews conducted during the revisit, the team finds Common Standard 5 to be **Met.**

Program Standard Findings

Based on the information provided by Bay Area School of Enterprise and the interviews conducted during the revisit, the team finds Preliminary Administrative Services credential Standards 3, 4, 5, and 7 to be **Met**.

Accreditation Recommendation

Based on the fact that the team found all Common Standards to be **Met**, Preliminary Multiple Subject/Single Subject Program Standard 3 to be **Met**, Preliminary Administrative Services Credential Standards 2, 3, 4, 5, and 7 to be **Met**, and Clear Administrative Services Credential Standards 2, 3, and 5 to be **Met**, the team recommends that the accreditation decision for the Bay Area School of Enterprise be **Accreditation.**