

**Recommendations by the Accreditation Team and Report of Findings of the
Accreditation Visit for Professional Preparation Programs at
Antioch Unified School District**

Division of Standards, Accreditation, and Workforce Investment

June 2026

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Antioch Unified School District**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

**Common Standards and Program Standard Decisions
For All Commission Approved Programs Offered by the Institution**

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Program	Total Program Standards	Met	Met with Concerns	Not Met
Teacher Induction	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Antioch Unified School District

Dates of Visit: April 20-22, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
Date: February 5-7, 2018	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, mentors, candidates, completers, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

All preconditions have been determined to be aligned.

Program Standards

All program standards for the Teacher Induction program were found to be **met**.

Common Standards

All common standards were found to be **met**.

Overall Recommendation

Based on the fact that the team found all program standards for the Teacher Induction program met and all common standards met, the team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Teacher Induction

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Antioch Unified School District 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.
- Antioch Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Accreditation Team

Team Lead:

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Programs Reviewer:

Michelle Resendes
Clovis Unified School District

Common Standards:

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Staff to the Visit:

Miranda Gutierrez
Commission on Teacher Credentialing

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Induction Pacing Guide
Candidate Advisement Materials
Accreditation Website
Individualized Learning Plan Process
Professional Development
Evidence for Observations/Modeling

Candidate Individualized Learning Plans
Assessment Materials
Candidate Handbooks
Mentor Job Posting
Mentor Training
Survey Results
Completed Mentor/Candidate Time Log
Mentor/Candidate Matches
Precondition Responses
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	64
Completers	13
Site Administrators	17
Institutional Administration	3
Program Coordinator	1
Mentors	35
Professional Development Providers	5
Credential Analysts	2
Advisory Board Members	4
Education Partners	33
TOTAL	177

Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Antioch Unified School District (Antioch USD) operates in Antioch, California, located along the San Joaquin-Sacramento River Delta in East Contra Costa County. Antioch has a rich history, and is one of the oldest towns in California, having been incorporated in 1872. Antioch USD serves over 15,000 TK-12 students with an ethnic and racial makeup of 51% Latino/Hispanic, 23% African American, 10% White, and 10% Asian/Pacific Islander. The student population includes, 81% socioeconomically disadvantaged, 20% English learner, 1% foster youth, and 16.5% students with disabilities.

Antioch USD includes 13 elementary schools, four middle schools, three comprehensive high schools, three alternative high schools, and two K-8 schools. Antioch USD is highly committed to ensuring that all students learn grade level standards and are fully prepared for college or career at graduation. Antioch USD is currently focused on training teachers and other staff to serve students through positive relationship building and the use of restorative practices.

Education Unit

Antioch USD sponsors a teacher induction program which serves teachers on preliminary credentials from within the district’s boundaries. The program is coordinated by a Teacher on Special Assignment (TOSA) who reports directly to the Director of Instructional Support and is assisted by one clerical position. The TOSA is also responsible for coordinating support of other new teachers who are not yet in the induction program, the district’s social science teachers, and other assigned responsibilities.

The mentors for induction are included in a pool of approximately 100 mentors who mentor teachers on permits, interns, and induction candidates. The program has consistently grown over the past several years and currently enrolls 78 candidates. The Antioch USD Teacher Induction Program (ATIP) has traditionally recommended approximately 25 clear credentials annually. During the 2025-26 school year, 54 mentors were assigned induction candidates. Mentors meet weekly with candidates and participate in quarterly mentor trainings to develop and increase mentor skill.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Teacher Induction	25	78

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols. This accreditation site visit is one of three where the accreditation team is piloting a new program report template format.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS TEACHER INDUCTION

Program Standard 1: Program Design	Team Finding
Summary of information applicable to the standard Antioch Teacher Induction Program (Antioch TIP) provides an individualized, job-embedded system of mentoring and support aligned to the California Standards for the Teaching Profession (CSTP). The Individualized Learning Plan (ILP) process begins with an orientation for candidates and mentors where the purpose and expectations of the ILP are outlined, establishing a shared understanding of its role in guiding and documenting candidate growth throughout the induction process. Candidates initiate the ILP through reflection on their teacher preparation experiences and transition plans, when applicable, identifying strengths and areas of challenge. In collaboration with their mentor, candidates complete a self-assessment of each of the CSTP, using the California Continuum of Teaching Practice, and describe their current teaching context, noting information they will consider as part of their professional goals for the year. Based on this reflection, the self-assessment, and teaching context, candidates identify three CSTP focus standards that inform their ILP goals. These goals guide individualized professional learning and are supported through ongoing weekly mentor collaboration. Candidate progress is regularly documented, and the ILP is updated to reflect growth through a continuous plan-teach-reflect cycle.	Met

Program Standard 2: Components of the Mentoring Design	Team Finding
Summary of information applicable to the standard The Antioch TIP mentoring design is informed by the research of Elena Aguliar and Laura Lipton, with mentor orientation followed by four seminars focused on adult learning theory and coaching strategies. In interviews, mentors noted that seminars are not just about induction, but about adult education. They explained that they learn how to work with candidates to get the best out of them. One new mentor noted she was unsure about how to guide her candidate, but the training made her feel “very prepared to do the job.” Candidates assess themselves on the CSTP at the beginning and end of each year. Mentors facilitate a meeting with administration and collaborate with candidates through a hybrid model to write goals, establish an action plan for each goal, and document progress on the three self-selected CSTP of focus while working through the action plans. Candidates mentioned several ways just in time support is provided including through optional mentor drop-ins, via text or email, as well as during weekly meetings where it was frequently mentioned as the starting point. Evidence from documentation and interviews demonstrates the program’s design supports the development of teacher reflective practices and provides evidence of continuous improvement.	Met

Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System	Team Finding
Summary of information applicable to the standard ILP growth goals are developed following the CSTP self-assessment, a mentor observation and the triad meeting with site administration to share the three selected CSTP of focus. Candidates then draft their growth goals and mentors review them before they are submitted. In interviews, candidates stressed that choosing their own goals is a strength of the program. Candidates, with mentor support, develop an action plan for each growth goal specifying research done, application of new learning applied, measurable results, and evidence of progress toward achieving the goal, which may include but is not limited to student assessment data, survey results, and work samples. Mentors meet weekly with candidates through a hybrid model of in person and virtual meetings to provide ongoing support, both just in time and targeted support in working through the growth goals action plans. Within the action plan, candidates record steps they are taking toward achieving their goals as well as evidence of progress. Additionally, Antioch TIP provides one day of substitute release time to support observations, modeling, and completion of ILP activities. Observation notes and documentation of time spent is recorded on the candidate time log.	Met

Program Standard 4: Qualifications, Selection, and Training of Mentors	Team Finding
Summary of information applicable to the standard According to interviews, mentors are selected through a defined process that includes administrator recommendation, and in some cases, identification of exemplary former induction candidates. Prospective mentors complete an application outlining required qualifications, including a minimum of four years of successful teaching experience, knowledge of beginning teacher development, and a demonstrated understanding of the CSTP. Additionally, they participate in a formal observation by the induction leader. According to interviews and documentation, mentors are thoughtfully matched with candidates based on credential type and teaching assignment to ensure relevant and effective support. Mentors participate in an initial program orientation, followed by ongoing professional learning focused on adult learning theory and effective mentoring practices, offered four times annually. Interview data indicate that mentors find these trainings valuable for addressing challenges with candidates and refining their coaching strategies. Mentors also reported that the seminars provide opportunities for collaborative peer support. Mentors are expected to meet with candidates weekly for a minimum of one hour either in person or virtually, to provide consistent, individualized support. The ILP process begins with just-in-time support at the start of the year and continues to guide ongoing work throughout the induction process. Mentors regularly review candidate ILP submissions and provide timely, actionable feedback and guidance to promote candidate development.	Met

Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation	Team Finding
Summary of information applicable to the standard The induction leader reviews and provides feedback on candidate ILP submissions through Microsoft Teams following the program pacing guide and evaluation rubric. Where evidence provided in the candidate ILP is incomplete or insufficient, feedback is shared with both the candidate and the mentor, and time and guidance is provided for revision. If elevated support is necessary, a plan is created and shared with the candidate and mentor, and includes induction leader check-ins during specified weekly meetings. The roster of candidates satisfactorily completing all program requirements is sent to the Antioch TIP Advisory Committee for review and approval. The program's administrative assistant prepares a transcript for each completing candidate, ensuring all credential requirements have been met. Candidates complete an exit interview with the induction leader, who is an authorized submitter, prior to completing the clear credential recommendation process. Candidates deemed to have been unsuccessful in completion of Antioch TIP are provided an appeals process delineated in the handbook.	Met

Program Standard 6: Program Responsibilities for Assuring Quality of Program Services	Team Finding
Summary of information applicable to the standard Within Antioch TIP, candidates engage in ongoing weekly collaboration with the mentors to develop and refine their ILPs, incorporating feedback from mentors prior to submission. The induction leader serves as the final evaluator of all ILP components, providing specific feedback through Teams assignments comments and direct communication with candidates and their mentors when revisions are required to meet program expectations. The induction leader regularly reviews candidate time logs and issues a mid-year progress report to both candidates and mentors, with follow-up support provided as needed. Both candidates and mentors receive comprehensive guidance from a program handbook and an orientation to ILP expectations and evaluation rubrics. Candidates further demonstrate their growth through formal ILP presentations at the end of each program year, receiving feedback and reflective questioning about their experiences. Additionally, the program maintains a mentor change request process to ensure effective candidate-mentor pairings, reinforcing its commitment to high-quality mentoring and continuous improvement. In interviews, mentors expressed that they receive collective feedback during training sessions and seminars, and that they “always hear what comes out of surveys and data collected in exit interviews.” The program has started a new process of having the induction leader attend a weekly meeting with candidates and mentors to facilitate more individualized feedback, which was verified through interviews. Candidates, mentors, and administrators all expressed that there is clear communication and coordination among all members of the induction system, and that the induction leader is responsive to individual needs and feedback. For example, principals noted some specific instances of their feedback being acted upon to improve the program, including aligning mentor-candidate pairings and streamlining induction assignments and the purpose of the assignments to make them more relevant for the candidates.	Met

INSTITUTION SUMMARY

Antioch Unified School District (Antioch USD) is committed to ensuring all students are college, career and life ready so they can make choices and have full opportunity in life after high school graduation. The district has a recent focus on training all staff in restorative practices and culturally relevant pedagogy. They are also dedicated to including families and community in the education of their students. Antioch USD recognizes challenges and looks for solutions in the best interest of students. All district leaders understand the importance of making data-based decisions. Teachers in the district are interested in bringing innovative ideas around technology, student engagement and updated strategies into their classrooms.

Antioch USD has recently gone through many administrative changes including the Superintendency and have some leadership positions that are currently vacant. The district is experiencing a \$30 million deficit and is having to make very difficult decisions about where to cut expenses.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Inconsistently
The education unit 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.	Inconsistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The Antioch Teacher Induction Program (Antioch TIP) implements a researched based program that includes an established vision that was articulated through interviews from district leadership through induction candidates' understanding of the vision and purpose of the program. Clear communication between the two district credential analysts and program leadership ensures that teachers with a preliminary multiple subject, single subject, or education specialist credential receive information and enroll in the induction program. An orientation is held early in the school year for all induction candidates, and individual onboarding occurs as candidates join the program after the original orientation.

The program utilizes an Advisory Committee that meets regularly to review data, examine best practices and make recommendations for changes to improve the program. Advisory Committee members interviewed shared that the advisory also analyzes candidate progress and reviews completion before the clear credential recommendation. The program receives district support for needed resources and the need for any additional resources is easily communicated from the program to district leadership and/or from the Advisory Committee to district leadership.

The daily implementation of the program is led by a Teacher on Special Assignment (TOSA) who serves as the induction leader and interacts regularly with all program partners including

candidates, mentors, cluster and district leadership. Throughout interviews, the induction leader was referred to as “supportive, communicative, organized and dedicated.”

The credential recommendation process includes verification of growth in the California Standards for the Teaching Profession (CSTP) through evidence gathered during cycles of inquiry in collaboration between the candidate and mentor as recorded on the Individual Learning Plan (ILP). After Advisory Committee review and final review by the induction leader, the recommendation is made to the Commission on Teacher Credentialing (Commission). Candidates shared their growth in the CSTPs during interviews.

The team found evidence of collaboration within the district and with other district and county induction programs, while collaboration with higher education partners was found to be inconsistent. Additionally, while the Antioch TIP Advisory Committee is active, it includes district mentors, the program leaders and a principal. The broader range of constituents are not consistently included in the decision-making process.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Inconsistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The Antioch Teacher Induction Program serves teachers on preliminary credentials who are employed in the district. There is a clear identification process initiated by the credential analyst and communicated with the induction leader. Advisement and guidance are provided

both through documents like the program handbook and at in-person trainings. Additionally, the induction leader is available to both candidates and mentors who have questions or need support.

Antioch USD has been working to increase the diversity of the teaching force within the district. While there is a plan that has been started, it is currently paused due to the fact that the need for hiring is minimal because of a significant budget reduction. When hiring increases, the district intends to return to a focus on increasing diversity in the educator pool.

Mentors play a significant role in the guidance of candidates to meet program requirements. An Advisory Committee member shared, “Our program is highly rooted in mentorship, those relationships have the biggest impact.” A district administrator shared that both the program leadership and strong mentoring have led to an increase in teacher retention for Antioch USD.

During regular reviews of candidate Individual Induction Plans (ILPs), the Antioch TIP Advisory Committee is informed by the induction leader of any candidate not progressing and/or requiring extra support and a plan is made for the individual candidate. Overall candidate competence trends over time are presented as a collection of survey data by an outside evaluator.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Antioch USD's induction program is a job-embedded, individualized goal-driven program that allows candidates to select their area for growth based on an alignment of an initial mentor observation, their current site goals, and their ILP. Candidates apply the tenets of continuous improvement in order to learn, practice, and demonstrate competencies required to clear their credential. Mentors, school site administrators, and guidance from their ILP are the primary supports for candidates. One candidate shared during interviews, "My mentor is only a text away. He is right next door and his physical proximity feels like an intentional support from the induction leader."

Mentors are selected, trained, and evaluated by the new teachers and the induction leader based on evidence of their knowledge and implementation of best practices, ability to develop and maintain relationships, and their overall effectiveness. New mentors are transitioned into their role through an onboarding process that includes a summer orientation. Interviews with candidates revealed that new teachers felt mentors were very accessible to them and had open lines of communication. One candidate noted, "I can see my mentor before school, during school, after school, whenever I need!"

The diverse needs of the students within the district require teaching and learning about culturally responsive approaches and differentiation. Interviews affirmed program experiences related to mentoring, observations, training, and examination of research-based strategies aligned to the content standards, framework, English Learners, special populations, and classroom management. Induction candidates shared evidence of support provided by their mentors to support the diverse needs of students in their classrooms. Candidates are assessed

using the CSTPs, continuum-based criteria, and the feedback received on the ILP. Candidates indicated that the use of the ILP, formative assessments and collected data guide their continuous reflection and examination of their approaches to teaching and leading. These criteria are supported by a well-trained mentor.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

A review of Antioch USD's documents and interviews conducted revealed that the induction program routinely collects candidate and mentor input through a variety of surveys and makes program improvements based on that feedback. As part of that process, the induction program considers input from the Advisory Committee, as confirmed by interviews. One interview participant noted, "We use survey data from the trainings that are offered by the induction program to design future professional development. We are able to specifically pinpoint areas of need." The Advisory Committee members, along with many other participants, highlighted the induction leader as approachable and proactive in her work.

The Advisory Committee, candidates, and mentors shared that survey and professional development evaluation data are looked at and changes are made to the program based on the information. The team routinely studies the data and adjusts as needed. Candidates cited multiple specific examples of how they felt they were heard and that their feedback was valued and acted upon. In interviews, one candidate shared a specific anecdote when she responded to a survey voicing her concern that the pacing of the meeting was too fast and she struggled to process the information. At the next meeting, the induction leader addressed the pacing and the subsequent presentation was at a more manageable pace. The candidate reported feeling

“heard” and “valued.” Interviews with candidates, mentors, administrators, and program leadership verified that data-driven decisions provided systematic improvements to the program.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

The Antioch USD induction program ensures its candidates are prepared to apply the knowledge and skills to support all students in meeting the TK-12 state adopted academic standards through their successful completion of individualized growth activities within a carefully articulated, collaborative (mentor and candidate) formative mentoring system. The program design supports well-trained mentors and differentiated professional learning experiences called seminars to support candidates as they develop and demonstrate effective competencies to support the full range of learners.

The Antioch USD’s induction program follows an individual learning plan that allows candidates to know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state-adopted academic standards. Shared documents and interviews with educational partners made it evident that current candidates and program completers are assessed against the Commission-adopted requirements and program standards. The Superintendent of the district commented, “Staff members have to be fully prepared to reach the community, provide enrichment, and work with families and students who need assistance. They need to know how to provide intervention sooner than later. Induction helps them learn these things.”

Commission completer survey results show that 93% of program completers reported that observing their mentors modeling instruction was helpful or very helpful in impacting students in meeting adopted standards. District data provided by the program shows a concerted effort to educate and support all students. The 2022-23 internal survey data reported 94% of candidates felt *Working with my mentor supported consistent reflection on the effectiveness of*

instruction and student achievement. Both current candidates and program completers cited multiple examples of ways in which program experiences, particularly support from their mentors, helped them grow in their ability to support all students, including English Learners and special needs students by identifying specific strategies to differentiate instruction. Interviews with program leadership, Advisory Committee members, mentors, and candidates, and an examination of evidence, including ILPs and other assessment data, affirmed that a wide variety of assessments are used to provide feedback. Candidate interviews provided many testimonials that mentors had provided lasting impact. One candidate shared, “My mentor is excellent in providing help and support. She always does a temperature check before we jump into the ILP to see if I have any pressing issues.”

Antioch USD, through the candidate coursework and reflection, has the goal of ensuring that all their induction participants are prepared for their professional future by demonstrating their competence in the state’s professional standards. The Senior Executive Administrator said, “Induction mentors help candidates teach at grade level, scaffold for needs, and implement English Language Development standards.” This is one of the many examples provided during interviews that show how the induction program evaluates and demonstrates that they are having a positive impact both on candidate learning and competence and on teaching and learning in schools that serve California’s students.