

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Hacienda La Puente Unified School District

**Professional Services Division
May 2018**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Hacienda La Puente 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**

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

Program Standards

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

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: Hacienda La Puente Unified School District

Dates of Visit: February 27 - March 1, 2018

2017-18 Accreditation

Team Recommendation: Accreditation

Previous History of Accreditation Status
<i>Although Hacienda La Puente Unified School District has operated a Commission approved educator preparation program since 2004, induction programs were not incorporated into the accreditation system until 2011. Therefore, the 2018 accreditation visit is the first accreditation site visit for this institution.</i>

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, professional development leaders, candidates, completers, mentors, and local school personnel. The team felt that it 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:

Program Standards

All program standards were **met** for the Teacher Induction Program.

Common Standards

All Common Standards were **met** for the institution.

Overall Recommendation

Having all program standards and all common standards **met**, it is the site review team's recommendation for **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential program and to recommend candidates for the appropriate and related credentials upon satisfying all requirements.

Teacher Induction

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Hacienda La Puente Unified School District be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Hacienda La Puente 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.

Accreditation Team

Team Lead:

Carol Clauss

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Common Standards:

Shana Smith

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Programs Cluster:

Aleeta Powers

Los Angeles Unified School District

Staff to the Visit:

Gay Roby

Commission on Teacher Credentialing

Documents Reviewed

Advisement Documents	Mentor Interaction Logs
Candidate Business meeting materials	Mentor Reports to Administrators
Determining Candidate Competence Document	Monthly mentor logs
Candidate Files	Preconditions
Collaborative Assessment Logs	Program Assessment Feedback
Common Standards Submission	Professional Development Feedback
Common Standards Feedback	Program Handbook
Individual Learning Plans	Program Website
Mentor Assessment Checklist	Survey Data
Mentor Training materials	

Interviews Conducted

Stakeholders	TOTAL
Candidates	20
Completers	10
Site Administrators	20
Institutional Administration	4
Program Coordinators	1
Teachers on Special Assignment	2
IHE Partners	3
Mentors	20
Credential Analysts	3
Advisory Board Members	14
Leadership Team	6
Induction Support Staff	1
Professional Development Providers	7
TOTAL	111

Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

Hacienda La Puente Unified School District (HLPUSD) is located in the eastern San Gabriel Valley, 20 miles east of the city of Los Angeles. Geographically, the district serves all or portions of the cities of La Puente, City of Industry, Hacienda Heights, Valinda and West Covina. With 17 elementary, 6 K-8, 4 middle, and 5 high schools (plus one orthopedic campus and one adult school), HLPUSD currently serves 18,412 Tk-12 students and 14,000 adult education students. Program numbers for the teacher induction program tumbled significantly in the 2009-2014 years of economic hardship, but have been rising annually for the last four years.

Education Unit

HLPUSD’s Teacher Induction Program (TIP) is housed in the Instructional Services Division with strong collaboration with the other divisions in the district. The TIP program is the only credentialing program sponsored by the district. Program numbers have been decreasing in the last several years, but have grown this year for the first time in five years.

**Table 1
Program Review Status**

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Teacher Induction Program	14	39

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Report Teacher Induction Program

Program Design

The Hacienda La Puente Unified School District (HLPUSD) is the lead educational agency for a single district Teacher Induction Program (TIP) for multiple subject, single subject, and education specialist teachers holding preliminary credentials. The two-year program, with a one-year Early Completion Option, is collaboratively implemented by the Human Resources Division and the Instructional Services Division. The goal of the HLPUSD TIP is to provide meaningful, job-embedded induction that develops thoughtful, reflective educators who are continually striving to improve their teaching practice and accelerates each candidate's professional growth while they earn their California Clear Teaching Credential. This strong support is intended to develop a skillful, thriving community of educators that leads to retention of those teachers. Interviews confirm that the induction team collaborates closely with the district to integrate induction activities with district initiatives and resources, including professional development support for speakers of English as another language and students with special needs. The assistant superintendents and the induction coordinator work together to update administrators on the current implementation of the induction program and to seek their counsel on program issues.

The credential analysts confirmed that they determine eligibility for each new teacher hired in HLPUSD who need to clear a preliminary multiple subject, single subject, or education specialist credential. Candidates confirmed that they receive program information upon signing the employment contract and were given clear information on eligibility, program requirements, and access to ongoing support. One candidate noted that, "They take care of everything once you have signed the option form for induction; they get you a mentor and they are just there for you, they help with everything."

The induction coordinator administers the induction program under the supervision of the Assistant Superintendent of Curriculum and Instruction with ongoing collaboration with the Assistant Superintendent of Human Resources. Interviews with senior staff members highlighted that the program is considered to be an integral part of the district and a way to be sure that all teachers have the opportunity to grow in their practice and receive support in achieving district expectations. Two teachers on special assignment (TOSA) also serve as part of the core leadership team. In collaboration with the coordinator they implement many of the core functions of the program in terms of monitoring progress as well as provide mentor training. The program collaborates with other teacher induction programs and institutes of higher education through a variety of local and regional meetings.

Program staff indicated that decisions about program changes and implementation are discussed and made during the monthly leadership team meetings and advisory committee meetings that occur 2-3 times per year. The leadership team consists of the induction coordinator, the two induction TOSA, and four lead mentors. The advisory committee consists of representation of all major stakeholder groups as well as higher education representatives. Several formal and informal structures provide program stakeholders with multiple opportunities to be involved in

the induction program and communicate their insights regarding program design, implementation and effectiveness. Both groups complemented the program coordinator for her strong informational data-based presentations and the way that they were all able to review data and bring their expertise into identifying ways to strengthen the program and to align to new induction standards this year. Results were available for review from a variety of surveys, evaluations, and reports that the district collects and presents for various stakeholders to provide feedback to the program. Site administrators indicated that the results of surveys are shared with them in instructional meetings and they have the opportunity to celebrate and to work on next steps where needed.

Course of Study

In response to the revised induction program standards (2015), the district has transitioned to a program based on the needs of each candidate as determined by co-assessment on a continuum of teacher development based on the California Standards for the Teaching Profession (CSTP), as well as transition plans for Education Specialist candidates. This leads to development of a collaborative Individual Learning Plan which is signed by the administrator, mentor and candidate. All stakeholder groups noted that by design, the ILP goals are aligned to the goals for their district evaluation process as the language of the CSTP are used in both structures.

Mentors meet with candidates for an average of one hour each week and guide the candidates through the induction program. Mentors focus on meeting candidates' individual needs while guiding each of them through a systematic process leading to demonstration of pedagogical knowledge and skills grounded in the CSTP and utilizing applicable state standards for students. Guidance is provided in regards to meeting the needs of all learners. Candidates referred to the webpage and handbook as ever-present sources of information, but indicated that their mentors consistently guided them. "They've always got you, they won't let you fall," was a sentiment expressed by many candidates. Site administrators shared that additional mentor support is always available to meet the individual needs of each teacher as the program is very hands on. Funding is set aside to compensate content area experts at every school. While a set portfolio of formative assessment documents is no longer required for each candidate, the Plan-Teach-Reflect-Apply cycle is still used in the mentoring of new teachers, including support, professional development opportunities, collaborative lesson planning, examination of classroom practice, analysis of student work, reflection and application of learning--all of which are in alignment with the ILP. Mentors and candidates described how this is implemented within the observation cycle, which is required at least once per semester. A variety of online support tools is available to be used as optional activities.

Mentors receive initial training and ongoing support. Criteria for mentor selection is articulated in the TIP program handbook. Various facets of knowledge, expertise, and dispositions for working with new teachers and guiding teacher growth are included in the criteria. A principal recommendation is also required. Completers noted that mentors really help in all areas--classroom management, planning, helping with students that are difficult to reach, parents, communicating with the administrator, are examples. Several completers indicated that while

they are not in the program anymore, the mentoring relationship is still there and candidates still confer with their mentor.

Participation in various professional development structures (e.g. Induction Process/Business meetings, professional development aligned with their ILP, periodic reviews, site professional learning communities, and district sponsored professional development) provides opportunities for collaboration and networking with peers and reflection on teaching and learning. Candidates are guided to select a minimum of 12 hours per year of professional development, aligned to their ILP goals, from within or outside of the district, but it is indicated that candidates often select district professional development sessions where they are paid to attend, instead of sessions that might better match their ILP goals.

Candidates and mentors annually participate in mid-year and end-of-year review where evidence is shared with a panel of other candidates and mentors to demonstrate progress toward the CSTP and their ILP goals. Following the presentation, candidates are advised if the evidence meets completion criteria or if revisions are needed. Both candidates and mentors described a process where evidence of growth is gathered based on the CSTP elements identified on their ILP (one for each CSTP) using the language of the continuum as a guide.

Assessment of Candidates

Credential analysts and candidates reported that potential candidates are advised about the program and credential requirements at the point of hire. Additionally, the induction coordinator advises candidates about the program requirements during program orientation and provides them with a program handbook. The candidate and the mentor engage in a co-assessment of the candidate's practice using the multi-leveled Continuum of Teacher Practice and develop an Individual Learning Plan with input from the site administrator. Mentors support candidates in application and demonstration of their pedagogical knowledge and skills throughout the year. As a result of ongoing collaboration with their mentor, candidates select artifacts and documentation of progress toward the ILP goals. Mentors confirmed that they guide their candidates in selecting evidence that meets their growth on the CSTP and their ILP goals. Site administrators further indicated that they meet monthly with the mentors to coordinate ongoing individualized additional support. It is at these meetings that site professional development, veteran teacher observations and/or additional mentor support is discussed.

The Human Resources Division with the Instructional Services Division collaboratively support and monitor candidate progress in meeting induction program requirements. Candidates compile what was referred to as a curated collection of evidence across each of the six CSTP. This body of evidence, based on student work, instructional material created by the candidate, and other artifacts collected in the course of individualized mentoring, is presented during the mid-year and end-of-year review during each year of participation. Following the panel review, the leadership team reviews documentation of candidate progress and determines next steps, remediation, progression, or completion.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, mentors, employers, professional development leaders, advisory board, leadership team and program personnel, the team determined that all program standards are **met** for the Teacher Induction Program.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation			
Components	Consistently	Inconsistently	Not Evidenced
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> 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 	X		
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	X		
<ul style="list-style-type: none"> 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 	X		

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.			
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	X		
Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Met		
<p>Additional information applicable to the standard decision:</p> <p>Hacienda La Puente Induction Program prepares its candidates by implementing a formative assessment process in which each teacher is partnered with a veteran teacher for guidance and professional development. Together, the candidate and mentor develop personalized ILP goals based on a self-assessment of the Continuum of Teaching Practice, with input from the site administrator. Program personnel, advisory board members and relevant stakeholders are actively involved in the organization, coordination, and decision making, as indicated in interviews. HLPUSD’s program design focuses on the development of candidate practice as it relates to teaching and learning. Candidates are offered a variety of professional development (PD) including individualized mentoring specific to preparing educators for California public schools and related to their self-chosen ILP goals.</p> <p>Sufficient resources are allocated for the effective operation of the program, as affirmed through interviews with district administrators. The implementation of the program components includes a multifaceted approach, with program personnel seamlessly engaged all departments of the district. Advisory members stated that the district is fully committed to a quality program. Recruitment and faculty development support hiring and retention of faculty who represent diversity and excellence as evidenced across stakeholder interview findings. Interviews with site administrators indicated the program staff including the Induction TOSA are very hands on and exhibit great flexibility to meet the needs of each individual teacher. One administrator said the communication between program staff and his site was vital for teacher success. One candidate described the program as a system that ensures candidates have met all requirements by having mid-year and end of year panels to review evidence of candidate competence.</p>			

Common Standard 2: Candidate Recruitment and Support			
Components	Consistently	Inconsistently	Not Evidenced
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	X		
<ul style="list-style-type: none"> 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. 	X		
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements. 	X		
<ul style="list-style-type: none"> 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. 	X		
Finding on Common Standard 2: Candidate Recruitment and Support	Met		
<p>Additional information applicable to the standard decision:</p> <p>The induction program accepts all district employees needing induction to clear their teaching credential. Interviews with Human Resources personnel confirm they actively recruit candidates from diverse backgrounds and high need areas (special education, dual immersion in Korean, Mandarin and Spanish, etc.) through collaboration with universities partners. Candidates are advised and supported by induction personnel beginning with recruitment fairs, signing of teaching contract, and through the comprehensive website and handbook. In the Documentation of Candidate Progress, located in the Teacher Induction Handbook, candidate participation throughout the program is monitored for progress toward program completion. The Documentation of Candidate Progress is reviewed by the lead mentors and TOSA who stated that they use this document to make connections between the mentoring tools, the ILP goals, the CSTP continuum. Feedback to the mentors is provided if more evidence or additional connections are needed. Evidence is gathered and presented during mid and end of year panel reviews to show growth towards meeting ILP goals and CSTP. Candidates and completers reported that they were well informed about program requirements and what evidence is to be collected for program completion.</p>			

Common Standard 3: Fieldwork and Clinical Practice			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
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	X		
· 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.	X		
· Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	X		
· The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	X		
· Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	X		
· All programs effectively implement and evaluate fieldwork and clinical practice.	X		
· For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	X		

Finding on Common Standard 3: Fieldwork and Clinical Practice	Met
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Additional information applicable to the standard decision:
HLPUSD’s Induction Program is a job-embedded, individualized program that allows candidates to choose areas for growth after self-assessing on the Continuum of Teaching Practice and identifying learning goals. Candidates then learn, practice, and demonstrate competencies required to clear their credential supported by individualized mentoring and contextualized professional development. Candidates present evidence as growth of teaching practice as evidenced by the Continuum of Teaching Practice (CTP) and the CSTP during the mid-year and end of year panel review.

Mentors are selected, trained, and evaluated based on their knowledge and implementation of best practices, ability to develop and maintain relationships, and their overall mentor effectiveness. According to candidates, the program staff does an excellent job in matching mentors to candidates. Interviewees discussed examples of when the mentor did not teach the same content area, so an additional mentor who teaches the same content was assigned. Site Administrator interviews confirmed the value they see in having mentors helping candidates and explained they collaborate with mentors on a monthly basis to meet the needs of their candidates and to align ongoing individualized support.

The program assesses candidates through periodic self-assessment and reflections on the CTP, highlighting growth in the CSTP. The CTP level is then used in panel reviews held twice a year to assess progress toward completion.

Common Standard 4: Continuous Improvement			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
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 stakeholders such as	X		

employers and community partners about the quality of the preparation			
Finding on Common Standard 4: Continuous Improvement	Met		
<p>Additional information applicable to the standard decision: The induction program uses an assessment system that includes surveys, professional development feedback, mentor documents, candidate documents and informal interviews to monitor and assess the effectiveness of the program. Candidate and mentor surveys consistently show that the program is effective in supporting candidate needs. The program director is responsive to program, site administrator, mentor and candidate needs. Many interviews confirmed that the program director goes above and beyond to make sure the mentors, site administrators, and candidates are supported and individual needs are met. Review of program event evaluations reveal that the mentor and candidate professional learning activities are well planned and well received. Candidates and mentors both reported that they are pleased with the quality of the professional development they attend. Multiple sources of data are used to gauge the quality of the preparation candidates are receiving. The web-based program houses mentor and candidate documents that include Individual Learning Plans, evidence of candidate competence, and specific mentoring tools. Additional data sources include monthly mentor logs and mentor reports to administrators, mentor interaction summaries, and periodic interviews. Advisory board members stated that they have an opportunity to make suggestions for program improvement. Interviews with administrators confirmed that they have high confidence in the program and that they are well informed of the program processes and requirements.</p>			
Common Standard 5: Program Impact			
Components	Consistently	Inconsistently	Not Evidenced
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.	X		
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	X		
Finding on Common Standard 5: Program Impact	Met		

Additional information applicable to the standard decision:

The induction program endeavors to produce candidates who strive to be effective on a professional plane as well as in their personal lives. Site administrators said that mentors assist candidates in finding a balance in life and improving their teaching practice. The program trains mentors to work in teams while educating candidates with networking skills that help them find their voice. Candidates use their weekly mentoring sessions to lesson plan, analyze student data, reflect on their teaching practice, debrief observations, and implement new professional development. Reviews of candidates' self-assessment on the CTP show consistent growth and improvement over time in the six CSTP. The induction program evaluates its impact by collecting data and evidence on a variety of program components. The program's impact on mentors and candidates is evidenced by numerous positive statements in the interviews regarding program organization and responsiveness to both candidate and student needs.

INSTITUTION SUMMARY

The Hacienda La Puente Unified School District Teacher Induction Program provides a high-quality mentoring-based program of induction for all eligible candidates, characterized by strong collaboration structures amongst the program staff, the candidates, the mentors and the administrators. Candidates are matched with a mentor who is on their site or is in their same content area whenever possible. Formalized structures are in place to ensure all teachers have access to mentors who teach the same content areas. Administrators stated that if the mentor does not teach the same content area, the teacher is given another mentor who teaches the same content. Mentors are given comprehensive training before and during their mentor experience. They are supported throughout the year via mentor meetings and additional individualized support by the lead mentors. The lead mentors and the two TOSA, along with the program coordinator comprise a leadership team who gives oversight and quality control throughout all program operations. A strength of this program and a testimony to the district's support of the program is the employment of two full time release lead mentors (TOSA) who provide direct services to both mentors and teachers through mentoring, monitoring structures, feedback, and professional learning sessions.

Hacienda La Puente Unified School District Teacher Induction Program ensures candidate competence in multiple ways. Candidates, mentors, and administrators collaboratively write their Individual Learning Plan goals, aligning them to their evaluation goals and the California Standards for the Teaching Profession. Progress towards the learning goals are discussed and documented during weekly candidate-mentor meetings. The program provides periodic reviews and feedback to candidates on their progress towards completion. The Hacienda La Puente Unified School District is fully committed to providing a quality induction program as evidenced by their multi-layered organization, structured communication and overall effectiveness that results in candidate growth and stakeholder satisfaction.