



# Reach University

## Local Education Agency Agreement

### *Graduate Programs*

Local Education Agency (LEA): **Redwood City School District**

Date: **June 27, 2025**

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

Learn more at [reach.edu](https://reach.edu)

## *1. Parties, Recitals & Purpose*

This Agreement is entered into on **June 27, 2025**, between **Redwood City School District** (hereinafter "Local Education Agency") and Reach University (hereinafter "Reach University") with oversight from Alternatives in Action (hereinafter "AIA") for the joint exercise of their powers.

The purpose of this Agreement is to address the Local Education Agency's workforce needs and provide opportunities for Reach University and Alternatives in Action candidates to complete job-embedded graduate degree or credentialing programs. These programs include, but are not limited to: (a) the Intern Teacher Credential and Master of Arts in Teaching (M.A.T.) Program and (b) the Teacher Induction Program. Both programs offer an Early Completion Option (ECO) for qualified candidates.

NOW, THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree as follows:

## *2. Definitions*

- Reach University: Reach University is a non-profit university accredited by the WASC Senior College & University Commission (WSCUC). In addition to delivering undergraduate and graduate apprenticeship degrees, Reach University partners with AIA to prepare educators through Intern, Induction, and Administrative Services credential pathways.
- AIA: Alternatives in Action is accredited by the California Commission on Teacher Credentialing (CCTC) to offer state-authorized educator preparation (certification) programs in California. AIA partners with Reach University to deliver credential pathway programming. AIA provides program oversight for Reach University's credential programming and recommends eligible candidates for the appropriate credentials.
- Program(s): Refers to all degree programs and the CCTC-authorized educator preparation programs, including California Preliminary Single-Subject and Multiple-Subject Teaching Credential programs and/or Induction, the Clear Teaching Credential program.
- Intern Program: An alternative certification program. Intern teachers are employed as the teacher of record in a classroom while concurrently enrolled in the credential program.
- M.A.T.: Master of Arts in Teaching, a graduate degree that emphasizes both practical teaching skills and in-depth subject matter knowledge.
- TIP: Teacher Induction Program, a two-year job-embedded individualized induction program that is focused on assisting new teachers in transitioning into the profession and obtaining their California Clear Credential.
- Apprentice or Candidate: An individual enrolled in a degree or educator preparation program.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for

the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), as well as the California Professional Standards for Education Leaders (CPSELs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the individual. The ILP is designed and implemented solely for the professional growth and development of the individual and not for evaluation for employment purposes.

- LEA-Appointed University Contact: (e.g., site principal or manager) Acts as a liaison to Alternatives in Action and the Reach Teachers College Division of Graduate Studies. This representative is required to meet regularly with Program staff to address candidate needs.
- Local Education Agency Designee: The primary contact responsible for facilitating communication between the Local Education Agency and Reach University.

### *3. Graduate Programs*

#### **INTERN TEACHER CREDENTIAL AND MASTER OF ARTS IN TEACHING PROGRAM**

**Description:** Candidates work as intern teachers while pursuing a Preliminary California Teaching Credential and M.A.T. degree.

Intern candidates are novice teachers. They are employed as teachers of record while pursuing preliminary credentials. Each week, interns attend synchronous classes and engage in approximately 10 hours of independent studies, including academic coursework and job-embedded practice. Intern candidates engage in at least 5 hours of supervision with an onsite mentor/district-employed supervisor each week, and engage in biweekly one-on-one coaching with a Reach University-provided field supervisor. They also complete two cycles of the CalTPA, the state teaching performance assessment.

Participation in the Intern and M.A.T. Program is a significant workload beyond the responsibilities of a typical credentialed teacher. Employers are responsible for ensuring that candidates are supported to be successful both in the classroom and in their graduate credentialing coursework.

#### **Program Components:**

- **Preservice:** Candidates must complete Preservice in order to be eligible for an intern credential. At Reach University, Preservice is a three-unit (135 hour) graduate-level course. Once granted, intern credentials may be backdated by 90 calendar days (current CTC policy). Preservice for Single-Subject and Multiple-Subject candidates must include: General pedagogy including classroom management and planning, reading/language arts, subject-specific pedagogy, human development, and specific content regarding the teaching of English Learners, pursuant to California Code of Regulations §80033.
- **Fieldwork:** Employment as a teacher of record, where field work, practice, support and supervision, and application of coursework to teaching take place. The Local Education Agency ensures candidates are placed in teaching assignments that match the credentials and subject areas in which the candidates are seeking their credentials for a minimum of

600 hours per year. A candidate's teaching position and intern programming go hand in hand. Any changes to their employment status may affect their program status, and vice versa.

- Onsite Mentor: Intern candidates must be assigned a district-employed supervisor, a role that supports intern candidates and referred to at AIA and Reach University as the onsite mentor. Onsite mentors must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The onsite mentor must have demonstrated exemplary teaching practices as determined by the employer and the Program. Matching a candidate and an onsite mentor must be a collaborative process between the Local Education Agency and the Program. The Program provides onsite mentors with a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The Program ensures that onsite mentors remain current in the knowledge and skills for candidate supervision and program expectations. At a minimum, the onsite mentors provide five hours of support and guidance per week.
- Support and supervision are shared responsibilities between the Local Education Agency and the Program. Pursuant to California Code of Regulations §80033, participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. These hours are completed through a combination of support and supervision with the onsite mentor and the field supervisor.
- California Teaching Performance Assessment (CalTPA) support is provided by Reach University and is supplemented by onsite employer support. Passing the CalTPA is required in order for a candidate to be recommended for a preliminary teaching credential.
- Coursework: Key elements within the programs curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; knowledge of the range of positive behavioral supports for students; and effective literacy instruction for all students. The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential. The program's coursework provides multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.
- M.A.T. candidates in the two-year pathway take two additional elective courses to obtain a master's degree.

**Degree Earned: M.A. in Teaching**

**Credential Earned:** CA Intern Teaching Credential and California Preliminary Single-Subject and Multiple-Subject Teaching Credential (upon successful completion of the Intern Teacher Credential Program and credentialing requirements).

**Program Duration:** Two years. Accepts up to 9 transfer credits.

**Program Eligibility:** The Intern Teacher Credential Program leads to a California Preliminary Single-Subject and Multiple-Subject Teaching Credential. WSCUC accredits the concurrent Master of Arts in Teaching Program. Admissions requirements can be found on Reach University's website.

To be recommended for an intern credential, and prior to enrolling in the Intern Teacher Credential Program, candidates must:

- Hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Pursuant to Education Code Sections 44325, 44326, 44453.
- Demonstrate subject matter competence prior to being recommended for the intern credential.
- Provide all required enrollment documents established by the CCTC and by the Intern Teacher Credential Program.
- Complete the requisite hours of pre-service preparation established by the CCTC (the Reach 210 course meets this requirement).
- Have a qualified onsite mentor identified who meets the CCTC criteria for mentor eligibility.

Reach University, with oversight from AIA, reserves the right to determine admissions and continued enrollment. Once admitted, all two-year pathway candidates are eligible for Reach University's concurrent Master of Arts in Teaching Program.

## **TEACHER INDUCTION PROGRAM (TIP)**

**Program Description:** Induction candidates are teachers who have attained their preliminary teaching credential and are seeking to attain their Clear Teaching Credentials. TIP provides job-embedded support and professional learning for induction candidates to obtain a Clear California Single-Subject or Multiple-Subject credential or Education Specialist Credential. TIP supports candidate development and growth in the teaching profession by building on the knowledge and skills they have gained during their preliminary preparation program through a robust mentoring system. Mentoring support includes both "just in time" and long-term analysis of their teaching practice to support candidates in developing enduring professional skills through cycles of inquiry. TIP serves to strengthen teachers' professional practice and contribute to their retention in the profession.

**Credential Earned:** CA Clear Teaching or Education Specialist Credential.

**Program Duration:** Two years. Transferred credits are not accepted.

**Program Eligibility:** To be recommended for a clear credential, candidates must: (a) meet with a mentor for a minimum of 30 hours per year and provide documentation, (b) complete an ILP including a CSTP co-assessment (between the candidate and mentor) and triad meeting (between

a candidate, their mentor, and the school's administrator) within the first 60 days of enrollment, (c) successfully complete cycles of inquiry in collaboration with a mentor, and (d) satisfy all renewal requirements placed on their CA Preliminary Teaching or Education Specialist Credential by the CCTC.

### **Key Program Components – Mentorship and Fieldwork:**

The Induction Teacher Credential Program requires each candidate to be assigned a qualified mentor who provides guidance and expectations for the mentoring experience. They will have their employment verified during the enrollment process and must meet all mentor requirements established by the CCTC. Qualifications for mentors will include, but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- A Clear Teaching Credential
- Meet candidates' needs for support
- Have a minimum of 3 years of effective teaching experience

Mentors are expected to support teachers in the Program to the best of their abilities through various means, including but not limited to:

- Provide "just in time" support for candidates, in accordance with their ILP, in addition to providing support for the candidates in their cycles of inquiry
- Support candidate progress towards mastery of the California Standards for the Teaching Profession
- Facilitate candidate growth and development through modeling, guiding reflection on practice, and feedback on classroom instruction
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically review the ILP with candidates and make adjustments as needed

The Program will provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning networks
- Processes designed to support candidates' growth and effectiveness

**Fieldwork Provisions and Guidelines:** For candidates in TIP, teaching assignments must include at least 1 class in the teacher's designated credential area (i.e., a single-subject science credentialed teacher must teach at least 1 science class). Candidates must be allowed to work with a group of

students on an ongoing basis, including opportunities to plan, execute instruction, and analyze the resultant data representing student learning.

## *4. Collective Responsibilities*

### **LOCAL EDUCATION AGENCY OBLIGATIONS**

Pursuant to the terms of this agreement, the Local Education Agency shall:

1. Identify a Local Education Agency Designee who will verify the employment of candidates enrolled in Reach University Programs each term.
2. Assign an LEA-appointed University Contact (e.g., site principal or manager) to act as a liaison to AIA and Reach University. This representative is required to meet regularly with credential and degree program staff to address candidate needs.
3. Select placement sites that demonstrate commitment to collaborative evidence-based practices and continuous improvement, have partnerships with educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust Programs and support for English learners.
4. Permit video capture for candidate field supervision, coursework, reflection and state performance tasks such as the California Teacher Performance Assessment (TPA) completion and the Literacy Performance Assessment (LPA), including but not limited to having a recording policy in place to accommodate TPA video assessment.
5. Ensure and verify all intern candidates are placed in a classroom designed to provide candidates with the most comprehensive clinical practice experiences possible with regard to literacy instruction for all students. Placements should provide candidates with opportunities to work with other education professionals and veteran practitioners as they work with students at risk for or with dyslexia or other literacy-related disabilities. Intern candidates must be at sites that allow the candidate to practice and implement screening and diagnostic techniques that inform teaching and assessment, and early intervention techniques.
6. Ensure and verify that intern candidates are placed in sites that provide ample opportunity to practice a strong literature, language, and comprehension component with a balance of oral and written literacy skills and the additional cross-cutting themes in literacy, especially in the literacy areas of making meaning, language development, and effective expression.
7. Site administrators who have mentors and/or candidates on staff, should be informed about program processes and materials and stay current with changing program requirements, including program alignment to the Literacy Standards and Teaching Performance Expectations (TPEs) in the Intern Program.
8. Invoices for Teacher Induction Program candidates are sent directly to the Local Education Agency. Local Education Agencies may also choose to contribute towards the tuition for candidates enrolled in any other Reach University Programs. To commit to paying part or all of other Programs' tuition, Local Education Agencies must inform Reach University. All

Local Education Agencies that pay some or all tuition agree to pay invoices in accordance with the terms set forth by Reach University. Invoices will be sent via email, and payment is due within 30 days of the invoice date.

9. Coordinate recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
  - a. Share a list of eligible prospective candidates with Reach University at least once per year.
  - b. Promote Reach University Programs by posting/distributing fliers, sharing Program information via email, and informing employees about virtual Information Sessions presented by Reach University.
- 10. The LEA is responsible for the selection and continued assignment of Reach University candidates at its sites. It is at the sole discretion of the LEA to hire, supervise, and, if necessary, terminate the assignment of a Reach University intern candidate in accordance with LEA policies and procedures.**
- 11. The LEA agrees to notify Reach University promptly of any performance concerns or formal review that could result in a candidate's reassignment or termination.**

## **REACH UNIVERSITY OBLIGATIONS**

Pursuant to this Agreement, Reach University shall:

1. Comply and submit reports or other information on matters related to accreditation or program information related to program requirements and activities to AIA, the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), and Western Association of Schools and Colleges (WASC), as required.
2. Solicit feedback from stakeholders to guide the development and continuous improvement of processes and systems.
3. Facilitate program-specific advisory councils.
4. Share verifying information/recommendation with AIA on behalf of the candidate; AIA will recommend eligible candidates for the applicable CA Credential.
5. Establish effective and ongoing communication between the Local Education Agency or LEA-Appointed University Contact and Reach University to promote this agreement.
6. Provide orientation, professional development and ongoing support for field supervisors, coaches, and mentors.
7. Communicate with candidates, LEA-Appointed University Contact, mentors, and program staff in a timely manner.
8. Communicate with AIA as needed, who will verify that the candidate has successfully completed all program and credential requirements.
9. Provide all CCTC required coursework aligned with the California Teaching Performance Expectations (TPEs) for the Intern Program and the California Standards for the Teaching

Profession (CSTPs) for the Teacher Induction Program. Ensure intern candidates are prepared to teach and assess literacy skills (foundational, written, and oral) and work with students needing intervention when available.

10. Establishes a Partnership Advisory Committee, consisting of the superintendent or their designee from each partnering Local Education Agency, along with Reach University's Program Director. Additional key stakeholders, including faculty/staff from other institutions of higher education and TK-12 practitioners, may also participate in meetings to provide leadership and oversight. The committee will convene regularly to gather feedback and insights for enhancing processes and systems within each Program, and to contribute to the development and oversight of new Programs.
11. Provide updated applicant and enrollment data information to partners consistent with the guidelines established by the Family Educational Rights and Privacy Act.

## MUTUAL OBLIGATIONS

Pursuant to this Agreement, the parties shall each, in good faith:

1. Coordinate recruitment efforts in order to refer prospective candidates to Reach University Programs.
2. Actively participate in shared leadership for the collaboration by attending scheduled meetings to discuss recruitment, candidate success, program evaluation, and continuous improvement.
3. Local Education Agency and Reach University shall each, in good faith, direct respective employees to perform the obligations under this Agreement.

## *5. Terms*

### INDEMNIFICATION

Reach University shall defend, indemnify and hold LEA and its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Reach University, its officials, agents, or employees.

LEA shall defend, indemnify and hold Reach University, its officials, employees and agents, harmless from and against any and all liability, loss, expense, attorneys' fees, or claims for injury or damage arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of LEA, its officials, agents, or employees.

## CONFIDENTIALITY

Candidate information will only be shared for the purpose of providing the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to any Data Sharing, Enrollment, or Non-Disclosure Agreement which may exist between the parties.

## INSURANCE

During the term of this Agreement, Reach University shall maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: \$1 million general liability, \$1 million personal injury, and \$2 million general aggregate, **with no exclusion for sexual molest or abuse**; and educator's legal liability of \$1 million per occurrence and \$2 million aggregate.

## NAME AND LIKENESS

Reach University has the right to take photographs and make audio/video recordings of Reach University candidates at the Local Education Agency (LEA) school site(s) for educational and training purposes. Such photographs and recordings may include Local Education Agency school site identification, Reach University candidates, faculty, and staff. No child's image or likeness will be used without explicit prior consent in accordance with the LEA's policies. Reach University shall work with the LEA to ensure full compliance with all applicable privacy regulations and parental consent requirements, ***unless Reach University violates the LEA's agreement.***

When recording for observation purposes, candidates and instructors will focus on their own instructional practice and licensure assessment purposes. If any students appear in video recordings, their images and likenesses will not be shared publicly and will only be used for internal instructional purposes. No child's image or likeness will be used without explicit prior consent in accordance with the LEA's policies. Reach University shall work with the LEA to ensure full compliance with all applicable privacy regulations and parental consent requirements.

## TERMINATION

Except as otherwise provided, this Agreement may only be terminated by written notification from either party at least two months prior to the termination date. The parties agree to make their best efforts to ensure enough time for candidates enrolled in the teacher education program to graduate before the effective termination date. Upon termination, unless otherwise expressly provided, any property purchased in relation to this Agreement shall remain the property of the party that made the purchase.

## 6. Requirements

### EMPLOYEE VERIFICATION

Each Program will verify employment during the enrollment process. Local Education Agencies agree to share the following information with Reach University to support this process:

- Site Administrator Name
- Title
- Work Phone
- Email Address

### TUITION AND PAYMENT

A candidate's tuition can be paid by the candidate themselves, the school district, or any other party. By default, the candidate will receive the bill with the exception of the Teacher Induction Program; however, some Local Education Agencies may cover all or part of the candidate's tuition. If there are any changes in the payment arrangements, please contact the Reach Bursar Office at [bursar@reach.edu](mailto:bursar@reach.edu). If someone other than the candidate will be covering full or partial tuition, the Reach Bursar Office will need the following information:

- Billing Contact Person Name
- Billing Contact Email Address
- Billing Contact Phone Number
- Candidates' Name and Email Address
- Amount of tuition to be covered per candidate per term

## 7. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

### LOCAL EDUCATION AGENCY:

The signature below must be completed by the Local Education Agency representative authorized to sign this agreement on behalf of the Local Education Agency.

Local Education Agency (LEA)	Redwood City School District	
Authorized Representative	John R. Baker, Ed.D	Rick Edson <i>RE</i>
Title	Superintendent	Chief Business Official

Work Phone	
Email Address	
Signature	
Date	

*Local Education Agency Primary Point of Contact (if different than above):*

Name	
Title	
Work Phone	
Email Address	

**ALTERNATIVES IN ACTION (AIA):**

Authorized Representative	Daniel Zarazua
Title	Executive Director
Work Phone	(510) 748-4314
Email Address	dzarazua@alternativesinaction.org
Signature	
Date	

**REACH UNIVERSITY:**

Authorized Representative	Kiko Suarez
Title	Chief Impact Officer
Work Phone	(650) 204-1615
Email Address	ksuarez@reach.edu
Signature	
Date	