UNIVERSITY OF SAN FRANCISCO SCHOOL OF EDUCATION
MEMORANDUM OF UNDERSTANDING AND AGREEMENT
TO PROVIDE EDUCATION SPECIALISTS, COUNSELING, TEACHING AND ADMINISTRATIVE INTERNS

This Memorandum of Understanding and Agreement to Provide Education Specialists, Counseling and Teaching Interns ("Agreement"), is entered into this 1st day of July 2026 by and between the University of San Francisco ("University") and Santa Rosa City Schools ("District").

RECITALS

WHEREAS, pursuant to the provisions of the Education Code of the State of California, the governing board of any school district is authorized to enter into agreements with any institution approved by the Commission on Teacher Credentialing as a teacher and counselor education institution to provide teaching or counseling experience to students enrolled in the teacher or counselor training curricula of such institutions; and

WHEREAS, University is approved by the Commission on Teacher Credentialing as a teacher and counselor education institution; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district in any amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the value of the services to be rendered to District under this Agreement does not exceed the actual cost to District of the services rendered by District.

TERMS

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement, University and District agree as follows:

I. DISTRICT RESPONSIBILITIES

A. **Education Specialists** - District shall provide experience for education specialists in the schools or classes of District, not to exceed **30** students from University possessing valid certificates of clearance and assigned by University to teach in the schools and classes of District. Such teaching shall be provided in such schools or classes of District, and under the direct supervision, evaluation, and instruction of such employees of District, as District and University, though their duly authorized representatives may agree upon. Supervision evaluation includes a 3-way evaluation at the end of each semester of the placement in the District. This evaluation includes the District administrator, University supervisor, and teacher candidate. Because the University's program is a continuous on-the-job credential pathway, the District shall provide a Support Provider (DSP) for each teacher candidate during the two years of placement.

District shall employ USF teacher candidates placed in District in full-time paid positions as mild/moderate education specialists during the term of their employment. It is expressly understood and agreed that, during the term of such employment, said interns shall be employees of District and

District shall be solely responsible for said candidates' withholding, workers' compensation, unemployment compensation, and any other employee benefits, statutory or otherwise.
District shall ensure that the candidate is placed in a classroom setting where they will be able to complete a teaching performance assessment required by the CA Commission on Teacher Certification (CTC), which includes the opportunity to videotape a lesson in their classroom.

Mentor/cooperating teachers and administrators will be informed about the expectations for candidates to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy (meaning making, effective communication, language development and content knowledge).

Candidates will have the opportunity to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the CA Teaching Performance Expectations and CA Standard 7 - Literacy.

Candidates will receive supervised field experiences in planning and implementing evidence-based literacy instruction (including integrated content and literacy instruction) grounded in an understanding of the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

B. School Counselors - District shall employ USF interns placed in District in full-time paid positions as school counselors during the term of their internships. It is expressly understood and agreed that, during the term of such employment, said interns shall be employees of District and District shall be solely responsible for said interns' tax withholding, workers' compensation, unemployment compensation, and any other employee benefits, statutory or otherwise.

"Counseling" as used in this Agreement means active participation in the duties and functions of school counseling under the supervision and instruction of employees of District holding valid PPS credentials issued by the State Board of Education and/or the Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as school counselors in the schools and classes of District.

C. General Education - District shall employ USF interns placed in District in full-time paid positions as classroom teachers during the term of their internships. It is expressly understood and agreed that, during the term of such employment, said interns shall be employees of District and District shall be solely responsible for said interns' tax withholding, workers' compensation, unemployment compensation, and any other employee benefits, statutory or otherwise.

"Teaching" as used herein and elsewhere in this Agreement means active participation in the duties and functions of classroom teaching under the supervision and instruction of employees of District holding valid teaching credentials issued by the State Board of Education and/or the Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools and classes of District.

D. District may, for good cause, refuse to accept supervised education specialists, counseling or teaching internships, any student of University assigned to teach or counsel in District, and upon request of District, made for good cause, University shall terminate the assignment of any student of University to teach or counsel in District.

E. District shall require University students assigned to the District pursuant to this contract to comply with Education Code Section 45125.1, to a background check, paper screening, and Livescan clearance from the Department of Justice and Federal Bureau of Investigation. District shall require University students assigned to the District pursuant to this contract to comply with Education Code Section 49406 to University students to provide evidence of a negative tuberculosis test performed within 60 days of their start date.

F. The assignment of a student of University to teach or counsel in District shall be deemed effective for the purpose of this Agreement as of the date the student presents the assignment letter to the District, and the University student is accepted by the assigned district site administrator.

G. Based on the adopted Intern and Supervision pre-service requirements for English Learner content, District shall comply with the regulations and policies pertaining to supervision and support as outlined in the attached addendum. (See Appendix A)

II. UNIVERSITY RESPONSIBILITIES

A. The assignment of a University student to teach or counsel in the schools or classes of District shall be at the discretion of University and shall be for a maximum period of two academic years. University may give students more than one assignment to work in such schools or classes.

B. University agrees that University students working as education specialists or counseling or teaching interns within District may not displace certificated District employees. University acknowledges that District hiring policies must comply with local teacher union contracts.

C. No intern salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

D. Before assigning students to the District, the University shall instruct such students on applicable state and federal law relating to unlawful discrimination, sexual harassment, and mandated reporting of child abuse.

E. Based on the adopted Intern and Supervision pre-service requirements for English Learner content, University shall comply with the regulations and policies pertaining to supervision and support as outlined in the attached addendum. (See Appendix A)

I. COMPENSATION

A. University shall pay District's Educational Specialists for all services required to be performed by District under this Agreement, financial compensation for serving as District Support Providers at the rate of one hundred twenty-five dollars ($125.00) per student, during the official

full-time student teaching portion of the program), within District, said payment to be distributed among the Support Provider(s) to whom students of University are assigned. University shall determine the number of semester units of credit for teaching to be provided for each student of University assigned to teach under this Agreement.

Within a reasonable time following the close of each semester of the University of San Francisco, the University shall submit and process an invoice, in duplicate, for payment, for all supervised teaching or support provided by the District under and in accordance with this agreement during said semester.

IV. INDEMNITY

University and District agree to defend, indemnify and hold one another, their respective officers, employees, students and agents harmless from and against all liability, loss, expense (including reasonable attorney's 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, attorney's fees, or claims for injury or damages are caused by or result of negligent or intentional acts or omissions of the indemnifying party, its officers, employees, students or agents.

V. DISTRICT AND UNIVERSITY INSURANCE

District and University each agree to keep in full force and effect, during the term of this Agreement, insurance to meet their respective obligations and liabilities hereunder and such insurance shall include but not be limited to the following:

Commercial General Liability and Auto Liability with limits of not less than $1,000,000 per occurrence, and $3,000,000 in the aggregate, for bodily injury, personal injury and property damage, endorsed to name the other party to the contract as additional insured;

Workers' Compensation coverage with statutory limits; and

Employers Liability coverage with limits of not less than $1,000,000 per occurrence, and $3,000,000 in the aggregate.

Each insurance policy required above shall be endorsed to state that coverage shall not be suspended, voided, or canceled by either party, except after sixty (60) days prior written notice by certified mail, return receipt requested, has been given to the other party to this Agreement.

Upon request, District and University shall each cause to be issued to the other evidence of such insurance prior to the commencement of this Agreement and annually thereafter.

VI. DISPUTES

In the event that a dispute arises between the parties with regard to the rights or duties created by this Agreement, or in the event of a breach of this Agreement by either party, the parties hereto agree to meet and confer in good faith in an effort to resolve the dispute or issue.

In the event the parties are unable to informally resolve the dispute within thirty (30) days after the dispute has arisen, the parties agree to decide whether to attempt to settle the dispute

through arbitration or litigation. In order to send a dispute to arbitration, both parties must agree in writing that arbitration is their chosen method of resolving the dispute in question.

VII. GENERAL PROVISIONS

A. Term of Agreement. The term of this Agreement shall commence on the 1st day of July 2026 and shall terminate on the 30th day of June 2031.

B. Termination. This Agreement may be terminated by either party without cause upon thirty (30) days prior written notice; provided, however, that any such termination by District shall not be effective as to any student who at the date of mailing of the notice by District was receiving teaching or counseling experience within District until the student has completed his or her assignment, except at the election of University.

C. Entire Agreement; Modification. This Agreement contains all the terms between the parties and may be modified only in writing signed by both parties.

D. Applicable Law. The terms and conditions of this Agreement shall be interpreted in accordance with the laws of the State of California.

E. Severability. In the event any court of competent jurisdiction determines that any paragraph or subparagraph of this Agreement is invalid or unenforceable for any reason, all remaining paragraphs or subparagraphs shall remain in full force and effect.

F. Confidentiality. Both parties shall protect the confidentiality of each other's records and information, and shall not disclose confidential information without the prior written consent of the other party. University agrees to comply with District policy and procedure related to patient confidentiality.

G. Notices. Any notice to either party hereunder must be in writing signed by the party giving notice, and shall be served either personally or by registered or certified mail addressed as follows:

To University:

Dean
USF School of Education
2130 Fulton Street
San Francisco, CA 94117

With a copy to:

General Counsel
University of San Francisco
101 Howard Street, Suite 200
San Francisco, CA 94105

To District:

Santa Rosa City Schools
Attn: Melanie Martin
110 Stony Point Rd.
Santa Rosa, CA 94501

H. Non-Discrimination. The parties agree not to discriminate in employment, academic programs, or the provision of services on the basis of an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex/gender (including pregnancy), gender identity, gender expression, sexual orientation, marital status, medical condition, genetic information, military or veteran status, mental or physical disability, or other category protected by applicable law.

I. Status of the Parties. It is expressly understood and agreed that this Agreement is not intended, and shall not be construed, to create the relationship of agent, servant, employee, partnership, joint venture or association between University and District; rather it is an affiliation between independent contractors, these being University and District.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties hereto, the day and year first above written.

University of San Francisco

By: _____
Name (Signature)

_____
Title

_____
Date

Santa Rosa City Schools

By: _____
Name (Signature)

_____
Name (Print)

_____
Title

_____
Date

Appendix A

Preservice Preparation and Support and Supervision Requirements for the Multiple Subject, Single Subject, and Education Specialist Internship Credentials

In April 2013, the Commission on Teacher Credentialing (CTC) revised program standards to strengthen preparation of teacher candidates to teach English Learners and the general support and supervision that must be provided to all interns (PSA 13-06). Fieldwork experience support and supervision will increase from approximately 6-8 hours to 20 hours per month. Candidates who enter the intern program with a current English Learner (EL) Authorization or have a passing score on the CTEL are not required to complete the additional preservice EL requirement. The following support activities will be tracked by the candidate and approved by the program sponsor:

District Level responsibilities:

- District mentors must be identified by the employer prior to an intern assuming daily teaching responsibilities who meets the Commission's minimum qualifications:
  a) hold a valid corresponding Clear or Life credential
  b) 3 years of successful teaching experience
  c) EL Authorization (for those responsible for providing EL support)
- District mentor support (Master Teacher equivalent) (6-8 hours)
- District/school sponsored professional learning community – provide release time for district meetings and professional development activities, as well as, time to observe other teachers in their classrooms (3-4 hours)

University level responsibilities:

- USF fieldwork supervisor and program staff visits (4-6 hours)
- Candidate fieldwork video analysis conducted by USF faculty (2 hours)
- Provide seminars and online modules that support intern's professional development (2 hours)

Joint University and District responsibility:

- English Learner (EL) support that will include but not limited to: coaching, planning, modeling, classroom assistance, curriculum, and effective teaching methodologies (4 hours)

University of San Francisco

By: _____
Name (Signature)

_____
Title

_____
Date

Santa Rosa City Schools

By: _____
Name (Signature)

_____
Name (Print)

_____
Title

_____
Date

Appendix B

Preservice Preparation and Support and Supervision Requirements for the Education Specialist Internship Credentials

In 2018, the Commission on Teacher Credentialing (CTC) outlined new guidelines in the CTC Education Specialist Program Standards and Teacher Performance Expectations (TPEs). These standards align with the California Standards for the Teaching Profession (CSTP), with the goal of improving teacher preparation experience of candidates. The following support activities will be tracked by the candidate and approved by the program sponsor:

District Level responsibilities:

- Sites selected should have a fully qualified mentor teacher/district support provider (DSP) with an appropriate like credential and a fully qualified site administrator.
- A DSP must be identified and assigned within the first two weeks of employment at the given district/site.
- The DSP holds a Clear Education Specialist Credential for which they are providing supervision and have a minimum of three years of Birth to age 22 teaching experience.
- The DSP must have demonstrated exemplary teaching practices as determined by the employer and the preparation program.
- Site administrator and DSP will have on-going correspondence with the USF assigned Fieldwork Supervisor.
- Site administrator will attend a 3-way evaluation meeting at the end of each semester with the candidate and USF Fieldwork Supervisor to discuss candidate performance related to the TPEs.
- DSP must provide a minimum of 5 hours/week of support and/or guidance. Support and guidance may include a variety of activities, including lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to curriculum, and other student-related issues; grade-level meetings, and email and phone conversations with a district-employed supervisor/DSP. Support and guidance can also be provided by grade level leads, department chairs and others appointed by administration.
- Interns need to have opportunities to participate in early field experience in experienced mentor classrooms in both general education and special education settings. Sites should plan to provide substitute coverage for candidates to complete some of the observations in person (approx. 20 hours each year).
- The teacher candidate may need support in sending and receiving signed consent from students and families, to video record teaching sessions for observational purposes, and to complete program requirements.

University level responsibilities:

- The program provides DSPs a minimum of 10 hours of professional development including initial orientation to the program curriculum, adult learning theory, and current content specific pedagogical and instructional practices, as well as effective supervision approaches such as cognitive coaching. DSPs must be able and willing to participate in the initial

program orientation (2 hours) and additional professional development as needed. The DSP or district may submit appropriate documentation to waive 8 of the 10 required hours.

Joint University and District responsibility:

- The matching of the candidate and DSP must be a collaborative process between the school district and the program.

University of San Francisco

By: _____
Name (Signature)

_____
Title

_____
Date

Santa Rosa City Schools

By: _____
Name (Signature)

_____
Name (Print)

_____
Title

_____
Date