

Company Profile

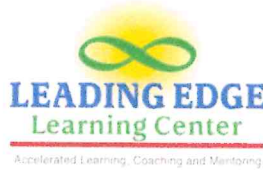
Leading Edge Learning Center (LELC) is a sole proprietorship, certified non-sectarian supplemental education service provider that was established in June 2004 (19 years in business,) with the opening of our flagship center in Moreno Valley, California. Our headquarters is now located in Riverside, California (5750 Division St. Ste. 100 Riverside, CA 92506.) As a company we have two other local office locations, one in Fontana and the other in Moreno Valley, California. Leading Edge Learning Center, originally established to provide a chance for achievement to youth who were struggling academically, has grown over the years to be a leader in education, for all ages and all levels.

Services provided by Leading Edge Learning Center include tutoring, mentoring and educational coaching, diagnostic assessments and test preparation, enrichment, as well as career and professional skill development. Our programs are available year-round across six major counties throughout Southern California, with additional specialized camps and accelerated courses offered during targeted periods. On average, LELC employs 80-100 academic coaches and mentors each year.

Our mission is to provide the best, community-based academic learning environment for our students. Tutoring is provided in Reading or Math, which is determined after the initial assessment. A student learning plan (SLP), addressing Common Core goals, will be developed to help students with the subject areas in which they struggle.

Leading Edge Learning Center has contracted with more than 80 school districts and 40 colleges and universities. To date, 90% of our growth has occurred through word-of-mouth referrals and recommendations. In addition to expanded locations and partnerships, we are continually able to adapt our services to meet the needs of our communities. Our program development has included unique services for special needs students and families, high-achieving students, bilingual students and senior adults.

Annually and semi-annually, Loma Linda's expert researchers have evaluated the level of effectiveness of Leading Edge Learning Center's tutoring services. LELC has consistently achieved recognition for the high standards of our program design and our students' growth outcomes.



Program Design

i. Describe the structure of courses and outline for service delivery for each 8-week session for grade specific classes.

Leading Edge Learning Center has worked with a variety of different program designs over the last 19 years. We pride ourselves on being adaptive to our client's needs. For this specific RFP, our initial thought for program design would include the once-a-week service for 90 minutes (about 1 and a half hours) as the district requested. For each class of 20 students, we would recommend two Academic Coaches (1:10 ratio.) Per the RFP, we would focus on Spanish language development or Spanish Heritage Language Programs. We have worked with a variety of students in Spanish language. One of our current schools is dual immersion. Our staff is more than capable of delivering language classes at any level. Our programs would not only introduce/advance the knowledge of the Spanish language, but dive into the cultural heritage of the Spanish people as well. With most of our students, we don't see as strong of a connection to their heritage as we used to. We strive to bring this back to the classroom by establishing curriculum specifically geared towards history, food, music, etc. For example, our students may have to study Spanish sheet music and create a song of their own. They may be required to find their favorite Spanish dish and present a recipe to the class using Spanish language. We can think creatively when bringing lessons to students.

Our first sessions always start with a group activity to get both students and coaches familiar with each other and comfortable with the curriculum that will be presented. After the group activity, students are assessed to better understand their current knowledge of the presented material. These results not only allow us to better help the students grow academically, but they are also the baseline for all future reports we will present to the school site/district. As a company, we strive to ensure that pre-assessments are as accurate as possible. Our company uses the STAR Renaissance testing system. This system can test in English and Spanish for both math and reading/early reading. These test results are immediate using this system, which means virtually no down time between testing and instruction.

After the testing has been completed and evaluated, our staff begin to gear their lessons towards your students specifically. Though students will be working in groups, our mission at Leading Edge is to ensure your students are not receiving cookie cutter curriculum. Every student and/or site performs differently, which means a different approach may have to be taken to better serve the overall goal.

Each 90-minute session will include a warm-up, a refresher of prior course material, the introduction of new material (if applicable), lesson sheets and/or hands-on activities, ending with

questions and group discussion. Our goal is to maximize the benefits of group instructions. Having other students to lean on and grow from is very beneficial when presented correctly.

At the end of our program, our staff will reassess your students using STAR Renaissance once more. These pre and post assessment scores will then be reported to your sites/districts accordingly. In addition to your final summary report, our lead staff will be checking in with each site weekly to give an update on attendance, behavioral issues (if any), and over all student success. This can be done in person or via email depending on the available time of the principal/point of contact.

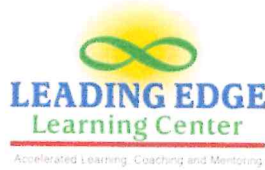
ii. Describe the curriculum the agency will offer that includes expert knowledge, experience and ability in Spanish Heritage Language instruction, arts, and culture for elementary students.

All our curriculum starts with Common Core standards set out by the state of California. From there, our expert staff can tailor each lesson to the students at a specific school site based on their levels of understanding. Leading Edge has a variety of Spanish speaking academic coaches who are familiar with reading, writing, speaking and teaching the language regularly. Our site leads for this RFP are both of Spanish descent and understand more than just the spoken language, they are entwined in the culture. As stated above, they create and expand on a variety of different cultural lessons that bring in music, food, art and so much more.

iii. Describe the ways in which the agency will ensure a quality enrichment program in the following quality standards for expanded learning:

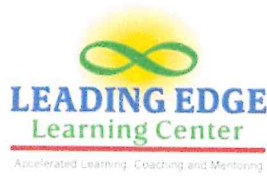
- a. **Safe & Supportive Environments** - Firstly, Leading Edge would strive to bring the coach to student ratio down from 20:1 to 10:1 wherever possible. By having an extra coach on site to help with questions, the delivery of instruction, discipline, bathroom breaks, etc., students can have extra support and safety. Catering to the needs of 20 students is a lot of any teacher and/or tutor. We feel it is our duty, if possible, to make this program feel smaller in the sense that each student has the support and can feel the support from their academic coach. Each of our coaches is trained in PBIS and understands the emotional support that is required of them as well as the academic support.
- b. **Active & Engaged Learning** - LELC will focus on the advantages of group tutoring. Having a group means more collaborative learning. We will lean into that during lessons. Students will come together, ask questions, interact and grow.
- c. **Skill Building** - Our goal is to match 21st century skills with culturally appropriate curriculum. These students will be taught according to Common Core standards using practices that are more interactive, fun and exciting. Through our method of testing, teaching, reevaluating knowledge learned and reteaching, if necessary, our students see strong outcomes.
- d. **Youth Voice & Leadership** - We believe that every student young or old has a voice and should have a voice in what they are learning. By meeting the needs/wants of our students, we are giving them an opportunity to feel heard and seen. This in turn produces stronger results because they have a connection to the material.

- e. **Diversity, Access, and Equity** - Our programs value the diversity in our student populations. We strive to make everyone's voice heard and acknowledged. Since every school site has different needs when it comes to ethnicity, we like to schedule preprogram meetings to ensure we are meeting the needs of every student.
- f. **Quality Staff** - Our staff come from a variety of backgrounds both ethnically and educationally. We match our dedicated staff to the needs of your site. All staff are trained in PBIS, classroom management, disciplinary action, Common Core, etc. They also attend mandatory refresher courses throughout their employment.
- g. **Collaborative Partnerships** - Over our 19 years of business, LELC has been a collaborative partner in the community. We work with organizations, families, districts to provide the best educational environment for our students. [OBJ]
- i. **Students:** In some cases, our students need resources outside of education; we can provide those items as well. This includes social and emotional support, clothes, shoes, food, etc.
- ii. **Parents/Guardians:** Through the many divisions of our company, we have partnered to provide parenting workshops in the past. We truly believe that a child's educational success starts in the home. We strive to engage parents in this process as much as possible.
- iii. **Program Staffing:** Our staff not only receives training from in house staff, but we partner with different organizations and/or consultants to provide a better, well-rounded introduction into the world of education and the important aspects of teaching.
- h. **Program Management** - Our company has been doing business successfully for 19 years. We have a strong administrative support staff and strong practices of conducting business.



Organizational Operations

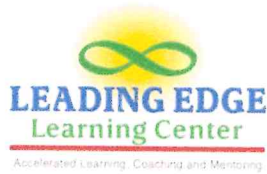
- i. Describe your agency's capacity to hire, train and retain staff.**
 - a. Our company has approximately 80-100 employees on staff during the designated school year. Our company has about a 50% retention rate due to the nature of part-time contracted work. Our organization provides private tutoring services through our local offices, which helps tremendously with our retention rates. Our employees that do stay with us stay for on average 5-7 years. Our academic coaches are also eligible to be promoted through our company, which is great at keeping employees happy and successful. Our HR staff works diligently to hire qualified coaches using multiple platforms. Last year, they successfully hired and trained 45 staff members in a 4-month time span. Our training takes place monthly, which ensures that all staff are trained efficiently, effectively and often.
- ii. Describe your agency's capacity to ensure that substitutes are provided in the event of a staff member's absence.**
 - a. Since we are proposing to lower the ratio of 1:10 when possible, we would be able to ensure that even in a staff member's absence, another coach would be able to fill in. They would already have a connection with the students as well.
- iii. Describe the types of professional development and ongoing coaching/support you offer to staff, how often, and when and to whom.**
 - a. Our organization is strong in professional development. So much so that we have a sister division, The Institute for Leadership and Professional Development. We have training courses monthly and sometimes bi-weekly depending on the season to ensure that all staff are adequately trained and supported. Our management staff meets three times a week to discuss staffing needs and support. In turn, we will structure our training around what is being seen from the ground level.
- iv. Describe how your agency will communicate information about the enrichment programs, including evaluation results and on-going opportunities to interact with your agency to parents, school personnel and the community.**
 - a. LELC can provide information and reports in a variety of different ways. We will have meetings with each individual school site to come up with a plan that most suits their needs. We can deliver reports in person, over email or through Zoom calls. We present weekly reports on attendance, behavior and overall academic growth. We will also provide end data. The presentation of end data is done preferably in person.



Program Evaluation

Our program evaluates and measures student growth by online pre and post testing through STAR Renaissance as well as written weekly summaries by our academic coaches. At the beginning of each program, our staff will get to know your students beyond their test scores and establish goals for them individually and as a group. Each week, they submit a written report to their superiors describing what steps were taken to help achieve said goals and where students are currently performing regarding those goals. Our leads will share this information with you weekly and in a comprehensive report at the end of each 8-week session.

Since our evaluations are weekly, we can in turn use any recommendations almost immediately. We can change curriculum, academic coach, anything that could be hindering the success of our students. These evaluations are able to give us more than just academic information, which can serve the emotional and behavioral needs of our students as well.



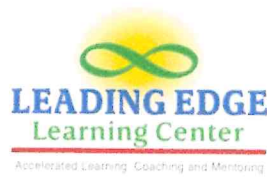
General Budget Information

i. Program Budget

Description	Budget Request
Staff Salaries (Direct Service):	\$25,120
Supplies and Equipment (Reoccurring Cost):	\$4,380
Professional Development:	\$6,000
Other:	
In kind services; incentives; rewards; guest speakers	\$5,000
Admin Salaries (In-Direct Service):	\$4,500
-Payroll; Human Resources; Contract and Compliance	
Total Price Proposal	\$45,000

ii. Program Budget Narrative:

Leading Edge has proposed a budget with a per participant fee of just \$11.72 per day. This daily fee provides each student with 90 minutes of education and enrichment support from a qualified academic coach who will receive onboarding and the continued training that is needed. All supplies and materials such as paper, copies, pens and pencils, art supplies, journals, etc. will be provided out of this budget. It also includes the cost of pre and post assessments. It will ensure items like rewards and incentives throughout the sessions as well. If granted permission, LELC would also like to bring in mentors/speakers to really engage the students and bring in an outside point of view. For example, we may bring in a cultural expert to provide a brief synopsis of Spanish history.



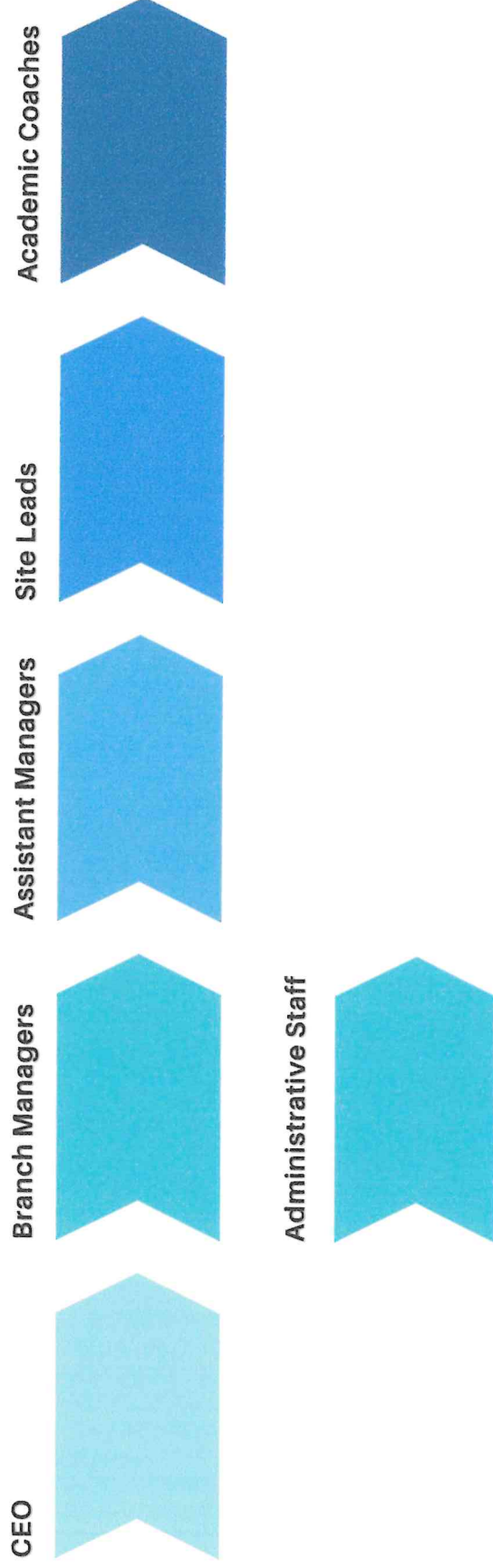
In-Kind Match

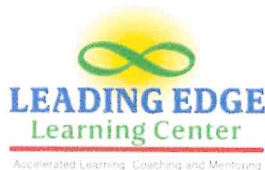
Students of LELC are given the opportunity to be rewarded for their hard work and dedication to the program. These rewards come in a variety of forms. Large physical prizes such as bikes, scooters, gift cards, etc. are presented at the end of the program and are rewarded to individuals who excel in a multitude of different categories. Smaller incentives such as “game time,” stickers and awards are given throughout the program to boost morale and keep students engaged.

For community engagement, LELC can bring in industry professionals for “career day,” have guest speakers to engage the students and we also gear certain curriculum to provide interactions with the community and culture. At LELC, we are strong believers in making education enjoyable and rewarding for all.

LEADING EDGE LEARNING CENTER

Organization Chart





References

1. Ruth Grimes Elementary – 909-580-5030 wendy_moore@cjusd.net and judith_servin@cjusd.net (Principal)

Years Awarded:

2018/2019: October –May (100 students served)

2019/2020: October-May (100 students served)

2020/2021: October-May (75 students served)

2021/2022: September-May (100 students served)

2022/2023: October-May (203 students) - award amount \$80,520

Scope of Work:

LELC provides before and after school dual immersion tutoring support to the students of Ruth Grimes Elementary. These students were seen three 2-3 days per week for 1 hour in duration. Our staff taught both English/LA and Spanish skills in small groups ranging from 5-10 students.

2. Hidden Trails Elementary 909-597-0288 lisa_sura@chino.k12.ca.us (Principal)

2023: February-May (90 students served) - award amount \$46,800

Scope of Work:

LELC provided during and after school tutoring to students k-6 at Hidden Trails Elementary School. Students were taught in both Math and Reading/LA. Our staff worked with these students twice a week for 90-minute sessions per grade level. Class size was 1:10.

3. Moreno Valley Mountain View - 951-571-7500 x17225 Rosa Murga, (Secretary) murga@mvusd.net

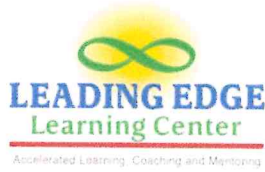
Years Awarded:

2021-2022: November-June (50 students served)

2022-2023: December-May (35 students served) - award amount \$34,400

Scope of Work:

LELC provides one 90-minute session per week to the students at Mountain View Middle School. These students focus primarily on math support tutoring. Our coaches also help to mentor these students as they transition into high school. Our class size ratio is 1:6.



Legal Issues

- i. Is there now pending any legal action against the firm or any employee of the firm alleging violations of the law? If so, please describe such pending action.
 - a. No
- ii. Have there been any settlements or judgments involving such actions within the last five (5) years? Please describe each such settlement or judgment, including the nature of the action and the amount of recovery.
 - a. No
- iii. Are there pending legal or disciplinary matters involving such actions against the firm by any state or federal regulatory agency? If yes, describe. Include information about any criminal indictments or convictions against the firm or its attorneys where the charges involved municipal securities in the United States. Also include information about any material pending legal action, settlement, or judgment involving a claim of fraud, whether civil or criminal.
 - a. No.

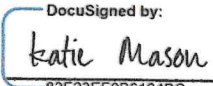
ATTACHMENT 1**FIRM PROPOSAL / OFFER FORM**

This Proposal/Offer Form must be duly executed and submitted with any proposal/offer to NMUSD.

The Offeror hereby agrees that its proposal/offer is subject to all RFP 120-23 provisions, terms and conditions, attachments, exhibits, amendments and other applicable materials which are attached or incorporated by reference. Offeror hereby agrees to promptly enter into an agreement in substantial accordance with such RFP provisions, terms and conditions, and secure a performance bond within five (5) days of the Districts intent to award the contract.

The Offeror hereby agrees that its attached proposal/offer of which this is part, is a firm and irrevocable offer and valid for acceptance by NMUSD for the period sixty (60) days after closing. The Offeror hereby agrees that if its proposal/offer is accepted by NMUSD that it shall provide all of the services in accordance with the RFP, as it may be amended.

Name of Person Duly Authorized to Execute this Proposal/Offer: Katie Mason

Duly Authorized Signature:  82E23EE0B6184BC...

Title: HR Manager

Date of this Proposal/Offer: 6/29/2023

Offeror Name: Leading Edge Learning Center

Offeror Address: 5750 Division St. Ste. 100 Riverside, CA 92506

Offeror Telephone: 951-684-3811

Offeror Email: josie@leadingedgelearningcenter.com and katie@leadingedgelearningcenter.com

ATTACHMENT 2

NONCOLLUSION DECLARATION

Public Contract Code § 7106

TO BE EXECUTED BY SUBMITTER AND SUBMITTED WITH RFP

The undersigned declares:

I am the ^{CEO} _____ **[PRINT YOUR TITLE]**

of ^{Leading Edge Learning Center} _____ **[PRINT FIRM NAME]**,

the party making the foregoing Contract.

The RFP is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The RFP is genuine and not collusive or sham. The submitter has not directly or indirectly induced or solicited any other submitter to put in a false or sham RFP. The submitter has not directly or indirectly colluded, conspired, connived, or agreed with any submitter or anyone else to put in a sham RFP, or to refrain from submitting. The submitter has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the RFP price of the submitter or any other submitter, or to fix any overhead, profit, or cost element of the RFP price, or of that of any other submitter. All statements contained in the RFP are true. The submitter has not, directly or indirectly, submitted his or her RFP price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, RFP depository, or to any member or agent thereof, to effectuate a collusive or sham RFP, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a submitter that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the submitter.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on the following date:

Date: 6/29/2023

Proper Name of Submitter: Leading Edge Learning Center

City, State: Riverside CA

Signature:  82E23EE0B6184BC

Print Name: Robert Mason

Title: CEO

NEWPORT-MESA UNIFIED SCHOOL DISTRICT
Expanded Learning Opportunities Programs (ELOP) Spanish Heritage Language Program
RFP EVALUATION

Evaluation of Firms: All responses will be scored using this evaluation sheet. A minimum score of 80% is required to qualify for the 2nd round of evaluation which includes review by a panel. Up to 10 additional points may be awarded in the second round based on subjective determination of the Firm's ability to carry out the required work. NMUSD will select the top-rated firm to be awarded the contract for these services.

Instructions: Fill-in a response for each question in Sections 1-4 below and include with your RFP submission.

Leading Edge Learning Center
Firm: _____

1. Location/Accessibility	Write in:	Max. Pts.
a. Firm's location - Write in city and county of headquarters or local office, whichever is closest to the District	5750 Division St. Ste. 100 Riverside, CA 92506	5
2. Past Performance	Write in:	Max. Pts.
a. Identify the Firm's number of years' experience in providing services for K-12	19	5
b. Project listing - Identify the number of K-12 projects the Firm has worked on within last 3 years	85	5
c. Industry experience - Circle the type of projects the Project Team has worked on within the last 3 years (circle all that apply)	☒ K-12 ☒ Community College ☒ Charter/Private School ☒ Non-school District ☒ Other Project Types	5
3. Claims, Lawsuits, Arbitrations	Write in:	Max. Pts.
a. Identify the number allegations against the firm or any employee for any violations of law	N/A	5
b. Identify the number of settlements or judgments involving such actions within the last five (5) years	N/A	5
4. Record of Past Performance	Write in:	Max. Pts.
a. Identify the number of client references from a K-12 school district included in the Response (0-3)	3	3
Responses will also be evaluated on the following criteria (Section to be completed by NMUSD Evaluator)		
5. Completeness of Response	Write in:	Max
Response organized as outlined	Yes	1
Includes all items listed in Response Format section	Yes	1
Grammatical errors	None	3

I hereby certify that the above information is true and correct to the best of my knowledge. By signing below, I further acknowledge that should any of the information I provide be found to be false, the Firm's Response shall be considered nonresponsive and ineligible for consideration.

Robert Mason

Printed Name

Signed by:

82E23EE0B6184BC
Signature

6/29/2023

Date