

# EDUCATION, TRAINING & ONLINE LEARNING

# K-12 STEAM GUIDE

Presented by





# Cal State Fullerton

## What Does It Take To Promote Justice, Equity & Inclusion For All?

### IT TAKES A TITAN.



“My research taught me to recognize injustice and resist fiercely.”

– Karla Aguirre

Cal State Fullerton alumna Karla Aguirre was raised in fear and uncertainty because of political unrest in her parents’ home country. Education was her path to the American dream.

As a teen parent, she enrolled in community college and persevered to become the first in her family to earn a college degree, paving the way for other relatives.

At Cal State Fullerton, Karla completed her fourth degree — a doctorate in education — and

awakened to social justice. Through her mentors and research on educational practices in post-apartheid South Africa, she was empowered to fight against marginalization and strive for equity and opportunity for all.

Today, Karla lives her purpose as a school counselor and founder of a nonprofit youth mentoring program, modeling resilience and championing an equitable future for all.



“There’s no such thing as a throwaway human being.”

– Mir Aminy

As a student, Mir Aminy initially felt lost at college — and his wheelchair and history of incarceration added to his struggles.

But then he discovered Project Rebound at Cal State Fullerton, a program for the formerly incarcerated. Project Rebound helped him develop into an involved student and community member, while also giving him a place to be himself.

He gained the confidence to mentor undergraduate men on campus and

local youth at the Higher Ground Youth & Family Services after-school program in Anaheim, where he was recognized for his selfless service and positive impact on those around him.

After successfully completing his bachelor’s degree, Mir now advances social justice for others through his job at Project Rebound. He is pursuing a master’s in counseling and is on his way to achieving his dream of helping other students overcome the same challenges he has faced.

Karla and Mir are just two examples of Titans who experienced Cal State Fullerton’s commitment to advancing justice, equity and inclusion, and then were empowered to champion it among their own communities.

From admissions through commencement, CSUF is working to infuse inclusive- and equity-minded practices in every campus endeavor — to empower all Titans to reach their fullest potential.

**You can help support Titan students and champion social justice through the “It Takes a Titan” campaign.**  
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Cal State Fullerton

# TITAN of Justice



Young **Karla Aguirre** faced poverty and instability, but education was her path to the American dream.

As a teen parent, she became the first in her family to earn a college degree.

At **Cal State Fullerton**, Karla not only **completed her doctorate**, but was empowered to advance social justice in education.

Today, Karla lives her purpose as a school counselor and founder of a nonprofit youth mentoring program, **championing an equitable future for all.**

[campaign.fullerton.edu/justice](https://campaign.fullerton.edu/justice)



**IT TAKES A TITAN**  
THE CAMPAIGN FOR CAL STATE FULLERTON



## THE 'MB8': HOW EIGHT MBA STUDENTS FORMED A SPECIAL BOND

Concordia's MBA program encourages networking relationships among students, but eight recent graduates took "community" to the next level, creating a close-knit group of friends and colleagues that went well beyond the classroom. The group, eventually nicknamed the "MB8," assembled naturally as members got to know — and like — each other in Concordia classes.

"I don't think I could have ever seen this coming," says Edward Janke, a manager at a local engineering company who enrolled in Concordia's MBA program at the same time as his now-wife, Tara.

Then Ed and Tara met fellow students Esther Choi, Michael Simons, Greg LeFever, Chris Sommers, and William and Jaime Buda, with whom they seemed to immediately gel. "And before you knew it, the MB8 was born," says Ed.

Chris Sommers, president of a family-owned business that makes flexible packages for pet and human food, entered Concordia's program to gain business experience. "There was a lot of synergy and learning in addition to the classroom," Chris says. "When you get a group like that, you don't get stuck in your own lane. You're forced to think differently."

Greg LeFever was the senior member of the group and gained the others' respect with his extensive entrepreneurial experience and real-world wisdom. "I did expect it to be practical and real-business-related, which is why I chose Concordia," he says. "I liked that professors showed up from work in the business world to teach classes. It turned out to be a great group of people, a highly intelligent group."

Jaime Buda, the wife of William, says they both came to Concordia determined to reset their careers and find jobs they liked.

"We had an amazing experience," Jaime says. "The group of friends really made a difference. It makes for good conversation, and the ability to get to know your classmates."

Another MB8 member, Esther Choi, enrolled in the program specifically to network, and found more than she was looking for. "We were all very ambitious people," Esther says. "It was a good group to uplift and motivate each other."

Ed reflects that "the piece that struck me as amazing about Concordia was how they were able to foster this kind of group relationship. It was phenomenal."

One MB8 member even hired another one. Michael Simons was the director of finance at a pizza chain who chose to attend Concordia for the networking possibilities. What he didn't expect was that the networking would be quite so immediate. He was in the job market after graduating, and Chris's flexible packaging company needed a vice president of finance.

"The very first person that jumped into my head was Michael," Chris says. "Everybody at the company loved him and now he's been here since January, and doing a great job."

Michael says he entered the MBA program expecting to build some relationships, but "didn't think it would be at the depth that it was. You're



reading books, taking tests, doing projects. When you're doing it among people you like being around, it makes it fun."

A number of MB8s have enjoyed promotions or better jobs since enrolling and graduating.

"I'm a very good example of how much an MBA can benefit your career," says Tara. "The second I graduated and updated my LinkedIn, I had people contact me. I got a job offer almost immediately. I made a pretty significant salary jump; it opened doors."

Jaime was promoted and gained significantly greater confidence in her own abilities at work as the business development manager for a consulting firm that helps cities and counties pursue opportunities for federal partnerships.

Even before graduating, Esther updated her LinkedIn information and a potential employer ran a keyword search that turned up her name.

"I hit 100 percent of the points," Esther says. "The hiring manager liked the fact that I was in the program. That was one of the reasons they hired me."

Esther is now the corporate compliance manager for a high-performance plastics company that supplies to medical device and aerospace companies.

"Godfather" Greg quit the company he was with, continued to run his own wellness company, started a for-profit LLC, then flipped it to a nonprofit — all while in CUI's program.

Today, the relationships continue with phone calls, group texts, barbecues, coffee dates and parties to celebrate weddings and birthdays.

More than a degree, the MB8 members "feel how special this experience was for us and how special our group is," Tara says. "I hope we set an example for other people to do this, because it really helps you get through the program." ■

To learn more about the Concordia University Irvine MBA program, please visit [www.cui.edu/oc-mba](http://www.cui.edu/oc-mba) or call 949-854-8002.



MB8 '18 (left to right): Chris Sommers, Esther Choi, William Buda, Jaime Buda, Gregory LaFever, Tara Janke, Ed Janke, and Michael Simons.

# It's not just what you know. It's who you meet.



*“MB8” Concordia 2018 MBA graduates who organically formed their own cohort. From left, Michael Simons, Ed Janke, Tara Janke, Chris Sommers, Jaime Buda, Gregory LaFever, William Buda, and Esther Choi. Read their story at: [cui.edu/MB8](http://cui.edu/MB8).*

Choosing a school to help you advance in your career is a choice that turns on more than what you learn. Where you earn your MBA also impacts your future business network. The Concordia MBA program is designed to facilitate the kind of strong personal connections, networking, and career growth that come from a face-to-face program. While working together throughout the program, cohorts often develop as students encourage and support each other—academically and professionally.



**Online Info Night: March 24 • Classes Start: May 9**

**CUI.EDU/OC-MBA**

## Dear Bonni, What ideas do you have for student accountability? How do we get students to do pre-class work without giving a grade to everything? — Looking for change

For 429 days straight, I have exercised for at least thirty minutes, a routine that gets reinforced by the sense of accomplishment and my overall better health. I lean on the power of habits to draw me into action, even when the way I'm feeling doesn't necessarily prompt me.



Students experience the same mindset around out of class preparation, and we wind up needing to help them establish good habits beyond what they may naturally exhibit on their own.

Building up these types of habits involves both intrinsic and extrinsic motivators. It requires some unlearning, and some changes in approach, to create an environment that better encourages students to complete assigned activities.

Much of our students' educational experiences have taught them to search out the rewards for a transactional gauge of their actions in the form of points or grades. In Susan Blum's "[Ungrading: Why Rating Students Undermines Learning \(And What to Do, Instead\)](#)," we discover that when it comes to concerns about grade inflation:

***"The trouble isn't that too many students are getting As but that too many students have been led to believe the primary purpose of schooling is to get As," she writes.***

Two common concerns that I've come across are that:

- Grading takes up too much time for instructors, and that
- Instructors wish students did the work before class without needing to be awarded points for their effort.

I will sometimes assign an auto-graded quiz that presents ten questions from a large bank of terms and allow for the quiz to be repeated by students until they earn their desired score. In other assignments, students are instructed to record a screencast of themselves playing a matching game that reinforces vocabulary.

Michelle Miller encourages us in "[Minds Online: Teaching Effectively With Technology](#)" to not feel like instructors have to evaluate everything that a student submits. However, I do watch the screencasts at double speed, and I'm able to get through them relatively quickly. I ask students to submit notes related to what they read. A common format I use is a 5-3-1 structure—identify five main points that stood out



to them, three ways they might apply what they read and one question as a discussion prompt for others who read the same passages. Second, I have fewer than ten auto-graded questions to test for understanding of the assignment. Finally, I have around five reflection and application questions as part of the quiz.

In the book "[Drive: The Surprising Truth About What Motivates Us](#)," Daniel Pink notes that: "Goals that people set for themselves and that are devoted to attaining mastery are usually healthy. But goals imposed by others—sales targets, quarterly returns, standardized test scores, and so on—can sometimes have dangerous side effects." It's worth reflecting on ways we can let students be more self-directed to foster intrinsic motivation in their studies.

James Lang for the Teaching in Higher Ed podcast shared:

"We need to have those intrinsic motivators, and a lot of school-based motivation is extrinsic in the form of grades and degrees and all that other stuff. We do need to pull up those intrinsic motivators in any way that you can. I have to say though, over the past few years, as I've continued to look at that research and think more and more about this question, I've come to believe that actually we need both intrinsic and extrinsic motivators in order to be successful."

In addition to Susan Blum's 'Ungrading,' I recommend:

[Grading for Growth](#): This collection of posts via the Substack newsletter engine by Robert Talbert and David Clark explores the challenges with the ways we tend to approach grades in higher education and how to use alternative grading practices that focus on growth.

How have I been able to keep up a 429-day streak of exercise? The intrinsic factors motivating me are strong over the long haul. However, when it comes to the daily discipline to keep going, it does help when I get these buzzes from my Apple Watch, telling me I can still achieve my fitness goals for the day. When I look at the app that reports out my streaks, yet taunts me with what is left to accomplish today to keep the momentum going, I wind up doing the thing I don't feel like doing in the moment for the bigger picture rewards.



***Bonni Stachowiak is Vanguard University's Dean of Teaching and Learning. She writes a teaching-oriented advice column for EdSurge. A longer version of this article originally appeared on EdSurge.***



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## Saddleback College: Your Partner in Training and Workforce Development

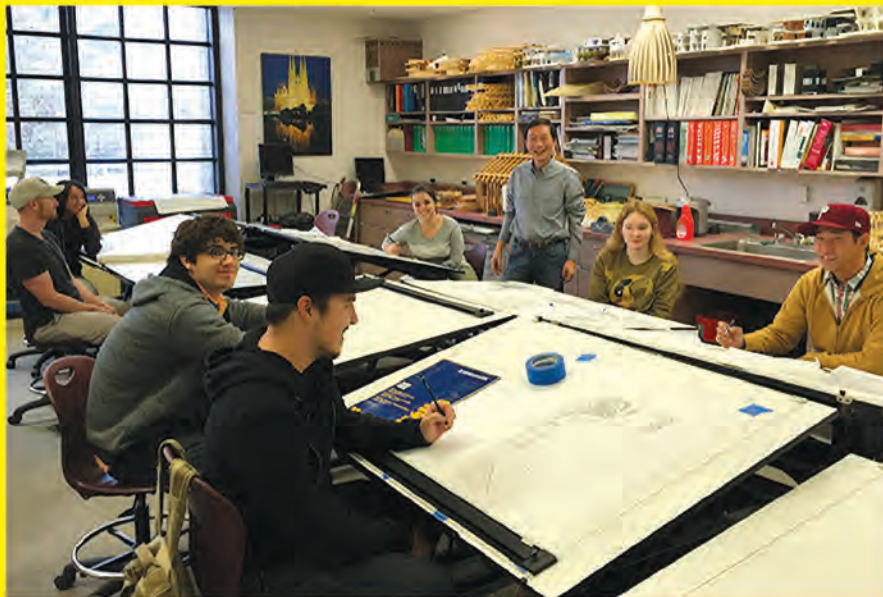
With so many organizations currently struggling to find quality talent pipelines, Saddleback College is working to meet industry employers' needs. Our track record of working with employers to develop successful, affordable workforce training has led to hundreds of success stories, both for industry leaders and students.

Take for example Roger's Gardens, the well-known luxury home, garden, and landscape design center in Newport Beach, which has partnered with Saddleback's horticulture program to provide education and training opportunities that blossom into potential careers.

Ron Vanderhoff, general manager and vice president for Roger's Gardens, understands the importance of engaging with Saddleback faculty and students. His company has hired many Saddleback students over the years, who started as interns.

"Internships are critical for any program," Saddleback Horticulture Professor and Co-Department Chair Ken Lee said. "It's a real connection between the student and employer. Employers can observe our students and see how good they are. If they want to hire them, they don't have to make their decision based only on an interview."

Vanderhoff has also been on Lee's department advisory board for five years. The committee, featuring many internship and employment providers, delivers vital insight on industry and employment trends to keep Saddleback students, faculty and the program current.



Professor Ken Lee with Saddleback College students.

"I constantly expect and seek industry leaders to get involved with the program," Lee said. "It's an important connection from a faculty point of view and having business leaders participate becomes a bridge for the students to the real world, the business world."

Vanderhoff appreciates the opportunity and the potential for a successful outcome.

"We interact with Saddleback the most through their students and it's done in two ways. Ken and the faculty will make recommendations for students who are looking for career experience and they send them in our direction," he said. "And then we have people who move up through our system who become interested in horticulture and we'll recommend they take some classes, further their education and enroll at Saddleback. It's pretty equal in both directions."

"The bottom line for any business is finding good people," Lee said. "Once they see the quality of the student, they don't go away. They keep coming back."

### New for Employers: Career Placement Services Powered by Handshake

One of Saddleback's newest engagement resources is Handshake, a campus-wide career management platform. Handshake gives employers the ability to post jobs and internships, promote hiring events, request on-campus recruitment, connect directly with students that have specific skills, and attend recruiting events hosted by Saddleback College. To see how Handshake can work for you, visit [www.saddleback.edu/jobs/employers](http://www.saddleback.edu/jobs/employers).

Whether it's horticulture or another of the 100 degrees and certificates available in over 35 program areas, Saddleback's career and technical education (CTE) and training resources are preparing students to serve employers in Orange County and beyond quite well.

"Saddleback can accelerate a student's ability to achieve their career goals," said Kari Irwin, assistant dean for CTE. "Whether it's a course to update skills, a short-term certificate, or a degree for transfer, we help activate a student's career connections."

A recent Career Technical Education Outcomes Survey by the Santa Rosa College Office of Research verifies Saddleback's CTE success.

Career education students report real satisfaction with their training at Saddleback, and they find rewarding jobs directly related to their field of study. Recent alumni who have earned a certificate or just nine units to build skills have shared their feedback, and reported that after training at Saddleback, they earn, on average, \$7.50 more per hour than they did before training, which amounts to a difference of \$14,400 a year.

Other Saddleback survey feedback:

- 92 percent of students are very satisfied or satisfied with the training and education they received
- 70 percent of students get a job in 0-3 months
- 71 percent of students secured a job that's very closely or closely related to their program of study



The goal is to prepare people to be at their best. At Saddleback College, providing education and making strong, beneficial connections is what opportunity is all about.

To learn more about how Saddleback College can help your organization find qualified talent, call Economic and Workforce Director Israel Dominguez at (949) 582-4777.

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The Beall Center for Innovation and Entrepreneurship at The UCI Paul Merage School of Business hosts the annual New Venture Competition (NVC). This year, nearly 100 concepts were whittled down to ten finalists and ultimately Shaka, a culture-building app for workplaces, reigned supreme. • Limin “Ricky” Xu/UCI

## Merage School Entrepreneurs Disrupt the Marketplace

*These entrepreneurs found their edge at the UCI Paul Merage School of Business.*

The UCI Paul Merage School of Business is helping students turn big ideas into real businesses. In 2020, the Merage School launched the Master of Innovation and Entrepreneurship (MIE) one-year program, the first degree of its kind in the UC system. However, students in all three MBA program can choose an emphasis in entrepreneurship to learn how to scale a new business. Many students choose to compete in the annual New Venture Competition (NVC). Presented by the Beall Center for Entrepreneurship and Innovation at the Merage School, NVC challenges students to grow their business ideas, pitch them to real investors and potentially win cash prizes.

### Shaka (2021 Winner)

On May 27, Shaka won the 2021 New Venture Competition (NVC), taking home a total of \$17,500 for their innovative culture-building app that boosts employee engagement, builds community and hosts engaging challenges to help bolster a company's success.

Shaka's three tiers of focus are community, challenges and connections. The app builds connections by automatically pairing employees for short networking sessions to connect within their companies. Shaka also boosts engagement and teamwork through wellness initiatives, food drives, photo contests and more. The last aspect Shaka focuses on is building community through a centralized home page for employee professional organizations, leadership groups, volunteer committees or sports leagues. Currently, the Shaka platform integrates with Microsoft Outlook and Google Calendar.

Co-founder Melanie Wertzberger MIE '22 said: “I am confident that winning NVC will open new doors for Shaka. We have gained awesome mentors, developed the ability to pitch to any audience and have a community at UCI rooting for our success. The grand prize will accelerate our ability to scale and help bring Shaka to more workplaces. I am very proud of my team.”



Zarina Bahadur MIE '20, built Baby Box to help new parents shop for their growing family. She is the first Master of Innovation and Entrepreneurship (MIE) student to win the New Venture Competition.

### Baby Box (2020 Winner)

Zarina Bahadur MIE '20 and member of the MIE program's inaugural class, took home first place in 2020. Her start-up Baby Box is a sub-

scription-based service, powered by artificial intelligence for parents of children 0-3 years.

“I am grateful to attend a university that supports my goals and ambitions as well as participate in a truly remarkable program,” said Bahadur. “To be surrounded by so many amazing people who support and only want to see your success is truly astounding. They've made my graduate school experience a positive one, and I am beyond blessed to be a part of this thriving ecosystem.”

Bahadur will leverage her prize money for R&D and new customer acquisition.

Bahadur said: “Baby Box has grown rapidly as many people are turning towards online shopping as opposed to retail due to the current climate. We have gained more brand awareness as well as traction due to our successful influencer campaigns.”



Kevin Wu of Merage-born startup myHealthToday has launched a health management service for senior patients called MyHealthJournal.

### myHealthToday (2019 winner)

Kevin Wu MBA '20 is CEO of the startup myHealthToday—an app and online service making doctor's visits easier than ever for senior patients.

Their app—myHealthJournal—is a patient engagement service which empowers seniors to report their health information at any time via their phone's voice services. Seniors can easily record information such as their symptoms and the HIPAA-compliant app parses this data into a provider-friendly format.

“The reason why the company is special is because we focus on the senior demographic population. Most technology targets millennials or Gen Z,” Wu explained. “We really wanted to create something for the senior community that benefits their lives.”

One of the company's goals is to provide users with quicker access to healthcare professionals.

“We want to help people save time during their visit to the doctor,” says Wu. “When a patient goes to the doctor, a lot of time is spent describing symptoms. With our service, a patient can log this information and send it to their medical team prior to the visit. Their doctor can then spend more time discussing proper treatment.”

For more information about The Paul Merage School of Business and our programs, please visit [merage.uci.edu](http://merage.uci.edu).

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Left to right: Dana Gavrilenko, MBA '19; Shivi Tandon, MBA '20 candidate; Fernando De Souza, MBA '20 candidate; Alto Okamura, MBA '19; Katherine Hunt, MBA '19



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## Laguna College of Art + Design: Where Creative Education Fosters Collaborative Innovation

Laguna College of Art + Design (LCAD) is a dually-accredited, non-profit college located in Laguna Beach, CA. LCAD offers undergraduate degrees (BFA) in Animation, Drawing + Painting, Drawing + Painting with Sculpture Emphasis, Drawing + Painting with Illustration Emphasis, Game Art, Graphic Design + Digital Media, Graphic Design + Digital Media with Action Sports Emphasis, Graphic Design + Digital Media with Illustration Emphasis, Entertainment Design, Experimental Animation, and Illustration. LCAD also offers Graduate degrees (MFA) in Drawing, Game Design, and Painting.

LCAD was originally founded in 1961 as the Laguna Beach School of Art, a non-profit college of art and design. In the early 1900s, artists, intellectuals, and entertainers began a thriving cultural community in Laguna Beach. Drawn to the stunning luminance of the area, plein air painters like Edgar Payne and Anna Hills founded the Laguna Beach Art Association, while screen actors like Bette Davis and Charlie Chaplin helped inspire the founding of the Laguna Playhouse. These pioneering cultural ventures spawned the Festival of Arts, Pageant of the Masters, Laguna Art Museum, and Laguna Beach School of Art (LBSA, the predecessor to the College). Nellie Gail Moulton was one of the founding members of LBSA and provided the first significant gift to the then fledgling college.

Since its founding, LCAD has grown significantly to include eleven undergraduate majors, three graduate degree programs, and nine minors; and is now one of the leading colleges of art and design in the country. LCAD's campus has also grown to include seven sites throughout Laguna Canyon and Laguna Beach that accommodate its student population of more than 700 full-time students. The College has been under the leadership of fourteen College Presidents including its current President, Steven Brittan.

Laguna College of Art + Design prepares individuals for careers as creative artists and designers in a culturally and ethnically diverse world through a curriculum that emphasizes acquiring skills based on observation, representation, and concept



development, while embracing challenges of new, innovative technologies. The College is committed to offering its curriculum through accredited degree programs that imaginatively combine studio work with academic studies, and to sharing its resources with the broader community through continuing education and exhibition programs.

LCAD's instructors and department chairs are also working professionals in their industries, which helps to ensure that students learn the most up-to-date, relevant and innovative skills. The rigorous curriculum of each program is supported by foundations of representational art, which prepares students to be confidently innovative, and adaptable to changes in industry standards and future trends. LCAD graduates start their careers as highly skilled, well-rounded artists and designers.

For more information visit [www.lcad.edu](http://www.lcad.edu). Facebook and Instagram at @lagunacollege.



## PASSIONS PROVEN

The rigorous curriculum of Laguna College of Art + Design allows students to follow their passions while preparing them for long-term professional success. Our graduates possess a depth and breadth of skills that foster collaboration, adaptation and innovation in their industry. To learn more, visit [lcad.edu](http://lcad.edu)

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# University of La Verne

## U.S. News & World Report Ranks University of La Verne Nationally for Best Value and Social Mobility

The University of La Verne provides customized, student-driven educational experiences that support the individual student's goals and needs in locations across southern California, including Irvine. Its track record in providing a high-impact, high-value education was recognized again in the prestigious *U.S. News & World Report* 2022 Best Colleges rankings, released on September 13. The University of La Verne was again ranked as top among private universities in California and seventh among all national universities for social mobility of students.

In the Best Value Schools category, the university has risen six places since 2020, placing it among the best in California and 66th nationally. Overall, it ranked 136th among 391 institutions considered to be National Universities, which includes universities such as Harvard, Yale, Princeton, and Stanford.

"We are delighted to see the University of La Verne again ranked among the best in the country, especially for social mobility of our graduates," President Devorah Lieberman said. "Students from across Southern California and beyond come here because they know a University of La Verne education is a path to better lives for themselves and their families. We are proud to serve that mission and to be recognized for our excellence and success in doing so."

*U.S. News & World Report* rankings draw on both statistical information provided by colleges and universities and a peer reputational survey. Ranking scores are based on a formula giving weight to major factors viewed as important to student success. Among these are graduation rate, class size,

student indebtedness, technological infrastructure, and student support services.

The Social Mobility ranking is based on enrollment and six-year graduation rates for students eligible for Pell Grants, which means their total family income is usually less than \$50,000 per year.

In addition to the *U.S. News & World Report* rankings, the University of La Verne was included in the *Washington Monthly* 2021 rankings, which featured the school in its Best Bang for the Buck Colleges in the West and National University categories.

Founded in 1891, the University of La Verne is a private, nonprofit, comprehensive institution founded on four core values: lifelong learning, ethical reasoning, civic and community engagement, and diversity and inclusivity. A federally-designated Hispanic Serving Institution, the university serves nearly 7,000 students.

The university is composed of four colleges: the College of Business and Public Management, the College of Arts and Sciences, the College of Law, and the LaFetra College of Education. Programs are offered on the central campus in La Verne, as well as at regional campuses and online.

Let the University of La Verne be your personalized guide to a brighter future today by talking with an admissions counselor or by signing up for an info session at [go.laverne.edu](http://go.laverne.edu).



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**BEST COLLEGES**  
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## Why Brafford Left the Legal Profession – and Found Another Way to Serve It

By her own admission, Anne Brafford didn't come to Claremont Graduate University (CGU) as a traditional student in search of her doctorate in Positive Organizational Psychology.

"It was to make a difference," she says. Until April 2014, Brafford was a practicing lawyer, an equity partner in the Labor and Employment Practice Group of Morgan, Lewis & Bockius LLP.

That's when, after 18 years in the profession, she had a moment of reckoning.

"I was at a big firm and the cultures in big firms can be pretty tough," Brafford says, "Those situations require a lot of resilience and produce a lot of burnout. The stress can drain meaningfulness from the work."

Brafford decided she wanted to learn scientific skills – what science had to say about how we build workplace culture, "a culture where people can really feel they're at their best, thoroughly engaged, and working at high performance."

That is not to say that she took the career redirect lightly.

"I had wanted to be a lawyer since I was 11 years old," Brafford says. "It was really, really hard. I've analogized it to ripping my arm off because being a lawyer was so much a part of my identity."

What drew Brafford to CGU was that it has the only doctoral-level Positive

Organizational Psychology Program in the world; in other words, it's a perfect fit for her.



"I knew I wanted to do organizational psychology as opposed to counseling or becoming a therapist," she says. "I looked around and most organizational psychology programs fit within business schools, but when I looked at what the program offerings were at CGU for organizational psychology, I was like a kid in a candy store. There was just so much more psychology that was available to us."

As part of her effort to have an impact on law firm culture, in 2020, she co-founded the Institute for Well-Being in Law and serves as its vice president in charge of programming.

The institute, she says, takes "the science and applies it to the legal profession on a system-wide level and fixes culture to support the individual-

level well-being of lawyers."

Thanks to CGU and her other efforts, Brafford's pleased to have found a new way to make a difference in the legal profession.

"I can help law firms develop their cultures that, in turn, enable their employees to be their best and not just drain them," she explains. "It's less transactional and more transformational, making work feel like it is something meaningful and energizing."

# Ignite: *action*

## Creating a Voice for Vulnerable Students

Nancy LePage never expected to experience food and housing insecurity. But, when her mother moved out of state and LePage stayed, she soon found herself without a dependable place to live and at the mercy of predatory landlords. Today, as a PhD student in Education, she's developing tools to understand the challenges facing many students in similar situations and helping to influence policy so that they get the assistance they need.



*Ignite Action. Explore CGU.*

*To read more about Nancy and other CGU success stories, go to [cgu.edu/ignite](https://cgu.edu/ignite)*

NANCY LEPAGE  
PhD Student in Education



Claremont Graduate University

#carrytheflame



## Your Next Great Hire: An MBA from UC Riverside's A. Gary Anderson Graduate School of Management

UCR's A. Gary Anderson Graduate School of Management (AGSM) is one of the fastest growing graduate business schools in Southern California—with good reason.

Our students reflect the diversity of the changing workforce and consumer base, and are connected to the global economy. Our curriculum is STEM-based—bringing the disruptive and innovative technology of today and tomorrow into the classroom, across all the business disciplines. Here, at the nexus of international trade and commerce, the future is being shaped through the development of a global community of forward-thinking business leaders. Our graduate business programs include:



- MBA
- Master of Finance
- Master of Professional Accountancy
- Master of Science in Business Analytics

Learn why our AACSB-accredited undergraduate and graduate programs are consistently ranked among the top business schools nationwide and around the world. Visit [business.ucr.edu](http://business.ucr.edu) or email us at [ucragsm@ucr.edu](mailto:ucragsm@ucr.edu)

## Orange County Academy of Sciences and Arts

At Orange County Academy of Sciences and Arts (OCASA), students learn by doing. They are encouraged to ask questions, take risks, make discoveries, observe patterns, exhibit creativity, and reflect on their own work. OCASA offers two unique and innovative campuses designed to help students launch their bright future.

**OCASA Elementary School** (Kindergarten to 5th Grade) is a tuition-free, public K-5 charter school specializing in individual learning and small group instruction. With an emphasis on science, technology, engineering, arts and mathematics, students apply real-world experiences to understand new concepts and gain knowledge. According to the California State Dashboard, OCASA students attained tremendous growth with a 29.7 point increase in Math and an 18.5 point increase in English Language Arts. The campus features multiple hands-on labs, including a Science Lab, Maker Lab, Arts Lab, and a Resource Lab, which encourage exploration and experimentation under the guidance of OCASA's credentialed teachers and experienced staff.



**OCASA College Prep** (6th Grade to 12th Grade) serves the evolving needs of students in South Orange County and ensures that every child in attendance receives a rich, individualized, rigorous and joyful education that will prepare them to thrive. OCASA College Prep, currently enrolling Grades 6-11, is the only classroom-based, tuition-free public charter high school in South Orange County. The school's curriculum places an emphasis on the academic, social and physical development of young adults in the areas of science, technology, engineering, arts and mathematics. Our innovative program allows students to master material and progress at their own pace.

Both OCASA campuses are fully accredited by the Western Association of Schools and Colleges. We are now enrolling for the 2022-23 school year. Visit [ocasa.org](http://ocasa.org) to RSVP for an upcoming Parent Information Session or School Tour.

**OCASA Elementary (Kindergarten to 5th Grade)**  
29292 Crown Valley Parkway, Laguna Niguel, CA 92673

**OCASA College Prep (6th Grade to 12th Grade)**  
31522 El Camino Real, San Juan Capistrano, CA 92675

ORANGE COUNTY BUSINESS JOURNAL

# 2022 Giving Guide

**Publication Date:**  
March 28, 2022

**Space Reservations Deadline:** February 28, 2022  
**Resource Page Due:** March 7, 2022  
**Ad Materials Due:** March 14, 2022

For more information, contact Amy Sfreddo  
at 949-664-5058 or [sfreddo@ocbj.com](mailto:sfreddo@ocbj.com).

## Orange County Academy of Sciences and Arts

# NOW ENROLLING

## Tuition-Free Public School

Grades K-12, Small Classes, STEAM Focus  
Campuses in Laguna Niguel and San Juan Capistrano

### Learn More at [www.OCASA.org](http://www.OCASA.org)

# DISCOVER THE AMAZING BENEFITS OF A ST. MARY'S IB EDUCATION FOR STUDENTS IN EARLY EDUCATION THROUGH GRADE 8.



WORLD-SIZED  
HEARTS

WORLD-CLASS  
MINDS

## 27 YEARS

EDUCATING FUTURE GLOBAL CITIZENS

## 13 RELIGIONS

REPRESENTED IN STUDENT BODY

## 26 COUNTRIES

REPRESENTED IN STUDENT BODY

## 12 ART TECHNIQUES

THROUGHOUT ALL GRADES

## 23 LANGUAGES

SPOKEN BY STUDENTS

700  
STUDENTS  
13 GRADE  
LEVELS

## 40 SPORTS TEAMS

FIELDIED IN 11 SPORTS

## 6 EXPLORATORIES

SUBJECTS CONNECTED TO CORE SUBJECTS

## 3 FOREIGN LANGUAGES

TAUGHT AS CORE SUBJECTS

## 1,680 ALUMNI

MAKING A DIFFERENCE IN THE WORLD

## 20 MUSICAL INSTRUMENTS

PLAYED BY STUDENT BODY



ALISO VIEJO CAMPUS



COME SEE WHAT  
WORLD-SIZED HEARTS AND  
WORLD-CLASS MINDS LOOK LIKE.  
**SCHEDULE A TOUR**  
AT [SMAA.ORG](http://SMAA.ORG)

St. Mary's safety and security protocols, flexible campus spaces, IB curriculum, extraordinary faculty and engaged community enable us to successfully adapt to the circumstances around us.

FOR MORE INFORMATION ON ST. MARY'S OR TO APPLY  
PLEASE VISIT [WWW.SMAA.ORG](http://WWW.SMAA.ORG)



**ST. MARY'S  
SCHOOL**

World-sized hearts. World-class minds.

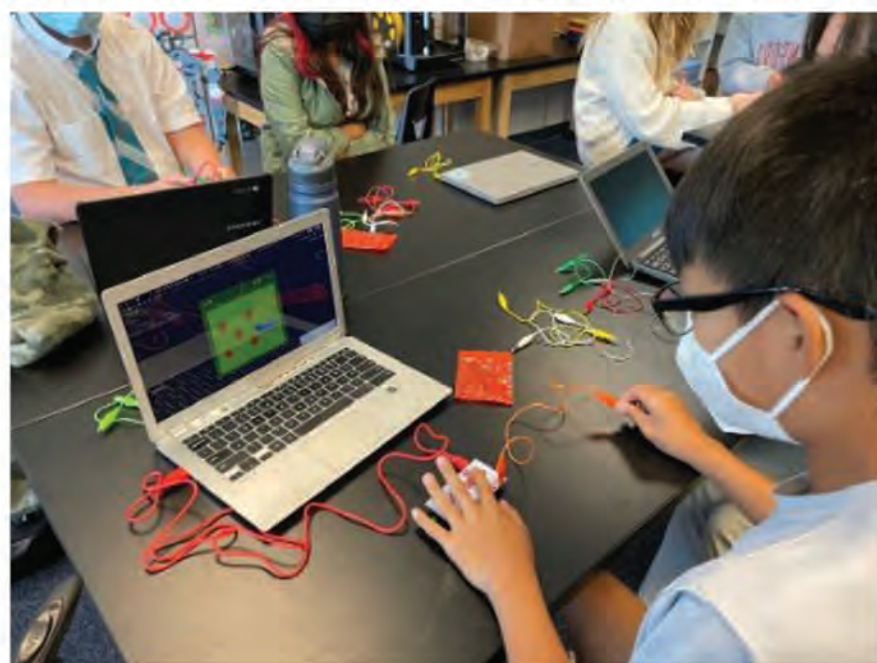


## OXFORD PREPARATORY ACADEMY S.T.E.A.M. CHAMPIONS

OPA strives to create a center for higher learning where students from transitional kindergarten to eighth grade are prepared to pursue high level academic studies, as well as gain skills to be successful in the diverse, global community. Our students do not just meet but exceed grade level expectations and become critical thinkers as they engage with dynamic teaching that makes them self-motivated, competent, and lifelong learners.



Oxford Preparatory Academy (OPA) focuses on the intentional integration of STEAM Education (Science, Technology, Engineering, Arts, and Mathematics), and their associated practices to create a hands-on, student-centered learning environment. Through exploratory STEAM activities and interactive projects, students investigate and engineer solutions to problems, and construct evidence-based explanations of real-world phenomena. The STEAM experience at OPA develops essential 21st century skills such as critical thinking and collaboration, while introducing new robotics, coding, and open-source electronic software and hardware platforms. Students in transitional kindergarten through fifth grade visit our STEAM lab every week, and our middle school students have the opportunity to take a STEAM elective wheel as part of their academic schedule. OPA "Champions" excel because they are part of a connected community of scholars who participate in an innovative and inclusive educational environment!



Students at OPA participate in a variety of enrichment opportunities, including world languages (at all grade levels), music, STEAM lab, coding, Taekwondo, physical education, after-school clubs, leadership, civic engagement activities, 1:1 technology, and electives.



At OPA, we believe that all students are gifted. Student individual needs are met through differentiated instruction, based on the theory of Multiple Intelligences. Students participate in activities and lessons that allow them to learn and exhibit understanding through a variety of ways that meet their individual strengths.



Each classroom at Oxford Preparatory Academy is named after a renowned university that has a history of many Rhodes Scholarships, one of the most prestigious scholarships awarded to graduating college students. Our university themed classrooms build student excitement about higher education. Each classroom is affiliated with a university, where students learn about college life, admissions, sports, and academics. This also builds an inclusive classroom community, where diversity is embraced. Our professors have created a collegiate atmosphere that supports our school vision, where all students are introduced to the comprehensive benefits of attending a higher-learning institution.

Let us help your child become a Champion. For more information, please call (949)600-9050 or visit [www.oxfordpreparatoryacademy.com](http://www.oxfordpreparatoryacademy.com).



# OXFORD PREPARATORY ACADEMY

## TK-8th Grade Public Charter School



**2022-23 Open Enrollment  
Begins February 16th!**

TK-8 VIRTUAL LEARNING  
& CLASSROOM-BASED PROGRAMS

*Connecting families to great teaching and community*

Oxford Preparatory Academy works to develop compassionate lifelong learners within a safe and inclusive scholarly environment. We emphasize that all students are gifted and teach using innovative strategies based on each student's unique multiple intelligences.

Our Virtual Learning Program is a premiere online learning program with direct instruction by highly qualified, credentialed OPA professors. We offer both full time in-person and 100% virtual tuition-free instruction.

Interested? [www.applyopa.com](http://www.applyopa.com)

Visit our website [www.oxfordpreparatoryacademy.com](http://www.oxfordpreparatoryacademy.com)

Follow us on  @OxfordPrepSOC or @OxfordPrepSV



- California Distinguished School
- Civic Learning Award of Merit
- Reader's Choice Award
- CBEE Honor Roll School
- Niche Top OC Charter ES and MS





## Advancing STEAM Through Partnership

Orange County is one of the most diverse and fastest growing technology sectors in the United States, creating a high demand for skilled and dynamic talent to support its growth. Irvine Public Schools Foundation (IPSF) continues to build bridges between academic and business communities to create opportunities for students to gain the skills, confidence, and determination needed to find success in today's competitive STEAM workforce.

This year, IPSF celebrates its 25<sup>th</sup> anniversary of enriching the educational experience of students. What started as a group of concerned parents wanting the best schools for their children has now evolved into one of the leading education foundations in the nation. IPSF's mission to provide programs, raise funds, and unite the community in support of educational excellence has resulted in tremendous impact in the quality and equity in public schools.



### Fueling Innovation

Making schools centers of innovation can only be achieved if teachers have opportunities to bring creative learning techniques to life. In honor of their 25<sup>th</sup> anniversary, IPSF has increased its funding commitment to a total of \$250,000 for its *Innovative Grants Program*, awarding 25 schools with \$10,000 grants each. The purpose of this grant program is to support innovation in schools by awarding funds to launch new curriculum and improve students' educational experiences.

"In order to prepare students for the future, we must provide them with hands-on experiences and skills that they can apply to real world applications," explains Neda Eaton, President & CEO of Irvine Public Schools Foundation. "We are proud to support educators who are passionate about elevating student learning far beyond standard academic curriculum."

Thanks to innovation grants funded by IPSF, Irvine students have learned how to create sustainable food sources with Aquaponics, solve cold cases through forensic science, and build nano-satellites that were launched into space on NASA rockets. When you give students and teachers opportunities to collaborate, learn, and explore, the possibilities are limitless.

### Inspiring Tomorrow's Leaders

IPSF continues to explore new approaches to inspire interest in STEAM fields where qualified talent is most in-demand by collaborating on programs and events that bring together academic and corporate partners. Opportunities for early exposure to real-world application of academic study has proven to be a successful formula for inspiring more interest in STEAM-related fields and majors.

With so many challenges facing students today, it is more important than ever that they have access to enrichment opportunities that inspire wonder and provide a creative outlet. IPSF has created a growing number of collaborations with corporate and educational partners to enhance students' K-12 educational journeys, so they are prepared to meet the challenges of today and of the future.

### Sparking Curiosity

Through afterschool and summer enrichment programs, IPSF encourages students to explore their interests and discover new passions. With courses including coding, robotics, theater, debate, and entrepreneurship, students apply what they learn during the school day in new ways, while also collaborating with students outside of their traditional classes. By nurturing the spark of curiosity within each child, students are empowered to grow and discover their own unique gifts, talents, and passions.

IPSF's mission is to provide high-quality educational enrichment to every child, offering scholarships for students with financial need to participate in a variety of STEAM courses. Support from leading corporate partners like FivePoint, FUTEK,

Google, GoogleFiber, and Cox Communications helps to close the digital divide and ensure that all students have access to these experiences that will help them thrive well beyond their school years and into their futures.

### Connecting Education and Industry

Through robust partnerships, IPSF continues to explore new approaches to inspire student interest in STEAM careers by collaborating with educators on programs and events that bring together academic and corporate partners. One example is the 21<sup>st</sup> Century Career Conference, which provides middle school students the opportunity to learn about career paths from some of Orange County's top companies. In partnership with Broadcom Foundation, the IUSD Science Fair encourages curiosity and challenges participants to explore new approaches to existing issues.

"The fields of science, technology, engineering, and mathematics are collectively considered the core foundation of an advanced society and an indicator of a society's ability to sustain itself and prosper," says Paula Golden, President of Broadcom Foundation. "Through our partnership with Irvine Public Schools Foundation, we can empower young people to become STEAM-minded critical thinkers who are inspired to become scientists, engineers, and innovators that will lead our community into the future."

### Stepping Up for Students

From small businesses to global leaders, corporate supporters understand that educational excellence is crucial to maintaining Orange County's position as a leader in innovation. By working together as a community united, we can prepare and nurture the next generation of community and corporate leaders who will propel this region forward for years to come.



"It takes an entire community dedicated to education to keep students at the leading edge," agrees City of Irvine Mayor Farrah N. Khan. "The City of Irvine is deeply committed to our partnership with IPSF to support educational excellence for all students, ensuring that our schools remain among the top in the nation."

If you are interested in learning more about partnering with IPSF and becoming one of the *Top Companies Supporting Educational Excellence*, please contact President & CEO Neda Eaton at [neaton@ipsf.net](mailto:neaton@ipsf.net). To learn more about Irvine Public Schools Foundation, visit [www.ipsf.net](http://www.ipsf.net).

# Student-Centered Learning Inspires Innovation Preparing Students for College and Beyond

Santa Margarita Catholic High School's experiential, student-centered approach to learning promotes a culture of innovation that propels students to succeed in college and beyond.

With academic programs to meet varied learners' needs and interests, classes are spent mastering material through dynamic group exercises and engaging discussions that encourage inquiry and instill a lifelong love of learning. Santa Margarita is the only Catholic school in the county to offer the International Baccalaureate program, providing students the opportunity to earn a globally recognized diploma with a curriculum that develops internationally-minded, creative problem-solvers.

The school's STREAM program combines science, technology, religion, engineering, arts and mathematics to bridge curriculum across disciplines while strengthening critical thinking. Students have designed artificial limbs and engineered safety equipment, among other projects to help create a better world. Tailored pathways allow students to customize their courses and extracurricular opportunities based on their interests. Newsweek has recognized SMCHS as one of the top high schools in the nation for excellence in STEM education, a designation only achieved by the top 3% of schools nationally.

For the eighth consecutive year, SMCHS was named a Microsoft Showcase School for successfully integrating tablet PC and cloud technology to deliver a more personalized, immersive education empowering students to unleash their full potential. As a global educational technology leader, SMCHS joins an elite community of approximately 325 schools worldwide and 39 in the nation recognized for innovation in teaching, learning and assessment.

Innovation extends beyond the classroom with numerous opportunities for students to gain "real-world" skills. Whether mitigating cyber vulnerabilities through intricate problem-solving, exploring computer programming, learning how to apply scientific principles to forensic analysis, broadcasting a sports game live, or utilizing theater as a means for self-discovery and societal transformation, God-given talents are developed in a nurturing environment.

The school's award-winning robotics team, sponsored by NASA, functions as a startup with students learning CAD modeling, welding, marketing and project management. Students design, build and program competition-ready robots. The program has qualified for the world championships three times and earned top



honors in the county. Students have also used their skills to improve the lives of children with limited mobility through the national GoBabyGo! program. Through Santa Margarita's robotics program, students are mentored by industry professionals.

Santa Margarita's Eagles Edge program also provides students with access to industry experts through internships, job opportunities, and hands-on workshops that help establish a foundation for future success. In the arts, a master artist series exposes students to working professionals across the arts spectrum.

With 13 full-time counselors, a college relations director forging strong partnerships with universities, a college athletics advisor dedicated to finding the optimal fit for SMCHS athletes committed to competing in college, and college planning tools to assist families with making informed decisions – students are accepted into universities worldwide with the majority of students earning scholarships.



For more information on Santa Margarita Catholic High School, visit [www.smhs.org](http://www.smhs.org) or call (949) 766-6096.

## SANTA MARGARITA CATHOLIC HIGH SCHOOL



# #1

Catholic high school in Orange County (Niche.com)



# \$38 million

combined merit and athletic scholarship offers (Class of 2021)

# 234

courses offered



# 14:1

With a 14:1 student-teacher ratio SMCHS students enjoy smaller class sizes

# 13

Full-time Counselors





# TVT is the place to be

WHERE ACADEMICS  
ARE IMPORTANT  
AND CHARACTER  
IS PARAMOUNT



5 Federation Way, Irvine CA 92603  
949.509.9500

**TARBUT.com**

Founded in Loving Memory of Naomi Gelman Weiss

# STEAM at the #1 K-12 School in the OC

**TVT Community Day School** was recently ranked the #1 K-12 Private School in Orange County for the fourth year in a row, and the #1 Jewish School in America for the third year in a row by Niche. **So what makes TVT the place to be?**

TVT is committed to modernizing its approach to teaching and learning. From the construction of new learning spaces to establishing an engineering curriculum that spans 6th to 12th grade, TVT recognizes that the changes going on in our society are deep and long-lasting and to respond to them obligates the school to make some changes of its own.

In the **Engineers-in-Training** (EIT) Program, the focus is on "systems engineering" where students develop critical analysis, "soft", and manufacturing skills. The middle school develops pre-engineering skills in the areas of fundamental dimensions and leverages that knowledge to understand the world around them. The high school courses, which are University of California A-G approved, follow a sequence of Structural Engineering, Electrical Engineering, Mechanical Engineering, and a "Design Capstone" experience that incorporates MATLAB, SolidWorks, and additive manufacturing. The goal is for students to gain professional certifications and implement industry-standard "best practices" in both software and hardware.

The Engineers in Training have developed, tested, and produced systems that operate from undersea to near space. Motivated by their instructor performing duties as an analog astronaut evaluating space habitats, structural engineering students developed a low carbon footprint Mars habitat and presented their design to the Director of Human Spaceflight Laboratory at The University of North Dakota. EIT's have also been successful at developing underwater vehicles to meet a requirement of taking pictures 50 ft below the ocean. Students have presented to professionals ranging from The Department of Defense, Sierra Nevada Space Technologies, Microsoft, and Amazon.

Our graduates are leveraging their experience in our program for successful engineering degrees at Universities all over the country ranging from UCLA, USC, University of Michigan, and Cal Poly San Luis Obispo. The degrees of interest range from Aerospace Engineering to BioMedical Engineering.



They have launched cameras and sensors to the stratosphere to get pictures and collect data about atmospheric conditions.

They have designed robots that mimic the movement of fish in hopes to place a camera in areas to collect information on underwater habitats without disturbing the life that depends upon it.

They have developed remote systems to explore aerodynamics, control theories, and performance characteristics of both aircraft and rotorcraft.

They have developed antennas downloading imagery from orbiting meteorological satellites monitoring the environment.

They have taken up challenges to help their community during the pandemic, including developing a low-cost ventilator to meet the national shortage.

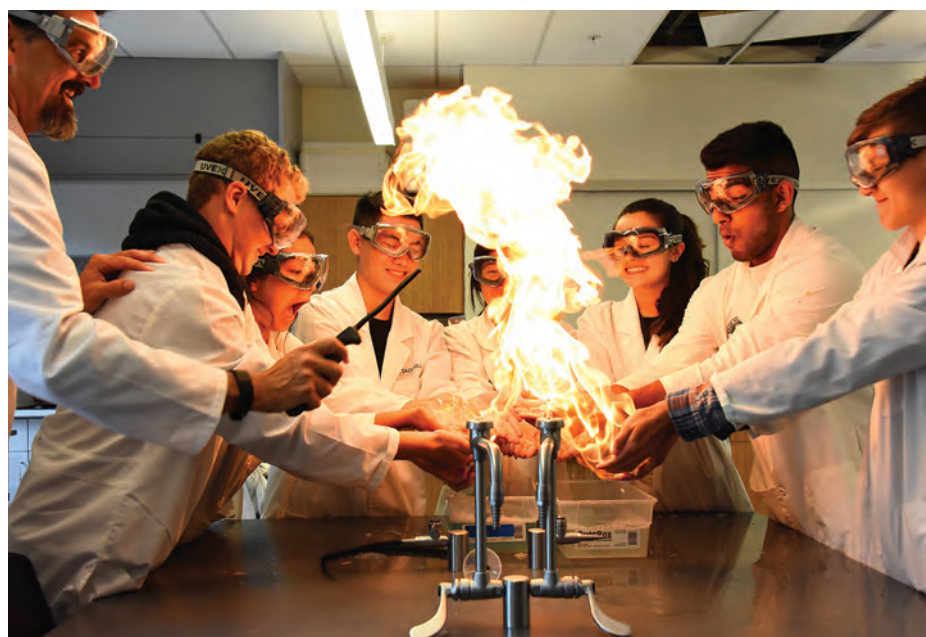
**TVT is the place to be**, where students of all backgrounds can thrive, where we invest in and support excellent teaching, and where we develop students of character destined for success after graduation.

Founded in 1991, TVT Community Day School is an inclusive Jewish school of inquiry and innovation where academics are important and character is paramount. TVT is open to students of all faiths.

**For more information about TVT Community Day School, please call 949.509.9500 or visit [www.TARBUT.com](http://www.TARBUT.com)**



\*Source: 2022 Niche.com rankings



## It's Full STEAM Ahead at Sage Hill School

At Sage Hill School, our innovative curriculum prepares our students for admission to college and inspires a lifelong love of learning. Small, seminar-style classes set us apart and also create a supportive, student-centered learning environment. With more than 30 AP, accelerated, and post-AP courses, we offer ample opportunities for students to challenge themselves with college-level work.

As an independent school, our robust college-preparatory curriculum is firmly anchored in teaching critical thinking, communication and problem-solving skills. Our rigorous, diverse offerings balance required and elective courses in English, history, mathematics, science, world languages, physical education, and visual and performing arts. Each year, we review our curriculum to ensure that we continue to offer a state-of-the-art program that is aligned with best practices and reflects our dynamic world.

Sage Hill's broader commitment to science and technology, as well as the liberal arts, is an educational approach that we believe best prepares our students for future professional and personal success.

Some believe higher education should focus squarely on skills specifically tied to job preparation. The counterpoint is that successful individuals need to have tools beyond STEM — skills like communication and critical thinking, creativity and collaboration, developed in part through the liberal arts.

At Sage Hill, we don't think it's an either/or proposition, and here, it begins in high school. We lay the groundwork for educating great scientists and great communicators, great engineers and great innovators.

Our goal at Sage Hill is not only to prepare our students to succeed in college and careers, but also to prepare them to lead enriching and meaningful lives.

As one of the leading STEAM schools in Orange County, here is a brief overview of what our students can expect from Sage Hill School in each field:

**Science:** Our 13,000-square-foot Lisa Argyros and Family Science Center offers dedicated space for each scientific discipline, including four wet labs, two dry labs, a special projects lab and four classrooms, allowing students to move between lecture, experimentation and discussion. Students start with a foundation of chemistry and biology classes of varying levels and as upperclassmen can take innovative courses like Marine Science, Organic Chemistry and AP Environmental Science.

**Technology:** Sage Hill School believes that technology, when utilized safely and honorably, inspires innovative teaching, nurtures all learning styles, and creates unique opportunities to connect our students with their community. With access to state-of-the-art computer labs, we believe that every student can and should master the information and tools necessary to be passionate learners, global citizens and leaders. Also, our award-winning coding club creates fun and innovative coding projects, organizes events to increase the awareness of the importance of learning code and enters outside coding competitions regularly.



**Engineering:** As part of its science curriculum, Sage Hill offers an Engineering class that focuses on experiential learning with numerous laboratory and design exercises. Students are exposed to various specialties within the field as they learn how to design, build and analyze structures and simple machines. Our Robotics team also helps students learn about engineering, design and business management with sophisticated robotics competitions as well as collaborative independent projects in robotics engineering and/or making.

**Arts:** Sage Hill's comprehensive arts program celebrates the natural artist in each of our students. Students begin in ninth grade with an Arts Survey class that covers a variety of arts disciplines — theater, dance, choral and instrumental music, and digital and visual arts. This experience allows students to truly discover their artistic skills and passions. Then they have opportunities to participate in more than 20 different performing and visual arts courses in our beautiful 30,000-square-foot Studio at Sage Hill. Throughout the year, we feature frequent student performances in our acoustically advanced Black Box Theater.

**Mathematics:** Our mathematics curriculum includes 16 courses that range from Algebra I to Multivariable Calculus. One of our popular math courses is called Financial Literacy, and it is one of several "Sage Connected" courses, which are hybrid online classes that offer unique and engaging learning opportunities in a collaborative environment. Every year, a number of Sage Hill students participate in the AMC mathematics competition with the hope of qualifying for the extremely challenging and competitive American Invitational Mathematics Exam (AIME). We are so proud that four of our students qualified for the AIME this year and will take this exam in February.

**There is still time for your student to apply for the 2022-2023 school year. Visit [www.sagehillschool.org/apply](http://www.sagehillschool.org/apply) to learn more today!**



**K-12 STEAM GUIDE - Directory**

**Name of School:** Irvine Public Schools Foundation  
**Head of School:** Neda Eaton, President & CEO  
**Address:** 1 Post, Suite 250 | Irvine, CA 92618  
**Website:** www.ipsf.net  
**Grade Levels:** K-12  
**Total Enrollment:** 36,000  
**Student To Faculty Ratio:** Varies  
**Average Class Size:** Varies  
**Application Deadline for the 2022/23 School Year:** N/A  
**Type of School:** Summer & After School Enrichment  
**STEAM Mission:** Our mission is to enrich the educational experience of each child in every school. We achieve this by providing programs, raising funds, and uniting the community in support of educational excellence.

**Name of School:** Orange County Academy of Sciences and Arts (OCASA)  
**Head of School:** OCASA Elementary (K-5) – Dr. Julie Beddow-Schubert, OCASA College Prep (6-12) – Doreen Fioretto  
**Address:** OCASA Elementary, 29292 Crown Valley Parkway, Laguna Niguel, CA 92677  
 OCASA College Prep, 31522 El Camino Real, San Juan Capistrano, CA 92675  
**Website:** www.ocasa.org  
**Grade Levels:** OCASA Elementary – Kinder to 5th Grade, OCASA College Prep – 6th Grade to 12th Grade  
**Total Enrollment:** OCASA Elementary – 300, OCASA College Prep – 180, OCASA Elementary – 16:1, OCASA College Prep – 25:1  
**Average Class Size:** 22 students  
**Application Deadline for the 2022/23 School Year:** Rolling Admissions  
**Type of School:** Tuition Free Public Charter School  
**STEAM MISSION:** OCASA places an emphasis on the academic, social and physical development in the areas of Science, Technology, Engineering, Arts and Mathematics. OCASA provides an environment that is welcoming of students and their families to learn in harmony favoring a multi-cultural spirit and awareness of the world we live in.

**Name of School:** Oxford Preparatory Academy Schools  
**Head of School:** Amy Kernan  
**Address:** 81 Columbia, Suite 101, Aliso Viejo, CA 92656  
**Website:** www.oxfordpreparatoryacademy.com  
**Grade Levels:** TK-8  
**Total Enrollment:** 1520  
**Student To Faculty Ratio:** 18:1  
**Average Class Size:** 30  
**Application Deadline for the 2022/23 School Year:** March 17, 2022  
**Type of School:** Charter  
**STEAM Mission:** Oxford Preparatory Academy focuses on the intentional integration of STEAM to create a hands-on, student-centered learning environment. Through interactive, exploratory activities, students investigate and engineer solutions to problems, and construct evidence-based explanations of real-world phenomena.

**Name of School:** Sage Hill School  
**Head of School:** Patricia Merz  
**Address:** 20402 Newport Coast Drive, Newport Coast, CA 92657  
**Website:** www.sagehillsschool.org  
**Grade Levels:** 9-12  
**Total Enrollment:** 540  
**Student To Faculty Ratio:** 9 to 1  
**Average Class Size:** 14  
**Application Deadline for the 2022/23 School Year:** February 15, 2022  
**Type Of School:** Independent, Nonprofit, Non-Denominational  
**STEAM Mission:** To prepare our students to succeed in college and careers as well as lead enriching and meaningful lives. We lay the groundwork for educating great scientists and great communicators, great engineers and great innovators.

**Name of School:** St. Mary's School  
**Head of School:** Sharon Taylor  
**Address:** 7 Pursuit, Aliso Viejo, CA 92656  
**Website:** www.smaa.org  
**Grade Levels:** PS – Grade 8  
**Total Enrollment:** 715  
**Student To Faculty Ratio:** EEP 1:6-9; Lower School (K-2) 1:9; Lower School (3-5) 1:10; Middle School (6-8) 1:18.  
**Application Deadline for the 2022/23 School Year:** Ongoing; continuing to accept applications  
**Type Of School:** International Baccalaureate School (Preschool through Middle School)  
**STEAM Mission:** Our mission at St. Mary's is simple: "World-Sized Hearts and World-Class Minds." By equally engaging the heart and the mind, we inspire and empower our students to change the world with purpose and understanding. Our students are inquirers. By asking "what" and "why," they begin to understand their role in the "how." Our world-class faculty and staff are dedicated to their students and our mission. They create an engaging, meaningful learning environment daily.

**Name of School:** TVT Community Day School  
**Head of School:** Dr. Jeffrey Davis  
**Address:** 5 Federation Way, Irvine CA 92603  
**Website:** TARBUT.com  
**Grade Levels:** TK-12  
**Total Enrollment:** 785  
**Student To Faculty Ratio:** 9:1  
**Average Class Size:** 17  
**Application Deadline for the 2022/23 School Year:** Rolling  
**Type Of School:** Private  
**STEAM Mission:** With 2 signature programs, Engineering and Film, STEAM at TVT emphasizes a hands-on learning experience while engaging students in the most current body of scientific knowledge, practices, and technologies. By pushing the boundaries, TVT keeps faculty practice sharp, maintains focus on the future, prioritizes essential learning, and continuously develops and assesses a modern curriculum.



**Apartments**

from page 3

data. There were 13 apartment complex sales in the county topping \$100 million in 2021, according to CoStar data. That compares to two such \$100 million-plus deals in 2020, five in 2019, and six in 2018.

Per-unit pricing for the 2021 deals, which include several recently built complexes, ranged from \$400,000 at Anaheim's **Paramount Platinum Triangle** to \$579,000 for Fullerton's **Amplifi**.

The two priciest reported deals last year were for a pair of adjacent properties in Anaheim's Platinum Triangle, the \$194 million for the **Jefferson Rise** complex and \$186 million for the **Jefferson Edge** complex, which in total count 747 units.

Those two properties, each built by multi-family developer **JPI/TDI**, sold for about \$509,000 per unit on average. The 2-year-old Platinum Triangle complexes were both bought by an affiliate of Atlanta-based **PGIM Real Estate** in separate transactions in December. ■

**How To Reach Us**

- **Letters to the Editor:** Editor Mark Mueller at mueller@ocbj.com
- **Viewpoint, Leader Board** and other back page **Commentary:** Executive Editor Peter J. Brennan at brennan@ocbj.com
- **Corrections:** Mark Mueller at mueller@ocbj.com
- **Insider** column: Mark Mueller at mueller@ocbj.com
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- **The Lists:** Research Director Meghan Kliever at kliever@ocbj.com
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**Interstate Equities Corp.**

- **FOUNDED:** 1981
- **CO-PRESIDENTS:** Julia Boyd Corso, Marshall Boyd
- **HEADQUARTERS:** Los Altos
- **BUSINESS:** apartment investor
- **INVESTORS:** initially high-net-worth individuals, now commingled institutional discretionary funds
- **OC HOLDINGS:** Huntington Beach's Breakwater
- **NOTABLE:** \$206M buy of Yorba Linda complex