



# OC CHILDREN'S THERAPEUTIC ARTS

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## Assessment Results for Engage 360, ROTATION 3 – Elementary / Intermediate Schools

**Rotation Dates:** March 8 - June 3, 2021

**Schools:** Carver, Esqueda, Greenville, Lincoln, Monte Vista, Sepulveda, Taft, Thorpe, Washington, Wilson, Mendez, & Sierra

**Total # of Students Assessed** - 129 (Basic Art Knowledge) & 129 (Qualitative Analysis)

**# of Lower Grade Students tested: 36 # of Upper Grade Students tested: 64**

**# Intermediate: 20**

### OCCTAC Program Goals:

1) Learn the basic concepts, techniques and vocabulary of the art-making process as defined by VAPA standards. At least 70% of all students at each site will demonstrate an increase in proficiency and understanding of the basic elements and principles of art and vocabulary enrichment, as measured by our Pre and Post Art tests. 2) Foster students' Creativity, Self-esteem and Social-Emotional Development. All students will show an increase in Creativity, Self-Esteem and Social-emotional Development, as measured by pre and post assessments/ students surveys.

**Summary Results for Twelve Elementary Schools at SAUSD:** A total of 129 students completed the pre tests administered to the students at the beginning of the rotation, and at the end of the rotation (post-tests). **Overall results showed that 73% of all elementary school students in Rotation 3 demonstrated an increase in proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment, as observed in our Pre and Post-tests conducted at all 12 schools.** In other words, all of these students showed an increase in the basic concepts, techniques and vocabulary of the art-making process as defined by VAPA standards. These results exceed our expectation of at least a 70% increase of student pre-test scores vs. post-test scores.

As reported above, a total of 12 Elementary Schools students took part in the Art enrichment program during their 3rd rotation of the 2020-21 school year. Out of 129 students that completed the **pre-test assessment**, **86%** scored 0 or 33% (Little or NO knowledge of basic Art concepts, techniques and vocabulary); and **11%** of students scored 66% on the test (Some knowledge of basic Art concepts, techniques and vocabulary) and **NONE** of the students scored 100% (a perfect score) on the pre-tests.

However, when the same students took the post-tests at the end of the rotation, **73% of all students demonstrated an increase in their post-tests, and most significantly, 55% of all the students had a perfect (100%) score!** In other words, a total of 70 students out of 129 students had a perfect score (100%) on their post-tests!



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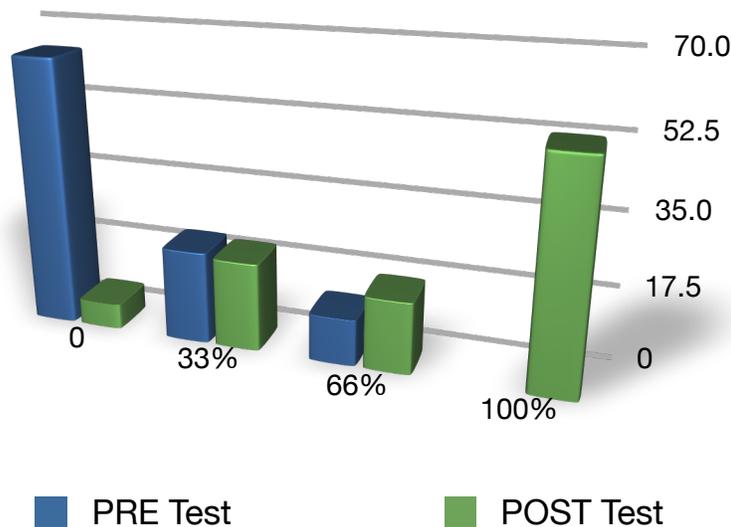
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The pre-test and post test performance demonstrated the expected bell shaped curve, as with prior years wherein students new to the material or without prior Art knowledge performed poorly on the pre-test, but improved dramatically after learning and experiencing the curriculum.

Please see below **Chart 1** to review the total number of students' pre-test and post-test scores across all 12 schools.

**(Chart 1: Quantitative Data)**

**2021 Final Test Performance**



***The Top schools scoring test average score of no less than 80% or higher were Greenville, Thorpe, Monte Vista, Sepulveda, and Sierra.***

## **Qualitative Analyses**

In addition to comparing pre and post-test results for basic Art knowledge, OCCTAC conducted a qualitative analysis of students' responses regarding the benefits of participating in the Art enrichment class. Students responses were coded according to the following categories, as reported by students writing: 1) **Creativity** (e.g., learning artistic/creativity skills) 2) **Social Skills** (e.g., learning to work with others/teamwork), 3) **Emotional Skills** (e.g., expressing feelings), 4) **Cognitive** (e.g., focusing better, concentration), 5) **Academic/ Literacy skills** (e.g., learning new skill, reading and writing), and others. This qualitative analysis was conducted with an open-ended question: ***“How DID the Art class help me?”*** All students



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from both lower and upper grade levels at all 12 elementary schools responded to the same question.

As with previous findings, the highest number of student responses were found in the following categories: 1) **Socio-Emotional** benefits, 2) **Artistic/Creativity** benefits, and 3) **Cognitive/Academic** benefits. The following student statements represent both Lower and Upper grade student statements across all 12 schools observed during Rotation 3 of the After School Engage 360 program.

### **The following are some examples of student statements for Socio/Emotional benefits:**

1. "They can keep me safe from covid." -4th Grade Greenville
2. "My art class can help me with my school work or whenever I am stressed." 5th Grade Esqueda
3. "It calms me down cause sometime I have a lot of homework so it help me to calm down." -6th Grade Sierra
4. It helped me learn to use my creativity, and express my emotions in a healthy way." -4th Grade Monte Vista
5. My art class helped me reveal my true self with my art work. It also allowed me to be confident through art!  
6th Grade Sierra
6. My art class helped me with a lot more of skill and technique. They also helped out a lot with making colorful and beautiful art. I love my art class it is a very good way to learn about some artists and a good way to keep your mind going during quarantine. 4th Grade Monte Vista

### **The following are some examples of student statements for Artistic/Creativity benefits:**

1. It helped me improve in my painting and gave me ideas on what to paint and also I learned how how to shade." -4th Grade Monte Vista
2. It helped me by getting better at shading and drawing different ways. 6th Grade Sierra
3. I learned how to draw better and be social. 2nd grade Monte Vista
4. It helped me learn new techniques like drawing on top and tracing it and I now use that technique. I like art and my teachers are very nice. 4th grade Thorpe
5. improve drawing realistic people 4th Grade Monte Vista
6. It help how to draw people and expressions. 6th Grade, Sierra

### **The following are some examples of student statements for Cognitive/Academic benefits:**

1. Art class helped me to never give up, and made me get much better of drawing and many more. -4th Grade Franklin
2. That the more you have confidence in your art the more you get focus on it and try your hardest 5th Grade Sepulveda
3. By practice like they say practice makes perfect. -5th grade Greenville
4. It helped me by educating me about Eduardo Cobra and his art. -3rd Grade Greenville
5. It can help me be a good artist when I grow up. -3rd Grade Greenville
6. My art class helps me by helping me answer questions I have about certain art activities. -5th Grade Greenville
7. I learned about primary and secondary colors and this is a really fun class, I enjoy it. -2nd Grade Carver



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## Summary of Student Responses/ Qualitative Analysis:

A total of **129 mixed** Elementary/Intermediate school age students were asked, ***“How did the OCCTAC Art class help you?”*** As observed in the chart below, the majority of student statements were categorized under “Social/Emotional” (**38%**) responses/ benefits, followed by “Cognitive and/or Academic” responses/benefits (**28%**), “Artistic/Creativity” (**23%**) responses/benefits, and with student responses under , Motor (**9%**) and Other (**2%**). This last category “Other” represents students that responded either “I don't know”, did not respond to the question, or statements which were illegible. See below the summary of student responses according to the various categories. Furthermore, students responses are consistent across grade levels. In other words, both Lower grade and Upper grade students responded in similar ways regarding the benefits of the Art Class.

Across the board, preliminary responses of “I dont know” during the pre-test reduced from **10% - 2%** and matured into more insightful Social/Emotional, or Cognitive responses. As the enrichment completed, students opened up and freely disclosed how Art stimulated their emotional state positively with an increase in Soc/Emot responses from **15% - 38%**. As expected, the initial creative aspirations which represented the bulk of the pre-responses at **43%**, but yielded a more insightful distribution among social/emotional and cognitive during the post responses at **38%** and **28%**, respectfully.

As expected, the art curriculum gave the students the best opportunity for Social / Emotional gains as represented by the 38% of responses, the largest representative group. Through the development of strong relationships with their teachers, they used their after school time to express their emotions through their art to cope with the Pandemic.



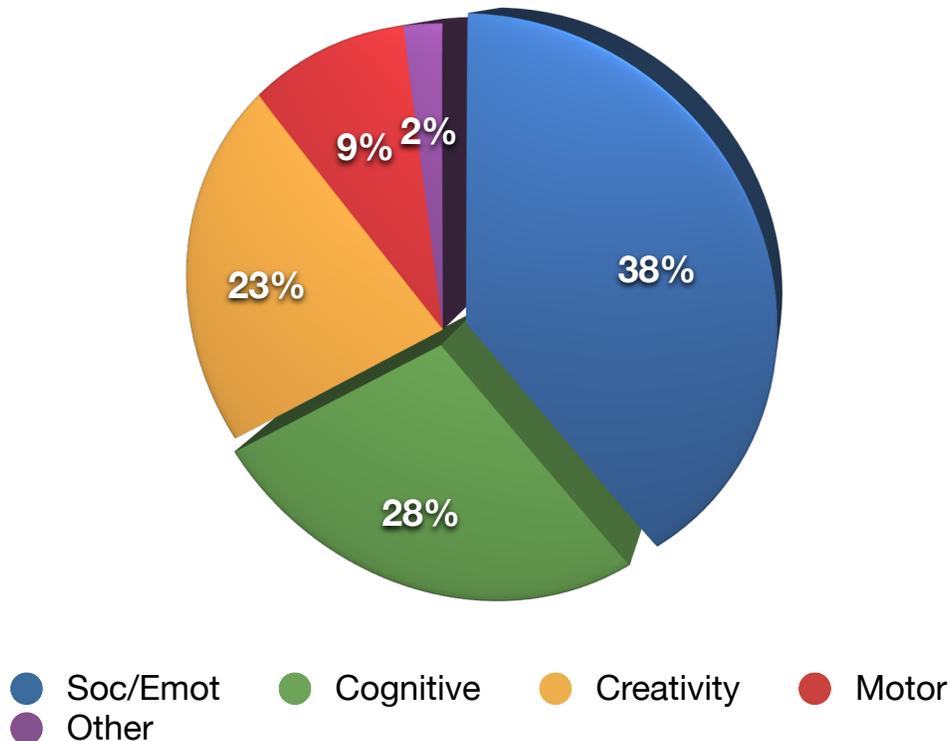
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See the following chart below for the total student responses, where there is evident growth in Social/Emotional and Cognitive responses.

(Chart 2: Qualitative Results)

## 2021 Final Qualitative Assessment



### **Summary of Student Responses per Individual Schools – Basic Art Knowledge**

As stated in page one of this summary, **73%** of all elementary school students across 12 elementary schools during Rotation 3 demonstrated an increase in their proficiency and understanding of the basic elements and principles of Art and Vocabulary enrichment. As indicated before, these results exceeded our expectations of at least 70% increase from pretests to post-tests, as stated in our Program goals. **The Top schools scoring a test average of better than 80% were Greenville, Thorpe, Monte Vista, Sepulveda and Sierra Intermediate.**



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In further investigation of their Social/Emotional development, we assessed their self esteem, by asking them to rate the following statement: "I am a good artist who works well with others."



Strongly agree



Agree



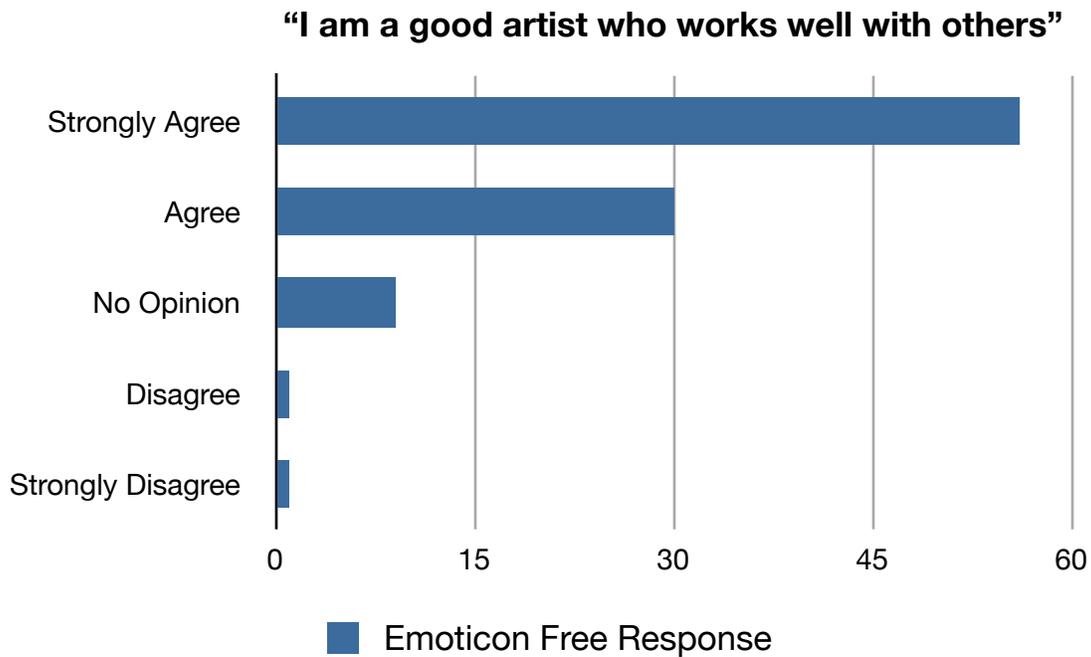
No opinion



Disagree



Strongly disagree



**The majority (88%) of the students assessed felt their Art Enrichment and Social/emotional development were a beneficial success. At a time where mental health needs were at an all time high, our enrichment provided a balance with their core subjects to ground the students with optimism by providing a healthier social/emotional outlook.**



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During the recent Covid-19 Pandemic, Orange County Children's Therapeutic Arts Center was pressed to pivot, create virtual curriculum, and engage the students through the Zoom platform. Our society witnessed coarse and divisive themes which caused much anxiety among our community. In partnership with SAUSD Engage 360, OCCTAC was able to reach the community and provided the much needed creative enrichment that gave balance to their core subjects and improved their social /emotional well being.

In comparison with the last assessment from the 2020 school year, which yielded the highest performance to date, we understood that the pandemic would provide unforeseen challenges and may have a reduction in performance. Despite the challenges the year was a great success in successfully meeting our goals, due primarily to the synergy between the Extended Learning Department and each respective Community Provider.

With the onset of the new virtual format, the community was not familiar with the virtual platform, and initial registration was low. However after strategizing with the EXLD team, the rosters dramatically improved and OCCTAC held the lead position with regard to registration numbers for the majority of the year.

We understood that the families needed more support than usual and we met the community at their level. What was new for this year, and in practice with CDC protocol, each student was provided with their own personal Art kit that was either distributed at their school site, or their individual home. With new hardships, the community often could not meet registration deadlines, but as a safety net we extended grace periods and admitted a great percentage of students into the program, post-registration.

The Pandemic imposed a disconnect with the community as we sheltered in place, but we wanted to honor their artistic achievement by hosting virtual galleries. Families were invited to come to OCCTAC and submit art work for a chance to win art prizes. This gave families the invaluable benefit for the students to meet the staff personally and for parents to interact with the teachers, who were guiding their children. All of this was conducted under the strict CDC guidelines for Social distancing, while wearing PPE.

To further supplement and connect with the community we conducted Family Art Nights for the Willard and Villa Community to great success enriching them with Art and Dance Expression sessions.

The children, like Giselle Rodriguez had an opportunity to showcase their artwork during the annual Boca de Oro Festival, coordinated by SAUSD's Robyn McNair. Family and Friends were invited to participate in the webinar and witness their children's Achievement last March 2021.



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Masterpieces from Paola Sanchez of Adams ES and Jimena Lemus Perez of Santiago ES were highlighted in an editorial feature, “How students are using art to channel COVID-19 fears.” by Allyson Escobar for the Press Enterprise.

Despite being physically sheltered from our community, we connected with more efficiency that taught us the flexibility and skills to achieve even greater success for the years to come.



Giselle Rodriguez, Davis ES  
OCCTAC Teacher  
Blanca Ibarra

Davis Elementary Student, Giselle Rodriguez showcases abstract alebrije during SAUSD ART's annual Boca de Oro Festival 2021.



Jimena Perez  
Santiago ES  
OCCTAC Teacher Kristina Baker

Santiago Elementary Student Jimena Lemus Perez showcases abstract Alebrije art during SAUSD Art's annual Boca de Oro Festival 2021 and was also featured in the Press Enterprise Editorial “How students are using art to channel Covid-19 Fears.” by Allyson Escobar.



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A mixed-media watercolor by Paola Sanchez (with Mother Josefa Damian), a fourth-grader at Adams Elementary School in Santa Ana was part of the Santa Ana Unified School District's Engage 360 Extended Learning Program with OC Children's Therapeutic Arts Center. The project aimed to help youths with "social-emotional learning" during the pandemic. (Photo courtesy of Mark Dominic Dimalanta, OC Children's Therapeutic Arts Center)