



OC CHILDREN'S THERAPEUTIC ARTS

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

Rotation Dates: March 7, 2022 - June 1, 2022

Schools: Pio Pico, Muir, Thorpe, Mendez, Esqueda, Taft, Washington, Carver, Sierra, Villa, Greenville, Santiago, Lincoln, and Monte Vista.

Total # of Students Assessed - 169 (Basic Art Knowledge) & 169 (Qualitative Analysis)

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 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.

Summary Results for OCCTAC - SAUSD / Engage 360 Rotation 3: A total of 169 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 90% of the students assessed during 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 14 participating 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 exceeded our expectation of at least a 70% increase in student pre-test scores vs. post-test scores.

A total of 14 Schools took part in the Art enrichment program during their third rotation of the 2021-22 school year. We successfully acquired data from 13 sites, but lost the opportunity to collect a representative sample size from Monte Vista due to the sliding attendance and loss of engagement from students sent to intermittent programs during the post test assessment window.

Due to the writing limitations of Kinder-aged students, the majority of our sample size is represented by the older students of the 2nd session. Out of 169 students that completed the **Pre-test assessment**, **78%** scored 0 or 33% (Demonstrating little or NO knowledge of basic Art concepts, techniques and vocabulary); **39%** of students scored 66% on the test (Some knowledge of basic Art concepts, techniques and vocabulary) and only **4%** of the students scored 100% (a perfect score) on the pre-tests.

However, when the same students took the **Post-Tests** during the rotation's culmination, **90% of the students demonstrated an increase in their post-tests, with an average score of**



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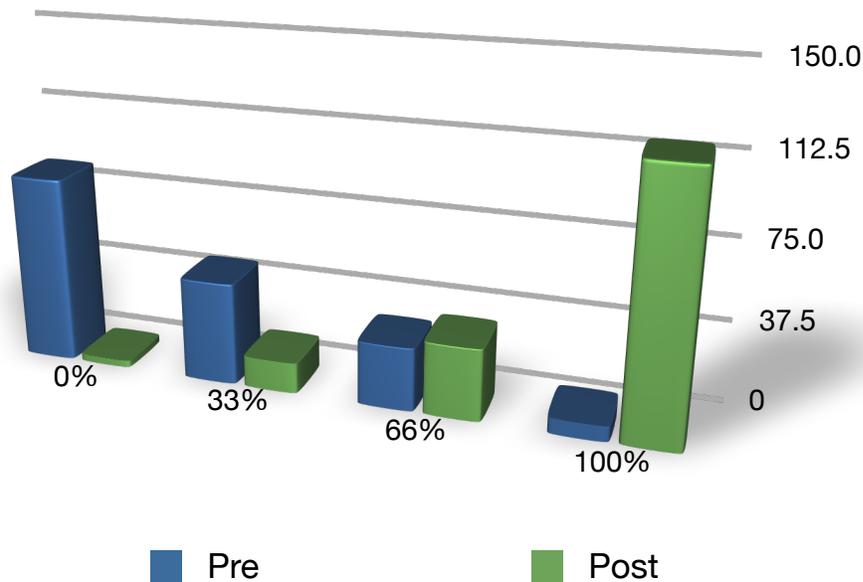
86%, and most significantly, 70% of all the students had a perfect (100%) score! In other words, a total of 119 out of 169 students earned a perfect score (100%) on their post-tests!

The pre / post test performance demonstrated the expected “Well-shaped” curve. Like prior rotations, students new to the material, or without prior Art knowledge performed poorly on the pre-test, but improved dramatically after learning our curriculum. Interesting to note, all of the sites that participated achieved a passing rate that bested our minimum of 70%, with many posting better than 90% passing.

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

(Chart 1: Quantitative Data)

R3: 90% passing rate with average score of 86%



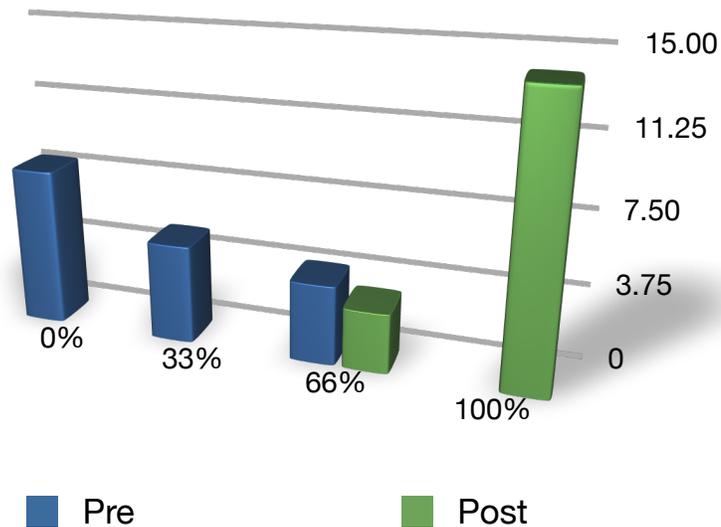
(n=169, Pre-Mean Value: 24.64%, Post-Mean Value: 86%)



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ELOP Test Performance: 100% passing rate with mean score of 94%



(n=17, mean pre-test: 25.23%, mean post-test: 94%, pValue= 0.0000000555)

Traditionally, After-school students have various options to receive enrichment under SAUSD’s Engage 360 program. For this rotation we implemented a Pilot ELOP (Expanded Learning Opportunities Program) to offer more variety and choice, where students chose programs electively. The important question was, ‘Does OCCTAC curriculum improve student performance under the ELOP program. (Null Hypothesis) H_0 : “OCCTAC curriculum offers no significant benefit for the ELOP program.” (Alternative Hypothesis) H_A : “OCCTAC curriculum improves the performance of SAUSD students in the ELOP program.”

*After assessing students at both Pio Pico and Muir Fundamental with Pre / Post Tests, their scores were statistically tested using the **Paired T-Test**. With n=17, the results yielded a (p-value of 0.0000000555), far less than our confidence interval of 0.05, which prompts our study to reject the null hypothesis and accept our alternative hypothesis: **“OCCTAC curriculum improves the performance of SAUSD students in the ELOP program.”***

Summary of Student Responses per Individual Schools – Basic Art Knowledge

*As stated in page one of this summary, **90%** of all elementary school students across 13 schools during Rotation 3 demonstrated an increase in their proficiency and understanding of*



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*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 90% or better: Washington (100%), Muir (95%), Mendez (94.6%), Thorpe (94%), and Pio Pico (93%).***

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 their open responses with regard to: 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 from the respondent schools answered the same question.

As with previous findings, the highest number of student responses were found in the following categories: 1) **Artistic/Creativity** benefits (34%), 2) **Social/Emotional** benefits (29%), and 3) **Cognitive/Academic** benefits (20%). With fears and anxiety over the pandemic residing, this rotation restored the normal dominance of Creative responses. The following student statements represent both Lower and Upper grade student statements across all 13 schools observed during Rotation 3 of the After School Engage 360 program.

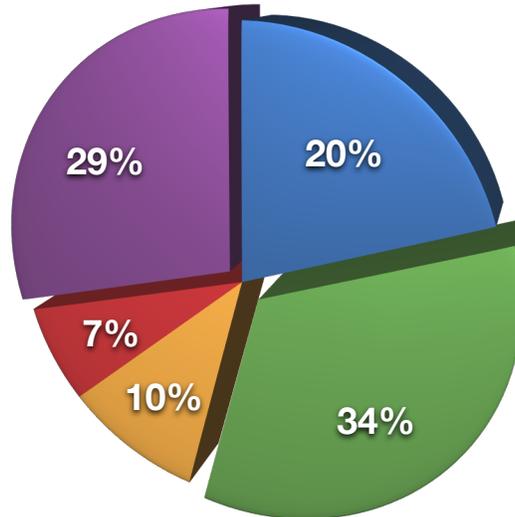
The return to the classroom, with their enrichment provider, coupled with skilled Instructional Providers, offered an oasis which mimicked an environment closer to *normalcy*. Hence, the concerns for Health and Safety were reduced, unique to the anxiety of the pandemic years.



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(Chart 2: Qualitative Results) How did my Art Class help me?



● Cognitive ● Creative ● Motor ● Other ● Soc/Emot

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

1. "My Occtac art class helped me express myself into multiple ways of art by exploring my creativity in lines, shapes, colors and more. My art class can also help me explain multiple purposes in the form of art with different art techniques such as shading." -Mendez Intermediate
2. "My OCCTAC art class helped me with my creative skills, it also helped me to explore different art styles." -Esqueda K-8
3. "OCCTAC helped me improve in art and see the deep emotion in many different arts, it also showed me different type of art styles, like shading and texture" -Mendez Intermediate
4. "Yes, thay (they) helped me by teaching me how to draw better and i actually got better at drawing." -Esqueda K-8
5. "OCCTAC Art helped me be creative in my art journal and I like all the projects I did." - Washington Elementary

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

1. "I learned that art isn't perfect, and art is about feeling" -Pio Pico



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2. "They helped me for having fun and be hopeful in myslef (myself) for being good at art and i learned a lot about Basquiat and his art and i had a lot of fun!" -Muir Fundamental
3. "My occtac art class helped me when I need to relax and be calm" -Thorpe Fundamental
4. "OCCTAC helped me feel calm and make friendships with other people. Also to help communicate with people around me." -Thorpe Fundamental
5. "It helped me learn about different cultures of art and help me connect with everybody more. Also, it calms me. I never knew that art could help me this much. I hope to do more" - Thorpe Fundamental
6. "It helped me to draw what i feel and to stop being shy all the time." - Taft Elementary

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

1. "OCCTAC helped me improve perspective and almost everything in my art!". -Sierra Prep
2. "I learned about Basquiat, I loved doing my inspired art project" -Washington ES
3. "My art class helped me be a good student." -Taft Elementary
4. "This class helped me in lots of ways. One of them was seeing the true (truth) in art, in pop art. Another is seeing that art can be cool." -Esqueda K-8
5. "It helped me be good at art, because it will make me successful one day." -Thorpe Fundamental

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." The phenomenon of the pandemic prematurely forced our students to adapt to behaviors in an environment that relied on responsibility and accountability. In order to remain safe, they learned a new level of teamwork, sharing while socially distant, and engaging while respecting each other's space. The presence of Community Provider in synergy with the Instructional provider produced dramatic success across the board.

ELOP pilot sites exhibited the highest level of art production. Our teacher was able to complete all projects of the curriculum as behavior issues remained at a minimum, and students exhibited an increased level of self confidence and positive teamwork.



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Strongly agree



Agree



No opinion

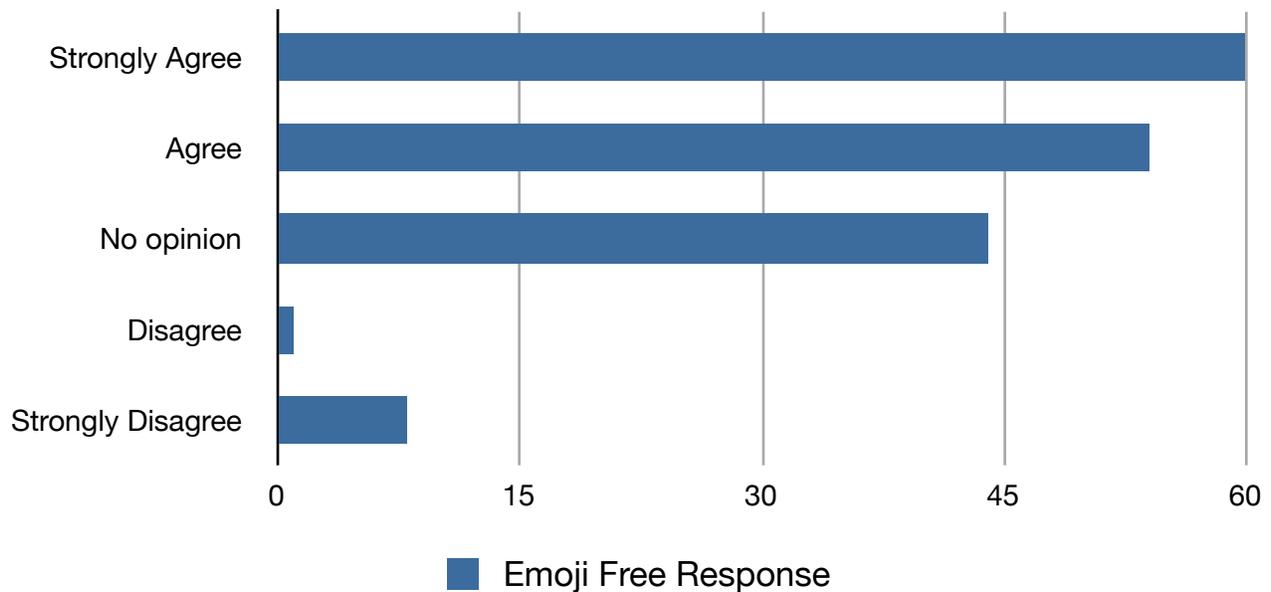


Disagree



Strongly disagree

Chart 1



The majority (68%) of the students assessed felt their Art Enrichment and Social/emotional development were a beneficial success. At a time where mental health needs remain paramount as we emerge from the pandemic, our enrichment provided a balance with their core subjects to ground the students with optimism by providing a healthier social/emotional outlook. Their self declaration of satisfaction was evidenced in the beautiful art they produced and the team work they developed.



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Rotation 3 tested the usefulness and efficiency of our Pilot Expanded Learning Opportunities Program. The early start time and the possibility of an earlier ending offered attractive programming for our teachers. Understanding that the registration was driven more electively predisposed that the student roster would be eager for engagement.

Our pilot sites were packed with 20:1 ratios at both Muir Fundamental and Pio Pico. The first noteworthy observation was that time was spent more efficiently because the students were eager to participate, and very attentive. Time wasted over behavioral issues, or disruptions were non-existent. Each site benefited from well managed rosters and our students were always conducted to each session, promptly. One unfortunate occurrence was the attrition encountered due to the latent onset of Session 2. Many of our 20:1 ratio encountered attrition for rotation 2, simply due to the nature that some kids didn't have parent supervision to bring them back to school for their time slot. SC Sue Torres at Pio Pico worked out an arrangement where the Librarian supervised the kids waiting for their session 2 and it managed to preserve the Roster.

Our enrichment was blessed with the consistent strength and initiative from IP Douglas Hall. His art knowledge, ability to assist with our instructor's needs, and strong classroom management made for one of our best rotations to date. Our veteran instructor Dianna Najar was given better opportunities to *synergize* with the Instructional provider and achieve the highest levels of classroom management. This resulted in the highest production of Art work since our program reduction of 5 days to 2 days, per site.

With Community Partners in more of a tangible role at classroom management, OCCTAC was able to implement our teamwork strategy of delegating roles, encouraging teamwork and making accountability a factor that enhanced the experience. Students realized the importance of teamwork when tasked to responsibly use materials with hygiene at a priority. They learned their teams benefited from cooperation as they were now in a social setting vs, the isolation of solitary sheltering in place.

While at Muir, our assigned enrichment room remained consistent for the entire duration. Thank you to SC Marily Gonzalez for keeping our room and storage access consistent. While at Pio Pico, we were moved to different location from the MPR to a dedicated classroom on a few occasions, where we unfortunately lost access to the HDTV view-boards.

Rotation 3 evidenced the success that occurs when the Community Provided and Site staff work at the highest efficiency. Tasks that ensured cooperative classroom management were equally distributed among the team, which allowed for the CP in place to implement enrichment curriculum with the greatest engagement. Although we were unable to culminate all sites with our usual community art show, our Staff was able to showcase the student art work to share among site staff and the student body, at large. Kids were able to share with fellow classmates, teachers and friends as the art displays enjoyed their short production run.

None of this would have been such a great success without the support of the SC and IP staff, and the guidance of the Executive team of the Extended Learning Dept. All of us were forced

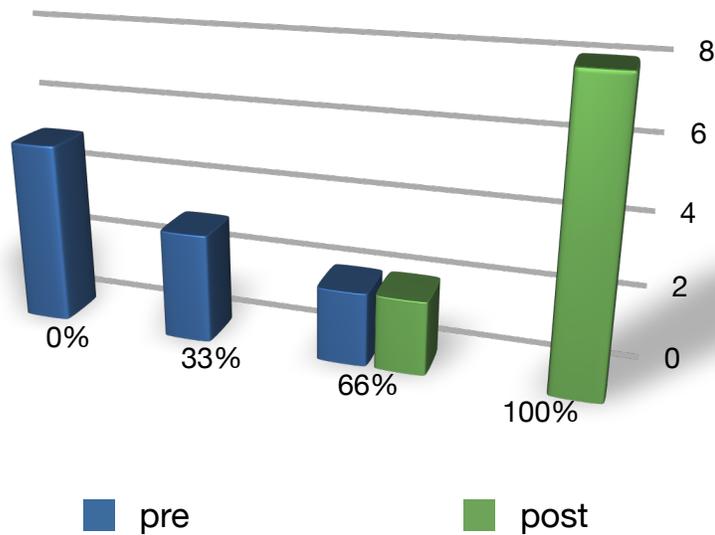


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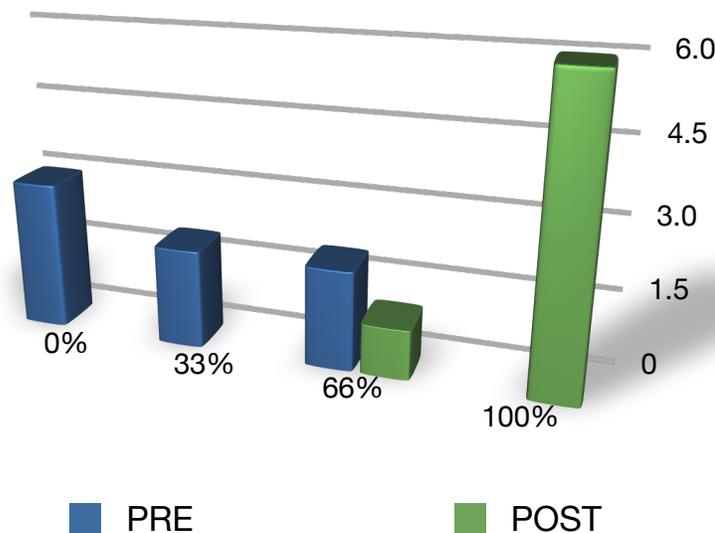
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to react and pivot, with the students' safety and well being, at the forefront. Thank you for your time and consideration. The integration of the Community Provider into the classroom was the vital piece in offering normalcy and stability for the students. It allowed Engage 360 and participating Community Providers to act as a team, to offer the most comprehensive, after-school experience. The great success of the pilot program taught us the necessary implementation needed as we move in the 2022-23 school year.

Pio Pico, mean score 93.2%



Muir Fundamental, mean score 95.14%

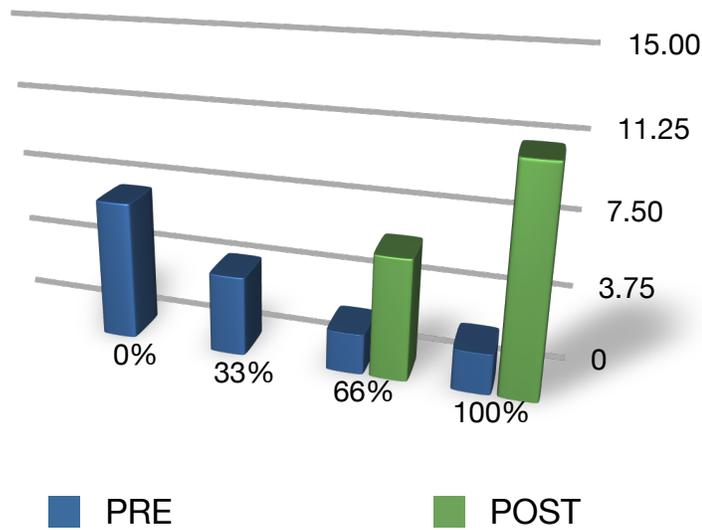




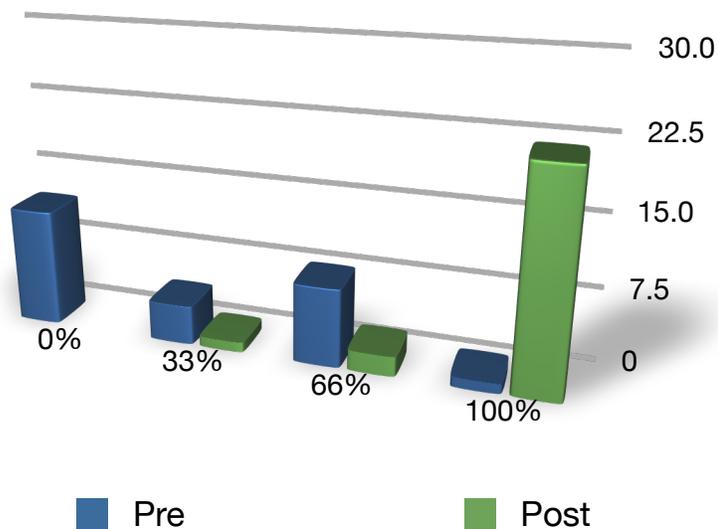
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Thorpe Fundamental, mean score 90.93%



Mendez Intermediate, mean score 94.6%

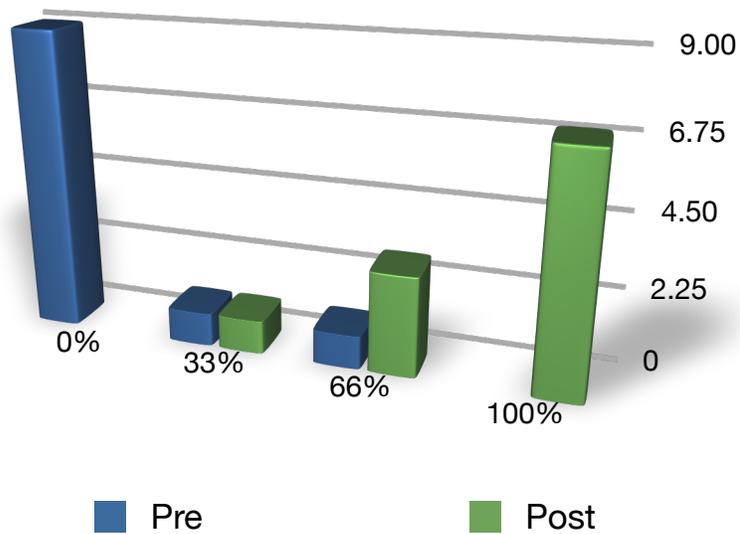




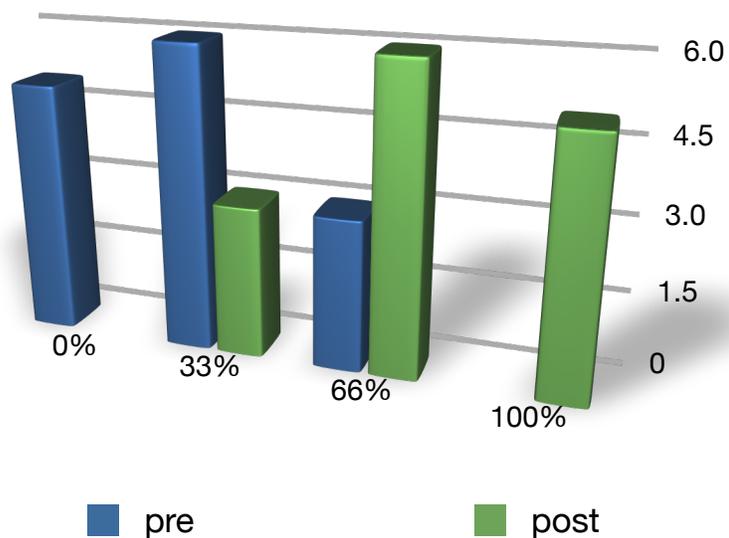
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Esqueda, mean score 84.63%



TAFT, mean score 71.07%

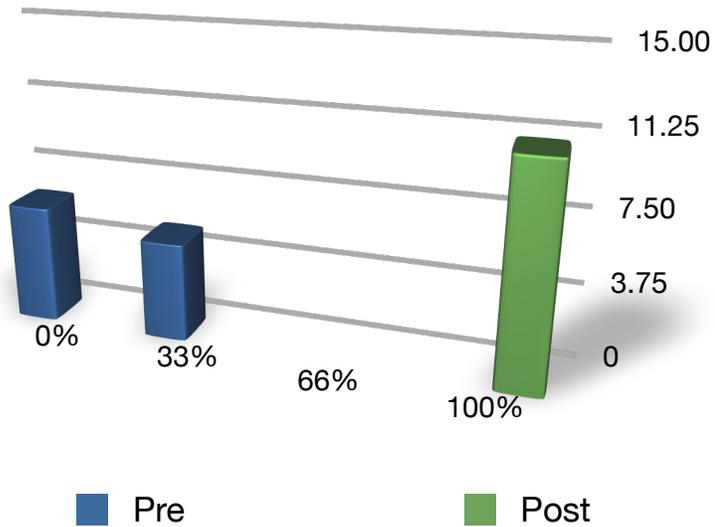




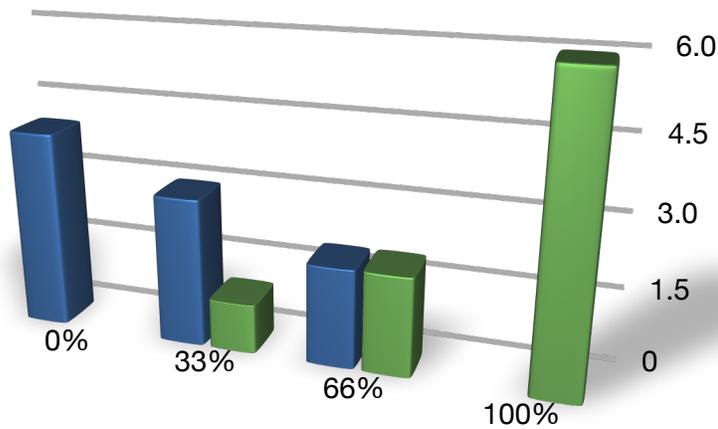
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Washington, mean score 100%



Carver, mean score 85%



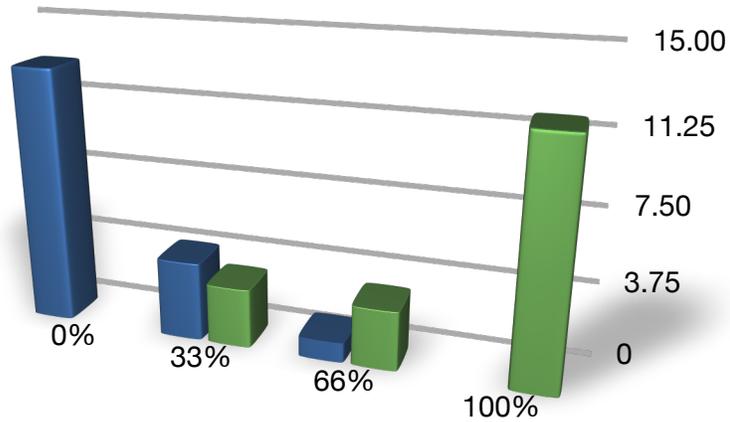


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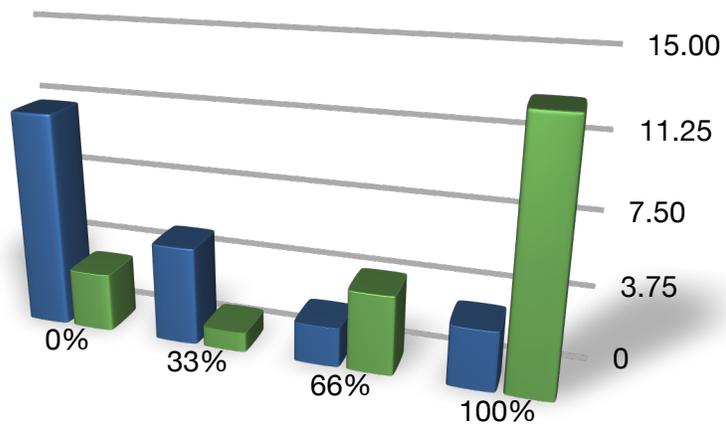
■ Pre ■ Post

Sierra Prep, mean score 83.16%



■ Pre ■ Post

Villa Intermediate, mean score 76%



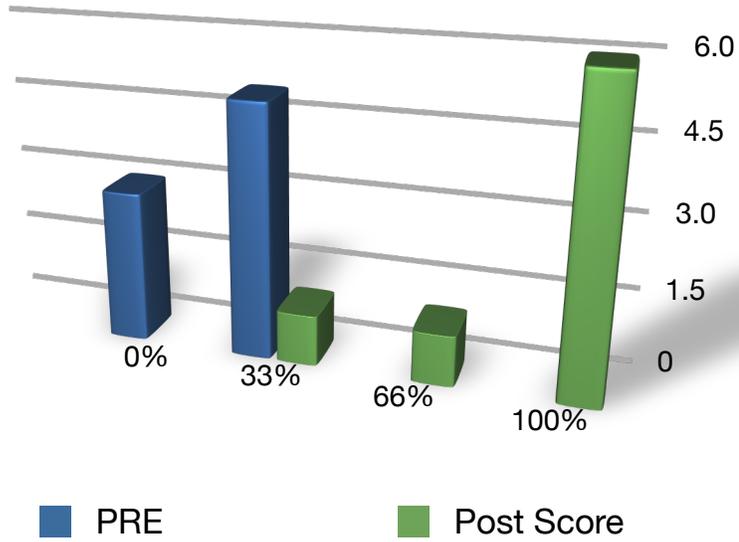
■ Pre ■ Post



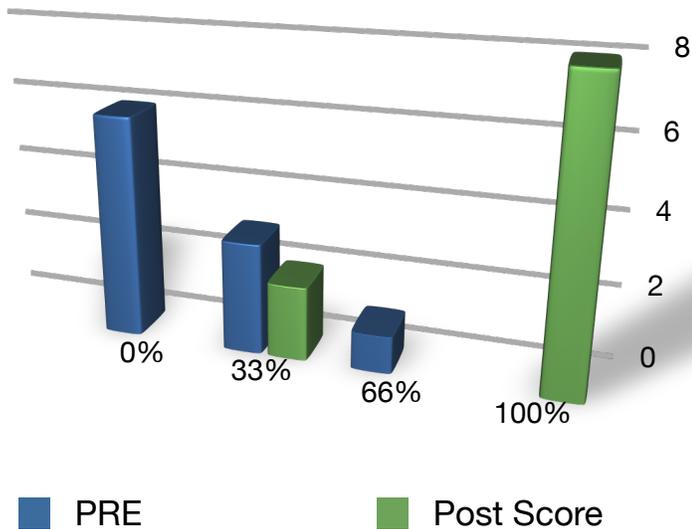
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Greenville Fundamental, mean score 87.37%



Santiago, mean score 86.6%

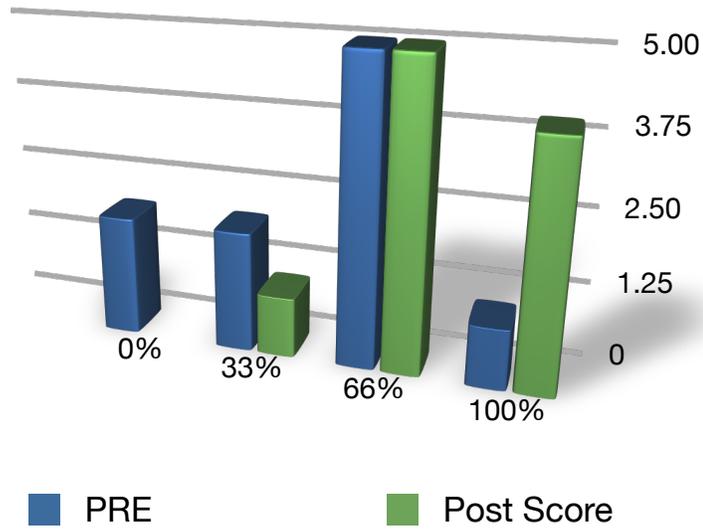




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Lincoln, mean score 76.3%





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Samples of Student Artwork with Jean
Michel Basquiat Curriculum





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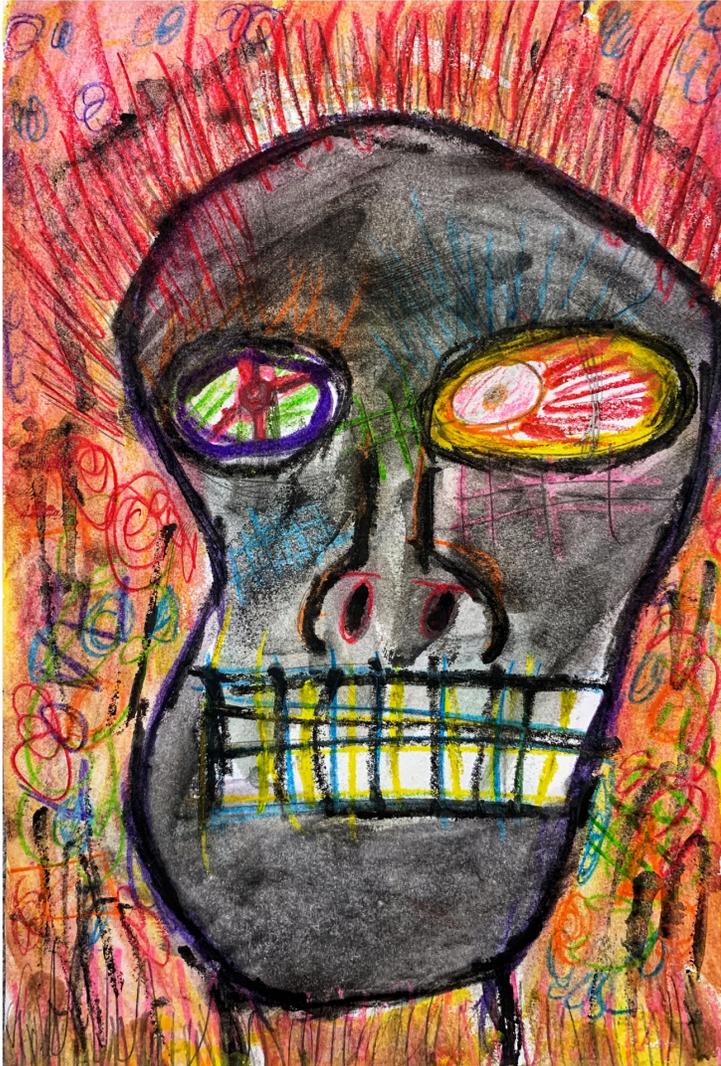
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