MONROVIA
COMMUNITY ADULT SCHOOL



Annual Data Review

Fall 2026

Volume 1: August 2026

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Foreward from the MCAS Exutive Director of Adult Education

In order to most effectively help our students and to provide them the best educational services possible, MCAS faculty, staff, and educational partners analyze significant enrollment, demographic, participation, persistence, and performance data through this Annual Data Review (ADR). The format of the ADR has evolved to its current state and the source of all data contained herein only include data from TOPSpro Enterprise (TE); it does not utilize other California Adult Education Program (CAEP) data sites, such as DataVista.

The data in this document drives much of what MCAS does as a school and as a member of the Citrus College Adult Education Consortium.

MCAS analyzes the demographics of our students and the cities in which they live to identify and bridge regional gaps. Marketing efforts for CTE, ESL, and ASE/ABE rely on staff and faculty analysis of school enrollment and completion data. The ADR sets goals in this ADR that focus our planning and collective efforts.

At MCAS, we set goals for enrollment, Participant enrollment and rates, Persistence enrollment and rates, and student performance outcomes including: Gains in Educational Functioning Level (EFL) from CASAS pre- and post-tests, high school diplomas and high school equivalencies earned, CTE programs successfully completed, and employment, among other metrics. Those metrics are defined herein and that data is provided over the previous three program years.

The CCAEC Board use this same data collected from all CCAEC members to drive efforts at improving consortium efficiencies and increasing leveraged resources. CCAEC board Representatives look at enrollment to make funding allocation decisions. The CCAEC Annual Data Review drives the Three-Year Plan and the Annual Plan process. The document is analyzed at CCAEC professional development conferences and individual member institution PLCs to inform curriculum and instruction.

Highlights from the data are outlined at the end of each section to capture important trends that can inform MCAS decision making. Those highlights may not be comprehensive to date and may need MCAS faculty and staff input for later iterations, but the existing highlights should help users come to critical conclusions.

Flint Fertig
Executive Director of MUSD Adult Education

MCAS Student Enrollment

The Monrovia Community Adult School (MCAS) analyzes numerous characteristics of its student enrollment and population to understand whom we serve and to drive continuous school improvement.

Total Enrollment of Any Student Receiving Services by City

MCAS faculty and staff begin annual analysis of the student enrollment by determining the primary cities where our students live.

Tables 1 – 3 below depict the population of total students by city who registered and received some services at MCAS over three years. This number represents every student who walked into MCAS and registered for any non-credit program. In doing so, these students received some type of counseling, assessment, or transitional services from MCAS.

Table 1 – MCAS 2025-26 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Monrovia	514	20.2%
Arcadia	225	8.9%
Duarte	203	8.0%
Los Angeles	181	7.1%
Pas./Alt./SM	178	7.0%
Azusa	60	2.4%
El Monte	56	2.2%
Temple City	42	1.7%
Misc. Other	634	24.9%
Did Not State	449	17.7%
TOTAL	**2,541**	**100.0%**

Table 2 – MCAS 2024-25 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Monrovia	471	18.5%
Arcadia	220	8.6%
Pas./Alt./SM	181	7.1%
Duarte	209	8.2%
Los Angeles	194	7.6%
Azusa	57	2.2%
El Monte	41	1.6%
Temple City	49	1.9%
Misc. Other	500	19.6%
Did Not State	630	24.7%
TOTAL	**2,552**	100.0%

Table 3 – MCAS 2023-24 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
Monrovia	505	26.2%
Arcadia	225	11.7%
Pas./Alt./SM	211	10.9%
Duarte	203	10.5%
Los Angeles	144	7.5%
Azusa	47	2.4%
El Monte	47	2.4%
Temple City	40	2.1%
Misc. Other	468	24.3%
Did Not State	37	1.9%
TOTAL	**1,927**	100%

Highlights of Total Enrollment by City

- Total MCAS unduplicated Services enrollment in 2025-26 dropped 0.4% year-over-year
  - MCAS still has the highest enrollment of any school in MUSD
- 29.1% of all students served by MCAS in 2025-26 were residents of Arcadia and Monrovia
  - The total enrollment and percentage from Monrovia and Arcadia are higher than 2024-25, which reverses a previous trend of declining enrollment from the two cities
- Los Angeles is the fourth largest city served by MCAS
  - This is noteworthy for marketing and equity purposes; MCAS has focused on offering programs that helped the school meet state mandates for equity and inclusion and have led to increased enrollment from Los Angeles
  - This increased footprint demonstrates that MCAS targeted marketing efforts are increasing the regional footprint served by MCAS
- 12.1% of enrollment did not provide a city; this was due primarily because of Monrovia Job Fairs and systems need to improve to keep that from happening going forward

Community Profile: The Region Served by MCAS and by the Citrus College Adult Ed Consortium

In analyzing the region served by the Monrovia Community Adult School, faculty and staff analyze demographic and economic data for the primary cities served by the school. MCAS serves a footprint that encompasses multiple San Gabriel Valley communities and enrolls students from cities all across and beyond the San Gabriel Valley, including a large number of students from Los Angeles.

Demographics and Economic Characteristics of Primary Cities Served by MCAS Members

MCAS members have identified the five cities that would qualify as "primary" cities served by the school: Monrovia, Arcadia, Duarte, Pasadena, and Altadena. For the purpose of this ADR, a "primary" city is one for which students served is greater than 7% of the total.in 2025-26.

In 2025-26, over 50% of students served by CCAEC member schools live in these 6 primary cities: Monrovia, Arcadia, Duarte, Los Angeles, Pasadena, and Altadena. Stakeholders do not analyze demographic data from Los Angeles as the city is far too large to glean meaningful, regional data about students from LA.

Annually, MCAS faculty and faculty and staff analyze the population characteristics of the 5 remaining primary cities to identify regional gaps and better understand the communities we serve. Since MCAS provides ESL, HSD/HSE, and short-term CTE programs, faculty and staff analyze the number of English Learners, adults without a high school diploma or equivalency, and poverty and unemployment data.

The population of the primary cities served by MCAS is 300,225 and 19.8% of that population Speak English Less Than "Very Well" and 12.1% of residents over the age of 25 do not have a high school diploma or equivalent.

Table 4 – Total Number Ethnicity/Race for Primary Cities Served by MCAS

City	Hispanic	Non-Hispanic White	Asian	Black	Hawaiian / PI	American Indian / Alaskan	2 or More Races	Some Other Race	Total
Altadena	12,171	17,900	2,919	7,136	47	46	2,334	293	42,846
Arcadia	7,401	9,968	36,608	868	53	40	1,504	239	56,681
Duarte	10,436	4,892	4,507	1,126	15	59	591	101	21,727
Monrovia	14,987	12,903	6,210	1,955	30	66	1,553	227	37,931
Pasadena	45,742	50,858	24,149	10,795	130	201	5,989	835	138,699
TOTAL	**90,737**	**96,521**	**74,393**	**21,880**	**275**	**412**	**11,971**	**1,695**	**297,884**

Source – 2020 Decennial Census

Table 5 – Percentage of Total Ethnicity/Race for Primary Cities Served by MCAS

City	Hispanic	Non-Hispanic White	Asian	Black	Hawaiian / PI	American Indian / Alaskan	2 or More Races	Some Other Race	Total
Altadena	28.4%	41.8%	6.8%	16.7%	0.1%	0.1%	5.4%	0.7%	100.0%
Arcadia	13.1%	17.6%	64.6%	1.5%	0.1%	0.1%	2.7%	0.4%	100.0%
Duarte	48.0%	22.5%	20.7%	5.2%	0.1%	0.3%	2.7%	0.5%	100.0%
Monrovia	39.5%	34.0%	16.4%	5.2%	0.1%	0.2%	4.1%	0.6%	100.0%
Pasadena	33.0%	36.7%	17.4%	7.8%	0.1%	0.1%	4.3%	0.6%	100.0%
TOTAL	**31.1%**	**33.0%**	**24.9%**	**6.4%**	**0.1%**	**0.2%**	**4.0%**	**0.4%**	**100.0%**

Source – 2020 Decennial Census

Table 6 – English Learners and High School Dropouts for Primary Cities Served by MCAS

City	5 Years & Older Speaks English < "Very Well"	As % of 5 Years & Older	Residents over 25 & No HSD or HSE	As % of Population Over 25	Number of Foreign Born, Not a Citizen	Total Population
Altadena	5,059	11.9%	3,563	10.9%	3,393	42,846
Arcadia	16,926	30.5%	3,396	6.0%	9,850	56,681
Duarte	4,566	22.2%	2,573	16.2%	2,815	21,727
Monrovia	5,128	14.6%	2,693	10.3%	4,578	37,931
Pasadena	21,847	16.4%	11,824	11.2%	20,322	138,699
TOTAL	**53,526**		**24,049**		**40,958**	**297,884**

Source – 2020 Decennial Census

Table 7 – Unemployment and Poverty of Primary Cities Served by MCAS

City	Unemployment Rate as of June 2026	Number Under Poverty Line	As % of Eligible Population	Total Population
Altadena	4.6%	3,245	7.6%	42,846
Arcadia	5.0%	4,981	8.8%	56,681
Duarte	4.1%	2,217	10.2%	21,727
Monrovia	4.9%	2,959	7.8%	37,931
Pasadena	4.8%	19,531	14.0%	138,699
TOTAL		**32,933**		**297,884**

Source for unemployment rates – EDD https://www.labormarketinfo.edd.ca.gov/file/lfmonth/lasub.xls
Source for poverty rates – https://www.census.gov/programs-surveys/acs/

Highlights of Regional Demographic Data – MCAS Regional Gaps

The above localized and aggregated data demonstrates the region has large gaps that need to be addressed by MCAS and CCAEC adult education institutions.

- The population of the primary cities served by the MCAS is 297,884
- 53,526 of the regional residents over the age of 5 Speak English Less Than "Very Well"
- 24,049 of regional residents over the age of 25 do not have a high school diploma or equivalent
- 13.8% of regional residents are foreign born and not naturalized
- Unemployment rates for cities in the region are relatively low
    - This demonstrates the realities of a current tight labor market
- 11.1% of the region's total population is living under the poverty line
- Regional data indicates that there is a great need for programs MCAS provides to the region

Student Demographic Data – the Students We Serve

MCAS faculty and staff analyze extensive student demographic data to better clarify our understanding of the students we serve.

Demographic data for Tables 8 – 10 for 2023-2024 through 2025-26 was calculated manually from TOPSpro Enterprise and, thus, have no anomalies.

Table 8 – MCAS Racial/Ethnic Composition of All Students over Three Years

Race	2023-24		2024-25		2025-26	
	Total	%	Total	%	Total	%
Hispanic	823	42.7%	1,061	41.6%	1,153	45.4%
Non-Hispanic White	369	19.1%	438	17.2%	422	16.6%
Asian	410	21.3%	559	21.9%	493	19.4%
Black	213	11.1%	324	12.7%	334	13.1%
Hawaiian / Pac. Islander	11	0.6%	22	0.9%	12	0.5%
Filipino	33	1.7%	48	1.9%	47	1.8%
Indian / Alaskan	22	1.1%	42	1.6%	19	0.7%
2 or More Races	35	1.8%	43	1.7%	49	1.9%
Did not state	11	0.6%	15	0.6%	12	0.5%
Actual Unduplicated Enrollment	**1,927**	**100.0%**	**2,552**	**100.0%**	**2,541**	**100.0%**

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Table 9 – MCAS Unduplicated Enrollment by Gender over Three Years

	2023-24		2024-25		2025-26	
Gender	**No**	**%**	**No**	**%**	**No**	**%**
Male	755	39.2%	1,126	44.1%	1,170	46.0%
Female	1,168	60.6%	1,421	55.7%	1,363	53.6%
Non-binary	4	0.2%	5	0.2%	8	0.3%
N/A	0	0.0%	0	0%	0	0.0%
Total Unduplicated	**1,927**	**100%**	**2,552**	**100%**	**2,541**	**100.0%**

Table 10 – MCAS Unduplicated Enrollment by Age over Three Years

	2023-24		2024-25		2025-26	
Age	**No**	**%**	**No**	**%**	**No**	**%**
Under 18	29	1.5%	18	0.7%	24	0.9%
18-21	139	7.0%	158	6.2%	214	8.4%
22-24	134	6.7%	174	6.8%	162	6.4%
25-29	214	10.7%	309	12.1%	299	11.8%
30-34	219	10.9%	365	14.3%	278	10.9%
35-39	224	11.2%	330	12.9%	328	12.9%
40-44	201	10.0%	275	10.8%	271	10.7%
45-49	207	10.3%	230	9.0%	224	8.8%
50-54	168	8.4%	197	7.7%	200	7.9%
55-59	149	7.5%	184	7.2%	178	7.0%
60-64	138	6.9%	124	4.9%	158	6.2%
65-69	70	3.5%	97	3.8%	99	3.9%
70+	87	4.4%	91	3.6%	106	4.2%
Unspecified	22	1.1%	0	0%	0	0.0%
Total Unduplicated	**1,927**	**100%**	**2,552**	**100%**	**2,541**	**100.0%**

Highlights of MCAS Demographic Data

Following are highlights from the demographic data:

- The school serves more females than males, but the percentage of males served has increased every year over the last three years and is now 46% of the populations served
    - This is due to intentional efforts by the school to offer programs that attract males and address the state's diversity and inclusion mandates; these programs are successfully filled through targeted marketing
- The largest ethnicity served by the MCAS is Hispanic, who comprise 45.4% of MCAS students, increasing from 42.7% in 2023-24
- The second largest race served by MCAS is Asian; they comprise 19.4 % of student enrollment
    - That is a 2.5% decrease year-over-year
- The total number of Black students enrolled increased for the fourth straight year from 324 to 334; as a percentage of the total, Black enrollment increased from 12.7% to 13.1%
    - This higher total of Black enrollment is reflective of school efforts to serve this population with CTE programs in order to meet state mandates for equity and inclusion
- In 2024-25, 55.1% of students served were 25-49, which is down 4.4% year-over-year
- Students 60 and older comprise over 14.3% enrollment, a year-over-year growth of 2%

MCAS Comparative Enrollment of the Major Reporting Sections in the CAEP Summary Table

The last enrollment data analysis MCAS faculty and staff complete is a comparative analysis of the three major reporting sections that are identified on the CAEP Summary Table in TOPSpro Enterprise (TE). These CAEP Summary Tables are submitted to the state and are the outcomes by which the state measures school effectiveness. All TE Tables used for this ADR are under separate cover and available for review on the CCAEC website (https://monroviaadultschool.com/). The three major reporting sections on the CAEP Summary Tables are: Services, CAEP Outcomes, and Literacy Gains.

The **Services** section measures enrollment and outcomes using the least strict definition of a student:

1. Student not Pre-tested
2. 1-11 hours of instruction

This section basically measures how many students walked through the door and received some level of services from MCAS.

The **CAEP Outcomes** section measures enrollment and outcomes using less strict student definitions:

1. Student was not pre-tested
2. Over 12 hours of instruction

This section measures all students who registered, enrolled in a class, and then received more than 12 hours of instruction. MCAS faculty and staff consider this section the most representative of program enrollment. MCAS refers to students who receive 12 or more hours of instruction in a CAEP program as a "Participant."

The **Literacy Gains (or NRS)** section measures enrollment and outcomes using the strictest student definition by federal National Reporting System (NRS) guidelines:

1. Student Demographics attained
2. Student pre-tested and received enough hours that the student should have been post-tested
3. Student received over 12 hours of instruction

This strict definition of a student is most-often used for Workforce Innovation and Opportunity Act Title II reporting. Both the federal and state governments officially measure Performance and Persistence using this table.

MCAS faculty and staff analyze this data to identify levels of enrollment, participation, and persistence by comparing the number of students that register (and receive some services), those that become Participants (enroll in a program and complete more than 12 hours), and those that become Persisters (complete instruction with a pre- and post-test).

This comparative enrollment data helps foster conversations about student retention and bridging gaps, as well as allowing faculty and staff to better understand the region.

Tables 15 and 16 on the following pages depict the MCAS comparative enrollment by major reporting area as identified on the CAEP Summary Tables. These tables are aggregated for the school.

Table 11 –MCAS Comparative Enrollment of Each Reporting Area: Duplicated Enrollment by CAEP Program / Total Unduplicated Enrollment per CAEP Summary Tables

Program Areas* (A)	2018-19			2023-24			2024-25			2025-26		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	616	664	743	445	480	555	492	521	563	344	354	417
ABE/ASE	210	223	330	146	154	190	147	169	172	192	223	277
Career and Technical Education (CTE)	122	210	457	86	344	373	72	396	443	124	438	482
Workforce Preparation	129	225	615	128	540	1,006	107	347	1,467	154	380	1,535
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0
Adults Training for Child School Success	0	0	0	0	0	0	0	0	0	0	0	0
Programs for Adults with Disabilities	0	0	1	0	0	0	0	0	0	0	0	0
No Designated Program	0	0	252	0	0	236	0	0	235	0	0	199
Total	**1,077**	**1,322**	**2,398**	**805**	**1,518**	**2,360**	**818**	**1,433**	**2,880**	**814**	**1,395**	**2,910**
Students in two or more programs	**189**	**260**	**442**	**138**	**293**	**326**	**131**	**232**	**278**	**178**	**262**	**293**
Total unduplicated students	**823**	**989**	**1,877**	**577**	**1,122**	**1,927**	**613**	**1,105**	**2,552**	**530**	**1,023**	**2,501**

Table 12 – MCAS Comparative Total Unduplicated Enrollment of Each Reporting Area over Three Years and Vis-à-vis Pre-pandemic per CAEP Summary Tables

	NRS				CAEP				Total Services - Unduplicated			
	2018-19	2023-24	2024-25	2025-26	2018-19	2023-24	2024-25	2025-26	2018-19	2023-24	2024-25	2025-26
Enrollment	823	577	613	530	989	1,122	1,105	1,023	1,877	1,927	2,552	2,501

Highlights of Total Enrollment by Program Area

- MCAS total unduplicated Services Enrollment decreased 2.0% from 2024-25 (2,552) to 2025-26 (2,501)
    - 2025-26 total Services enrollment is still 29.8% higher than 2023-24 and 33.2% higher than the last per-pandemic program year
- MCAS total unduplicated Participant Enrollment decreased year-over-year by 7.4% (1,102 down to 1,023)
    - 2025-26 total Services enrollment is lower than 2023-24 total by 8.8%; thus, the number of Participants for MCAS has declined over the last two years
    - However, Participant total is 3.4% higher than the last per-pandemic program year
- A significant drop in ESL Services and Participant enrollment is the primary reason this has occurred
    - MCAS total ESL Services enrollment dropped 25.9%% from 2024-25 (563) to 2025-26 (417)
    - MCAS total ESL Participant enrollment dropped 32.1%% from 2024-25 (563) to 2025-26 (354)
    - MCAS total ESL Participant enrollment has dropped 46.7% since the last per-pandemic program year
- However, increases in CTE and Workforce Preparation enrollment have offset declines in ESL enrollment
    - MCAS total CTE Services enrollment increased 8.8% year-over-year
    - MCAS total CTE Participant enrollment increased 10.6% year-over-year
    - 2025-26 MCAS CTE Participant enrollment is 108.6% higher than the last full pre-pandemic year

CCAEC Enrollment and Funding Analysis

Monrovia Community Adult School is a member of the Citrus College Adult Education Consortium (CCAEC) and, as such, MCAS faculty and staff analyze the enrollment data from the three major reporting areas found in Tables 11 and 12 (NRS, CAEP/Participant, Services) vis-à-vis each school in the consortium to see how MCAS enrollment compares to other CCAEC member schools. Table 13 below shows Unduplicated Enrollment of Each Reporting Area over Three Years by each CCAEC member school. This data is aggregated from TE CAEP Summary Tables.

The comparative enrollment data in Table 14 is critical to creating the CCAEC Consortium Fiscal Agent Declaration (CFAD). The CFAD is the official instrument the CCAEC Board use to negotiate CCAEC funding allocation decisions. The enrollment data in Table 14 is used by the CCAEC Board to as a deliberation starting point regarding funding allocations.

Table 13 – CCAEC Comparative Unduplicated Enrollment by Member Institution by CAEP Summary Table Category Over Three Years

CCAEC Member School	Literacy			CAEP			Total Services		
	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26	2023-24	2024-25	2025-26
Azusa Adult School*	493	544	433	589	676	600	983	1,265	1,338
Claremont Adult School*	429	444	390	483	507	462	716	724	680
Duarte Adult School	13	15	10	13	21	12	16	27	15
Glendora Adult School	13	37	0	46	67	36	56	76	37
Monrovia Adult School*	577	613	530	1,122	1,105	1,023	1,927	2,552	2,501
Total	**1,525**	**1,653**	**1,363**	**2,207**	**2,376**	**2,133**	**3,698**	**4,646**	**4,571**

* All institutions' Total Services enrollment is adjusted to remove non-CAEP program enrollment.

Table 14 – CCAEC Comparative Enrollment by Member Institution over Two Years – Most Recent 2024-25 and 2025-26

School	Literacy (NRS)				CAEP Outcomes				Services			
	24-25	25-26	Member 2-year Total	% of CCAEC Total	24-25	25-26	Member 2-year Total	% of CCAEC Total	24-25	25-26	Member 2-year Total	% of CCAEC Total
Azusa	544	433	977	32.4%	677	600	1,277	28.3%	1,266	1,035	2,301	25.4%
Claremont	444	390	834	27.7%	507	462	969	21.5%	724	680	1,404	15.5%
Duarte	15	10	25	0.8%	21	12	33	0.7%	27	150	177	2.0%
Glendora	37	0	37	1.2%	67	36	103	2.3%	76	37	113	1.2%
Monrovia	613	530	1,143	37.9%	1,105	1,023	2,128	47.2%	2,552	2,501	5,053	55.8%
			3,016	**100%**			**4,509**	**100%**			**9,048**	**100%**

CAEP Dollars per Instructional Hour and by Student – CCAEC Efficiency Metric

CCAEC faculty and staff, and thus MCAS faculty and staff, analyze school efficiency by analyzing CAEP funding per instructional hour delivered and CAEP student served compared to all other CCAEC member schools. The state Legislature requires all consortia members receiving CAEP funds to complete Program Area Reporting. Recipients of CAEP funds must report the number of instructional hours provided to all students by program area and the amount of funds schools leverage from other sources by program area. The CCAEC uses the program hours data to analyze member efficiency.

Tables 15 – 16 provide this efficiency data. This data can inform the CCAEC Board in determining annual member Allocation decisions.

Table 15 – 2025-26 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Funds	Instructional Hours	CAEP Students	CAEP $ / Ins. Hour	CAEP $ / CAEP Student
Azusa	$1,444,636	63,084	671	$22.90	$3,441.83
Claremont	$1286,256	52,401	511	$24.55	$3,844.00
Overhead	$605,900				
Duarte	$30,652	1,102	12	$27.81	$1,626.75
Glendora	$80,329	5,071	36	$15.84	$5,962.10
Monrovia	$2,027,482	150,728	1,015	$13.45	$2,967.76
Total	$5,475,255	272,386	2,245	$20.10	$2,438.87

Table 16 – 2024-25 CAEP Funds per Instructional Hour and Student by Member

Member	CAEP Funds	Instructional Hours	CAEP Students	CAEP $ / Ins. Hour	CAEP $ / CAEP Student
Azusa	$1,455,527	84,007	677	$17.33	$2,149.97
Claremont	$1,299,073	62,005	507	$20.95	$2,562.27
Overhead	$564,840				
Duarte	$15,544	2,460	21	$6.32	$740.19
Glendora	$104,805	22,821	67	$4.59	$1,564.25
Monrovia	$1,912,366	150,380	1,105	$12.72	$1,730.65
Total	**$5,352,155**	**321,673**	**2,377**	$16.64	$2,251.64

Highlights of CCAEC Enrollment and Funding Analysis and CCAEC Efficiency Metrics

- In the 2024-25 and 2025-26 program years, Monrovia accounted for nearly 50% of CCAEC Participant enrollment (47.2%)
- Azusa was second with 28.3% and Claremont next with 21.5%
- Monrovia was the most efficient member as measured by CAEP funds per instructional hours
- Duarte was the most efficient member as measured by CAEP funds per Participant
    - However, with such small funding and enrollment Duarte is somewhat an outlier
- Monrovia Participant enrollment and efficiency metrics reflect the efforts of faculty and staff to reach school annual goals

MCAS Participation Gaps

In analyzing enrollment by Services, CAEP Outcomes, and NRS (Literacy Gains), MCAS faculty and staff analyze gaps in Participation Rates. In analyzing Participation Rate gaps, faculty and staff compare the number of students who received Services to the number of students who persisted to attain more than 12 hours of instruction and, thus, became accounted for in CAEP Outcomes as a "Participant."

Analyzing this number is useful because members can quantify the number of students who entered our doors and registered and then how many of those students actually stayed for 12 hours of instruction. This is an immediate area of focus for MCAS to improve student outcomes.

Tables 17 – 19 depict MCAS Participation Rates over three years by CAEP Program Area. Participation Rate data has been adjusted in three ways: by removing non-CAEP student enrollment, by removing concurrent high school students, and removing Workforce Preparation enrollment. The reason for removing Workforce Preparation, a CAEP Program Area, is because the nature of that student. A good percentage of these students may come for a job fair or other workforce development services, so inherently they would not be staying for 12 hours of instruction.

Table 17 – Monrovia Participation Rate by Program Area over Three Years

Program Areas* (A)	2023-24			2024-25			2025-26		
	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %	CAEP Enrollment	Services Enrollment	Part. %
English Language Learner (ESL/ELL)	480	555	86.5%	521	563	92.5%	354	417	84.9%
ABE/ASE	154	190	81.1%	152	172	88.4%	223	277	80.5%
Career and Technical Education (CTE)	344	373	92.2%	396	443	89.4%	438	482	90.9%
Workforce Preparation	540	1,006	53.7%	347	1,467	23.7%	380	1,535	24.8%
Adults K-12 Success	0	0	N/A	0	0	N/A	0	0	N/A
Duplicated Total	**1,518**	**2,124**	**71.5%**	**1,416**	**2,522**	**56.1%**	**1,395**	**2,711**	**51.5%**
Adjusted Total	**978**	**1,118**	**87.5%**	**1,069**	**1,178**	**90.7%**	**1,015**	**1,176**	**86.3%**

Table 18 – Monrovia Services / CAEP Duplicated Enrollment over Three Years – Adjusted

Enrollment Type	2023-24	2024-25	2025-26
CAEP	978	1,069	1,015
Services	1,118	1,178	1,176

Table 19 – Monrovia Participation Rates over Three Years – Adjusted

	2023-24	2024-25	2025-26
Participation Rate	87.5%	90.7%	86.3%

CCAEC Participation Gaps

In addition to analyzing MCAS Participation rates (gaps), MCAS faculty and staff analyze the rates vis-à-vis other CCAEC members.

Table 20 depicts aggregated comparative total duplicated Participant enrollment by CCAEC member over the last three program years.

Table 21 depicts comparative Participant rates by CCAEC member over the last three program years.

Table 22 provides total consortium-wide duplicated Participation rate.

Table 20 – CCAEC Member Aggregated Comparative Duplicated Participation Enrollment Over Three Years

School	2023-24	2024-25	2025-26
	CAEP Enrollment	CAEP Enrollment	CAEP Enrollment
Azusa	859	797	671
Claremont	518	548	511
Duarte	13	21	12
Glendora	47	67	36
Monrovia	978	1,069	1,015
CCAEC Duplicated Total	**2,415**	**2,502**	**2,245**

Table 21 – CCAEC Comparative Duplicated Participation Rates Over Three Years

School	2023-24	2024-25	2025-26
Azusa	68.6%	66.0%	63.7%
Claremont	73.3%	77.7%	68.7%
Duarte	81.3%	77.8%	80.0%
Glendora	79.7%	88.2%	97.3%
Monrovia	87.5%	90.7%	86.3%

Table 22 – CCAEC Total Duplicated Participation Rates Over Three Years

	2023-24	2024-25	2025-26
Participation Rate	71.5%	78.3%	74.2%

Highlights of Participation Gaps

- MCAS Participant enrollment and Participation rates decreased in the aggregate
  - The adjusted Unduplicated number off MCAS Participants dropped 5.1% year-over-year (1,069 to1,015)
  - This was caused by a substantial drop in ESL enrollment
  - However, the number of Participants increased in ASE/ABE, CTE and Workforce Preparation
- ESL Participant Enrollment and Participation Rate
  - The number of ESL Participants dropped 25.9% year-over-year (563 to 417)
  - The ESL Participation rate dropped from 92.5% to 84.9%
- ASE/ABE Participant Enrollment and Participation Rate
  - The number of ASE/ABE Participants increased 46.7% year-over-year (152 to 223)
    - This is primarily due to MCAS increasing ABE course offerings to support CTE student success
  - The ASE/ABE Participation rate dropped from 88.4% to 80.5%
- CTE Participant Enrollment
  - CTE Participant enrollment increased 46.7% year-over-year (152 to 223)
  - The CTE Participation rate increased 1.5% from 89.4% to 90.9%
- Workforce Prep Participant Enrollment
  - The number of Workforce Participants increased 9.5% year-over-year (347 to 380)
- Compared to every CCAEC member school (except Glendora which has only one CAEP program), MCAS had a higher number of Participants and a higher Participation rate

Critical Takeaways from Decreases in Services and Participation Enrollment and Participation Rates

CCAEC Stakeholders analyzed the data and arrived at three critical conclusions:

1. Difficult Environment for Immigrants
   Increased efforts to detain undocumented immigrants at the beginning of the program year created stiff head winds for MCASESL enrollment. CCAEC member schools believe a decline in ESL enrollment could have occurred because of an environment of fear fueled by ICE detentions.

2. Pivot to CTE and Workforce Prep Has Proven Extremely Beneficial
   Since the 2017-2018 program year, Monrovia began a journey to increase the quantity and quality of program offerings in CTE and Workforce Preparation. Those efforts included developing an improved consortium-wide Nurse Assistant Training Program (NATP) to train CNAs and a new Certified Medi-Cal Peer Support Specialist program at Monrovia. Powerful partnerships with regional workforce development agencies have resulted in nearly $1.5 million in CTE fees earned over the last three program years as seen here. MCAS Job Fairs have led to hundreds of job seekers attaining employment. The direct result of all of these efforts is an increase in CTE and Workforce enrollment as ESL declines.

3. Strengthening IET / IELCE Programs Will
   CCAEC members completed the RFA for Round 3 ELL Healthcare Pathway funds. Though the consortium was not funded, MCAS recognizes that strengthening IET / IELCE programs is critical to the MCAS mission going forward. In light of data herein revealing decreased ESL enrollment and increased CTE and Workforce Prep enrollment, MCAS administration believe

improving these programs and marketing to fill them will be a viable way to reverse enrollment declines in ESL.

These three critical conclusions / takeaways will greatly inform the CCAEC 2026-27 Annual Plan and the MCAS Schoolwide Action Plan. Action Plan SMART goals and action steps will push for improvement in MCAS Participation enrollment.

Student Performance Data

CAEP Six Major Areas of Data Outcomes

The state has decided on six major areas of data outcomes that each AEP school should measure: Literacy Gains, High School Diploma/High School Equivalency, Post-Secondary Success, Enter Employment, Increase Wages, and Transitions. Below is more bulleted information as to what constitutes data from each of the AEP Outcomes that the state is measuring:

Literacy Gains

- ESL/ABE/ASE student CASAS pre-/post-test Educational Functioning Level Gain
- HS credits / Carnegie Units
- Occupational Skills gain
- ABE/ESL/ASE - course progression (colleges only)
- Workforce Readiness/ Training Milestone

HSE/HS Diploma

- High School Diploma
- High School Equivalency – GED, HiSET, TASC

Post-Secondary

- Certificate from a program listed on the California Employee Training Provider List
- Certificates that meet the threshold for Perkins
- Certificates that meet threshold for Title IV federal aid
- Completion of any degree – AA, AS, BA, BS

Enter Employment

- Get a Job
- Retain a Job
- Enter Military

Increase Wages

- Increase Wages
- Get a Better Job

Transition

- Transition to ASE
- Transition to Post-Secondary / CTE
- Transition to Post-Secondary / College

MCAS Persistence Rates

MCAS faculty and staff analyze Persistence Rate by using the state's definition of persistence – students who qualified as an NRS student (as defined on page 31 – a student has provided demographics, earned 12 hours, and completed a CASAS pre-test) who then took a post-test. Using the CAEP Summary Table this calculated by Column C/Column B.

Tables 23 below shows duplicated Persistence enrollment by program area, total duplicated Persistence enrollment, and total unduplicated Persistence enrollment. Though Table 23 includes duplicated Persistence enrollment and rates, unduplicated enrollment and rates are a more accurate reflection of student and school success. Thus, Table 24 only provides the MCAS unduplicated Persistence rate for three program years.

MCAS faculty and staff want to increase Persistence rates because that should directly correlate to improved EFL Gain and other student performance outcomes.

Persistence Rates for the CCAEC Consortium

Similar to the manner in which MCAS faculty and staff analyze CCAEC Persistence total and rates, MCAS faculty and staff also analyze Persistence totals and rates for all CCAEC members. Tables 25 – 26 provide Persistence enrollment totals and rates for all CCAEC members so faculty and staff can compare how MCAS does against other CCAEC members.

As previously noted, Unduplicated enrollment and rates are a more accurate reflection of student success. Thus, Table 26 only provides the unduplicated Persistence rate for each CCAEC member over the previous three program years.

Table 23 – Monrovia Persistence Total Enrollment and Rates over Three Years – Duplicated & Unduplicated Totals

Program	2023-24			2024-25			2025-26		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
ESL (duplicated)	445	296	66.5%	492	365	74.2%	344	248	72.1%
ABE (duplicated)	146	115	78.8%	130	103	79.2%	192	139	72.4%
CTE / Workforce Reentry / (duplicated)	214	169	79.0%	179	87	48.6%	278	185	66.5%
Total Duplicated	805	580	63.1%	801	611	76.3%	814	572	70.3%
Total Unduplicated	577	399	69.2%	613	461	75.2%	530	368	69.4%

Table 24 – Monrovia Unduplicated Student Persistence Rates Over Three Years

	2023-24	2024-25	2025-26
Persistence Rate	72.0%	76.3%	69.4%

Table 25 –CCAEC Member Comparative Persistence Rates Over Three Years – Duplicated and Unduplicated Total and Rates

School	2023-24			2024-25			2025-26		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
Azusa	493	182	36.9%	544	243	44.7%	536	289	53.9%
Claremont	429	360	83.9%	444	351	79.1%	408	294	72.1%
Duarte	13	10	76.9%	15	9	60.0%	10	4	40.0%
Glendora	13	5	38.5%	37	34	91.9%	0	0	N/A
Monrovia	577	399	69.2%	613	461	75.2%	530	368	69.4%
CCAEC Unduplicated Total	**1,525**	**956**	**62.7%**	**1,653**	**1,098**	**66.4%**	**1,484**	**955**	**65.6%**

Table 26 – CCAEC Comparative Persistence Rates Over Three Years – Unduplicated Total

	2022-23	2023-24	2024-25
Persistence Rate	62.7%	66.4%	65.6%

Measurable Skills Gains – Educational Functioning Level (EFL)

MCAS faculty and staff analyze Measurable Skills Gains from data that is culled from TOPSpro Enterprise Table 4 reports. This data includes students who achieved a gain in an Educational Functioning Level (EFL) from pre- and post-test on the CASAS exam.

Table 27 shows MCAS measurable gains in EFL as a percentage of total enrollment for over three years: 2022-23 to 2024-25. Table 28 shows EFL Gain rates over three years.

Table 27 – Monrovia Measurable Gains by Total Enrollment over Three Years

Program	2023-24			2024-25			2025-26		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	437	184	42.2%	489	302	61.8%	344	188	54.7%
ABE	140	65	46.4%	124	74	59.7%	186	90	48.4%
Total	577	249	43.2%	613	376	61.3%	530	277	52.3%

* Gain could be either achieving one Educational Functioning Level (EFL) or HSD / HSE

Table 28 – Monrovia Gains as % of Total Enrollment Over Four Years

	2023-24	2024-25	2025-26
Gains as % of Total Enrollment	43.2%	61.3%	52.3%

Measurable Skills Gains – Educational Functioning Level (EFL) for the CCAEC Consortium

As with other metrics, MCAS faculty and staff also analyze Measurable Skills Gains totals and rates for all CCAEC members. Tables 29 – 31 provide EFL gain totals and rates for all CCAEC members so faculty and staff can compare how MCAS does against other CCAEC members.

Table 29 – CCAEC Member Comparative Measurable Gains Over Three Years – Unduplicated Total and Rates

School	2023-24			2024-25			2025-26		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
Azusa	493	122	24.8%	544	172	31.6%	433	138	31.9%
Claremont	429	226	52.7%	444	300	67.6%	390	233	59.7%
Duarte	13	6	46.2%	15	11	73.3%	10	5	50.0%
Glendora	13	6	46.2%	37	32	86.5%	0	0	N/A
Monrovia	577	249	43.2%	613	376	61.3%	530	277	52.3%
CCAEC Duplicated Total	1,525	609	39.9%	1,653	891	53.9%	1,363	653	47.9%

Table 30 – CCAEC Comparative Measurable Gain Rates Over Three Years

School	2023-24	2024-25	2025-26
Azusa	24.8%	31.6%	31.9%
Claremont	52.7%	67.6%	59.7%
Duarte	46.2%	73.3%	50.0%
Glendora	46.2%	86.5%	N/A
Monrovia	43.2%	61.3%	52.3%
Total	39.9%	53.9%	47.9%

Table 31 – CCAEC Measurable Gain Rates Over Three Years

	2023-24	2024-25	2025-26
EFL Gain Rate	39.9%	53.9%	47.9%

High School Diploma / High School Equivalency

MCAS members analyze graduation rates and HiSET pass rates from TOPSpro Enterprise data. Members analyze effectiveness by measuring percentage of graduates from total enrollment of CAEP students (12 hours or more of instruction). Improved data reporting practices have now allowed MCAS to get an exact graduation rate for HSD and completion rate for HSE.

Table 32 – High School Diploma Achievement and High School Equivalency Pass Rates Over Five Years

	2024-25			2025-26		
	Grads	Possible	Percent	Grads	Possible	Percent
HSD/HSE	34	75	45.3%	19	68	27.9%
HSE	13	31	41.9%	8	34	23.5%

TEXT

Table 33 – CCAEC Comparative HSD Graduation / HSE Pass Rates Over Two Years

	2024-25			2025-26		
	Grads/ Comp.	Part. Enroll.	%	Grads/ Comp.	Part. Enroll.	%
Azusa HSD*	19	128	14.8%	29	93	31.2%
Azusa HSE*	12	123	9.6%	19	72	26.4%
Claremont HSD	50	89	56.2%	52	78	66.7%
Duarte HSD	11	15	73.3%	3	10	30.0%
Glendora HSD	28	28	100%	N/A	N/A	
Monrovia HSD	34	75	45.3%	19	68	27.9%
Monrovia HSE	13	31	41.9%	8	34	23.5%
Total**				130	355	36.6%

Highlights of MCAS Persistence Data

- MCAS Persistence enrollment and rates decreased schoolwide
  - The adjusted Unduplicated number of MCAS Persisters dropped 20.1% year-over-year (461 to 368)
  - This was primarily caused by a substantial drop in ESL enrollment
  - The number of Persisters slightly increased in ASE/ABE, CTE and Workforce Preparation, but Persistence rates decreased for CTE and ASE/ABE
- ESL Persistence Enrollment and Rate
  - The number of ESL Persisters dropped 20.2% year-over-year (461 to 368)
  - The ESL Persistence rate dropped from 74.2% to 72.1%
- ASE/ABE Persistence Enrollment and Rate
  - The number of ASE/ABE Persisters increased 35.0% year-over-year (103 to 139)
    - This is primarily due to MCAS increasing ABE course offerings to support CTE student success
  - The ASE/ABE Persistence rate dropped from 79.2% to 72.4%
- CTE / Workforce Prep Persistence Enrollment and Rate
  - CTE Persistence enrollment increased 112.7% year-over-year (87 to 185)
  - The CTE Persistence rate increased from 48.6% to 66.5%
- Compared to every CCAEC member school, MCAS had a higher number of Persisters
  - MCAS Persistence rate was second highest to Claremont, a difference of 2.7% (72.1% to 69.4%)

Highlights of MCAS Performance Data

- MCAS EFL Gain totals and rates decreased schoolwide
  - The number of MCAS students with an EFL Gain dropped 26.3%% year-over-year (376 to 277)
  - The EFL Gain rate fell schoolwide from 61.3% to 52.3%
- ESL EFL Gain Total and Rate
  - The number of ESL students with an EFL Gain dropped 37.7% (302 to 188)
  - The ESL EFL Gain rate fell from 61.8% to 54.7%
- ASE/ABE EFL Gain Total and Rate
  - The number of ASE/ABE students with an EFL Gain increased 21.6% year-over-year (74 to 90)
  - The ASE/ABE EFL Gain rate dropped from 59.7% to 48.4%
- MCAS HSD / HSE rates dropped year-over-year
- Compared to every CCAEC member school, MCAS had the highest number of students with an EFL Gain
  - MCAS EFL Gain rate was second highest to Claremont (59.7% to 52.3%)
- Compared to CCAEC members, MCAS has an area of growth with HSD / HSE totals and rates.

MCAS / CCAEC Participation, Persistence, and Performance Goals for 2026-27

After MCAS faculty and staff analyze Participation, Persistence, and student performance data over three years, they formulate goals to improve enrollment, Participation, Persistence, and performance for the 2026-27 program year.

All CCAEC member schools also formulate goals to improve these metrics at each school so that outcomes improve consortium-wide.

Following are the goals that have been established for each CCAEC member school/

Table 34 notes goals for Participation, Table 35 for Persistence, Table 36 for EFL Gains performance and Table 37 for HSD Graduation / HSE Pass rates.

Table 34 – 2026-27 Goals for Participation Totals and Rates by CCAEC Member

Member	2025-26 No. of Participants	2026-27 Goal for No. of Participants	2025-26 Participation Rate	2026-27 Goal for Participation Rate
Azusa	671	705	63.7%	68.7%
Claremont	511	537	68.7%	72.5%
Duarte	12	13	80.0%	83.0%
Glendora	36	36	97.3%	97.3%
Monrovia	1,015	1,066	86.3%	89.3%
Total	**2,245**	**2,357**	**74.2%**	**77.5%**

Table 35 – 2026-27 Goals for Persistence Totals and Rates by CCAEC Member

Member	2025-26 No. of Persisters	2026-27 Goal for No. of Persisters	2025-26 Persistence Rate	2026-27 Goal for Persistence Rate
Azusa	289	312	53.9%	59.0%
Claremont	294	318	72.1%	77.1%
Duarte	4	5	40.0%	60.0%
Monrovia	368	397	69.4%	74.4%
Total	**955**	**1,032**	**65.6%**	**71.0%**

Table 36 – 2026-27 Goals for Gain in EFL Totals and Rates by Member

Member	2025-26 No. of EFL Gains	2026-27 Goal for No. of EFL Gains	2025-26 EFL Gains Rate	2026-27 Goal for EFL Gains Rate
Azusa	138	152	31.9%	40.0%
Claremont	233	256	59.7%	65.0%
Duarte	5	6	50.0%	60.0%
Monrovia	277	305	52.3%	60.0%
Total	**653**	**719**	**47.9%**	**55.0%**

Table 37 – 2026-27 Goals for HSD Graduate Totals and Rates by Member

Member	2025-26 No. of HSD Grads / HSE Completers	2026-27 Goal for No. of HSD Grads / HSE Completers	2025-26 HSD / HSE Rate	2026-27 Goal for HSD / HSE Rate
Azusa HSD	29	32	31.2%	35.0%
Azusa HSE	19	21	26.4%	30.0%
Claremont HSD	52	55	66.7%	70.0%
Duarte HSD	3	4	30.0%	50.0%
Monrovia HSD	19	25	27.9%	35.0%
Monrovia HSE	8	10	23.5%	30.0%
Total	**130**	**147**	36.6%	**40.0%**

All CCAEC and MCAS institutional systems (registration, testing, counseling, classroom instruction, etc.) will focus efforts to improve student enrollment, Participation, Persistence, and performance metrics for 2026-27.

Table 38 below lists all MCAS data goals for 2026-27.

Table 38 – All MCAS 2026-27 Goals

2026-27 Goal for No. of Participants	2026-27 Goal for Participation Rate	2026-27 Goal for No. of Persisters	2026-27 Goal for Persistence Rate	2026-27 Goal for No. of EFL Gains	2026-27 Goal for EFL Gains Rate	2026-27 Goal for No. of HSD Grads	2026-27 Goal for HSD Rate	2026-27 Goal for No. of HSE Completers	2026-27 Goal for HSE Rate
1,066	**89.3%**	**397**	**74.4%**	**305**	**60.0%**	**25**	**35.0%**	**10**	**30.0%**

CTE Employment Outcomes / Financial Aid and WIOA Title I Funds Earned

Below are Monrovia's CTE program completion, licensure/certification rate and employment outcomes over three years by CTE program.

Table 39 – Pre-certification CNA Completion and Employment Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Licensed	Licensed As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	53	44	83.0%	44	100.0%	35	79.5%
2024-25	47	40	85.1%	33	82.5%	30	75.0%
2023-24	52	44	84.6%	34	77.3%	29	65.9%
Total	**152**	**128**	**84.2%**	**111**	**86.7%**	**94**	**73.4%**

Table 40 – Pharmacy Technician Completion and Employment Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Licensed	Licensed As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	36	22	61.1%	22	100.0%	17	77.3%
2024-25	31	23	74.2%	23	100.0%	16	69.6%
2023-24	39	29	79.5%	29	100.0%	21	72.4%
Total	**106**	**74**	**69.8%**	**74**	**100.0%**	**54**	**73.0%**

Table 41 – Clinical Medical Assisting Completion and Employment Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Certificate Earned	Cert As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	35	31	88.6%	17	54.8%	25	80.6%
2024-25	31	26	83.9%	16	61.5%	19	73.1%
2023-24	30	28	93.3%	17	60.7%	21	75.0%
Total	**96**	**85**	**88.5%**	**50**	**58.8%**	**65**	**76.5%**

Table 42 – Medi-Cal Peer Support Specialist Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Certificate Earned	Cert As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	129	121	93.8%	56	46.3%	82	67.8%
2024-25	83	70	84.3%	46	65.7%	51	72.9%
2023-24	57	52	91.2%	21	40.4%	39	75.0%
Total	**269**	**243**	**90.3%**	**123**	**50.6%**	**172**	**70.8%**

Table 43 – Construction Completion and Employment Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Certificate Earned	Cert As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	32	22	68.8%	22	100.0%	16	72.7%
2024-25	26	15	57.7%	15	100.0%	12	80.0%
2023-24	50	44	88.0%	44	100.0%	31	70.5%
Total	**108**	**81**	**75.0%**	**81**	**100.0%**	**59**	**72.8%**

Table 44 – A+ Completion and Employment Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Certificate Earned	Cert As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	9	9	100.0%	5	55.6%	3	33.3%
2024-25	5	5	100.0%	3	60.0%	2	40.0%
2023-24	10	9	90.0%	4	44.4%	2	22.2%
Total	**24**	**23**	**95.8%**	**12**	**52.2%**	**7**	**30.4%**

Table 45 – Security Officer Completion and Employment Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	License Earned	Licensed As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	123	120	97.6%	120	100.0%	53	44.2%
2024-25	148	145	98.0%	145	100.0%	72	49.6%
2023-24	83	82	98.8%	82	100.0%	45	54.9%
Total	**354**	**347**	**98.0%**	**347**	**100.0%**	**170**	**49.0%**

Table 46 – Armed Security Officer Completion and Employment Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	License Earned	Licensed As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	12	11	91.7%	11	100.0%	5	45.5%
2024-25	0	0	N/A	0	N/A	0	N/A
2023-24	0	0	N/A	0	N/A	0	N/A
Total	**12**	**11**	**91.7%**	**11**	**91.7%**	**5**	**45.5%**

Table 47 – Home Care Aide Completion and Employment Over Three Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Certificate Earned	Cert As % of Comp.	Employed Q3 After Program	% of Completers Employed
2025-26	4	4	100.0%	4	100.0%	1	25%
2024-25	1	1	100.0%	1	100.0%	1	100%
2023-24	1	1	100.0%	1	100.0%	1	100%
Total	**6**	**6**	**100.0%**	**6**	**100.0%**	**3**	**50.0%**

MCAS Revenue Earned from CTE and non-CTE Programs / CCAEC Revenue Earned

Since 2018-19, Monrovia has established strong partnerships with San Gabriel Valley workforce development agencies including America's Job Centers of California (AJCCs), the Department of Rehabilitation (DoR), the Department of Public Social Services (DPSS), regional worker's comp counseling agencies and Community Based Organization with workforce grant funding.

Table 48 below depicts how much MCAS has earned in fees over the last three program years.

Table 48 – Fees Earned on CTE Programs (Title I, DoR, et al) and Non-CTE Programs

Program Year	CTE Fees Earned (Title I, DoR, etc.)	Non-CTE Fees Earned	Total
2025-26	$ 578,838	$133,960	$712,798
2024-25	$341,519	$139,745	$481,264
2023-24	$545,639	$133,855	$679,494
CCAEC Total	**$1,465,996**	**$407,560**	**$1,873,556**

Due to the efforts of MCAS staff over the last three program years, the school has **earned nearly $1.5 million dollars** from its CTE programs. This is a tremendous testament to MCAS staff.

Because MCAS has been so successful in earning CTE program fees, school staff have shared that expertise with other CCAEC members. Azusa and Claremont have earned CTE program funds since the 2021-22 program year.

Table 49 compares CTE program funds earned by CCAEC members over the last two years.

Table 49 – CCAEC Comparative Fees Earned on CTE Programs (Title I, DoR, et al)

School	2025-26 Fees Earned (Title I, etc.)	2024-25 Fees Earned (Title I, etc.)	Total
Azusa	$93,395		$93,395
Claremont	$109,741	$114,532	$224,273
Monrovia	$ 578,838.	$341,519	$1,124,477
CCAEC Total	**$782,074**		

Azusa has not provided 2024-25 funds earned, but data in Table 48 reveals that MCAS earned 74.0% of the CCAEC CTE program funds earned in 2025-26.

Gains in Post-Secondary Certificates, Employment, Wages and Transition to Post-Secondary

These four CAEP Outcome areas are measured by gathering survey data or student reporting data and entering that into TOPSpro Enterprise. The below Tables are taken from TE CAEP Summary Tables.

Table 50 is "Total Duplicated" and Table 51 is "Total Unduplicated." Since some students are enrolled in multiple programs, when these students achieve one of these outcomes, they are counted twice, once for each program. Table 51 is an unduplicated count for each student.

Table 50 – MCAS Total Duplicated CAEP Outcome Gains Over Four Years

Program	2023-24	2024-25	2025-26	Three Year Total
Post- Secondary Certificate	90	13	60	**163**
Entered Employment	181	125	119	**425**
Increased Wages	13	7	12	**32**
Transitioned to Post-Sec	92	53	155	**300**
Totals	**376**	**198**	**346**	**920**

Table 51 – MCAS Total Unduplicated CAEP Outcome Gains Over Four Years

Program	2023-24	2024-25	2025-26	Three Year Total
Post- Secondary Certificate	44	10	34	**88**
Entered Employment	143	104	105	**352**
Increased Wages	11	5	10	**26**
Transitioned to Post-Sec	48	33	65	**146**
Totals	**246**	**152**	**214**	**612**