

# MONROVIA

COMMUNITY ADULT SCHOOL



## Annual Data Review

### Fall 2022

Volume 1: August, 2022

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## Foreward from the MCAS Director

Throughout the unprecedented two-and-a-half years of the COVID-19 pandemic, the faculty and staff at MCAS have refused to let this pandemic deter us from educating regional adults. Our commitment to safely open during the pandemic and to provide quality educational programs has been unparalleled in Los Angeles County.

As the 2022-23 school year begins, I am thrilled that MCAS program instruction continues primarily in-person. While online instruction benefits many, we believe that the teaching-learning process is most effective when teacher and student share the same physical space. We concur with the CDC, California, and Los Angeles County pandemic guidance which has been “students benefit from in-person learning, and safely returning to in-person instruction... is a priority.”

Please know the MUSD district office and our site staff are committed to the safety of all MCAS students and staff. To ensure the safety of all, MCAS will continue to implement numerous pandemic mitigation protocols.

Whether in person or online, in order to most effectively help our students and to provide them the best educational services possible, MCAS stakeholders comprehensively analyze significant student enrollment, demographic, persistence, and performance data through this Annual Data Review (ADR). The format of the ADR has evolved to its current state while the sources of the data contained in this most current year have solidified to only include data from TOPSpro Enterprise (TE).

This document and the data herein drive Monrovia Community Adult School operations. MCAS stakeholders analyze school demographics of its students and the cities in which they live to identify regional gaps. Marketing efforts for Career Technical Education (CTE), English as a Second Language (ESL), and Academic programs rely on stakeholder analysis of performance and enrollment data. The ADR drives MCAS’ involvement in the Citrus College Adult Education Consortium (CCAEC) Three Year Plan and the Annual Plan process. MCAS Professional Learning Communities (PLCs) use the data to drive efforts at improving school curriculum and instruction.

Highlights from the data are outlined at the end of each section to capture important trends that inform school decision making. Those highlights are not comprehensive to date and need MCAS stakeholder input, but they will help to make the document more manageable.

Enjoy,

Flint Fertig

Monrovia Director of Adult and Alternative Programs

## 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 stakeholders begin annual analysis of the student enrollment by determining the primary cities where our students live.

Tables 1 – 4 below depict the population of total students by city who registered and received some services at MCAS over four 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 2018-19 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Monrovia</b>	503	26.8%
<b>Arcadia</b>	329	17.5%
<b>Duarte</b>	277	14.8%
<b>Pas./Alt./SM</b>	140	7.5%
<b>Los Angeles</b>	58	3.1%
<b>Temple City</b>	41	2.2%
<b>Misc. Other</b>	529	28.2%
<b>TOTAL</b>	<b>1,877</b>	<b>100.0%</b>

Table 2 – MCAS 2019-20 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Monrovia</b>	442	26.1%
<b>Arcadia</b>	281	16.6%
<b>Duarte</b>	186	11.0%
<b>Pas./Alt./SM</b>	125	7.4%
<b>Los Angeles</b>	128	7.6%
<b>Temple City</b>	44	2.6%
<b>Misc. Other</b>	488	28.8%
<b>TOTAL</b>	<b>1,694</b>	<b>100.0%</b>

Table 3 – MCAS 2020-21 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Monrovia</b>	225	22.0%
<b>Arcadia</b>	126	12.3%
<b>Duarte</b>	103	10.1%
<b>Pas./Alt./SM</b>	93	9.1%
<b>Los Angeles</b>	121	11.8%
<b>Temple City</b>	22	2.1%
<b>Misc. Other</b>	334	32.6%
<b>TOTAL</b>	<b>1,024</b>	<b>100%</b>

Table 4 – MCAS 2021-22 Total Student Enrollment by City: Total & % of Total

City	Student Population	% of Total
<b>Monrovia</b>	387	33.4%
<b>Arcadia</b>	158	13.6%
<b>Duarte</b>	128	11.0%
<b>Pas./Alt./SM</b>	88	7.6%
<b>Los Angeles</b>	67	5.8%
<b>Azusa</b>	23	2.0%
<b>Misc. Other</b>	308	26.6%
<b>TOTAL</b>	<b>1,159</b>	<b>100.0%</b>

### Highlights of Total Enrollment by City

- Total MCAS enrollment dramatically declined 39.5% from 2019-20 to 2020-21 due to the COVID-19 pandemic
- However, enrollment increased 13.2% from 2020-21 to 2021-22
- From 2018-19 through 2020-21, MCAS experienced an increase in the percentage of students who live outside of the cities nearby (Monrovia, Arcadia, Duarte, Pasadena, Altadena, and Sierra Madre) from 33.5% in 2018-19 to 46.5%, or nearly half of the student population
  - During that time the percentage of students from Los Angeles has grown from 3.1% to 11.6% - nearly a fourfold increase
  - This shows how targeted marketing for CTE programs helped increase that population and mitigated the decrease from the pandemic
- From 2020-21 to 2021-22 that increase reversed as only 34.4% of students outside of the nearby cities enrolled at MCAS
  - Enrollment from just Monrovia, Arcadia, and Duarte went from 44.4% of total enrollment to 58%
  - This is probably due to the pandemic
- Nearly one-half (47.0%) of all students served by MCAS in 2021-22 were residents of Arcadia and Monrovia

## 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, stakeholders 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 enroll 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

For this Annual Data Review, 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 8% of the total.)

Annually, MCAS faculty and stakeholders analyze the population characteristics of these 5 major cities to identify regional gaps and better understand the communities we serve. Since MCAS provides ESL, HSD/HSE, and short-term CTE programs, stakeholders 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 5 – 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
<b>Altadena</b>	12,171	17,900	2,919	7,136	47	46	2,334	293	42,846
<b>Arcadia</b>	7,401	9,968	36,608	868	53	40	1,504	239	56,681
<b>Duarte</b>	10,436	4,892	4,507	1,126	15	59	591	101	21,727
<b>Monrovia</b>	14,987	12,903	6,210	1,955	30	66	1,553	227	37,931
<b>Pasadena</b>	45,742	50,858	24,149	10,795	130	201	5,989	835	138,699
<b>TOTAL</b>	<b>90,737</b>	<b>96,521</b>	<b>74,393</b>	<b>21,880</b>	<b>275</b>	<b>412</b>	<b>11,971</b>	<b>1,695</b>	<b>297,884</b>

Source – 2020 Decennial Census

Table 6 – 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
<b>Altadena</b>	28.4%	41.8%	6.8%	16.7%	0.1%	0.1%	5.4%	0.7%	100.0%
<b>Arcadia</b>	13.1%	17.6%	64.6%	1.5%	0.1%	0.1%	2.7%	0.4%	100.0%
<b>Duarte</b>	48.0%	22.5%	20.7%	5.2%	0.1%	0.3%	2.7%	0.5%	100.0%
<b>Monrovia</b>	39.5%	34.0%	16.4%	5.2%	0.1%	0.2%	4.1%	0.6%	100.0%
<b>Pasadena</b>	33.0%	36.7%	17.4%	7.8%	0.1%	0.1%	4.3%	0.6%	100.0%
<b>TOTAL</b>	<b>31.1%</b>	<b>33.0%</b>	<b>24.9%</b>	<b>6.4%</b>	<b>0.1%</b>	<b>0.2%</b>	<b>4.0%</b>	<b>0.4%</b>	<b>100.0%</b>

Source – 2020 Decennial Census

Table 7 – 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
<b>TOTAL</b>	<b>53,526</b>		<b>24,049</b>		<b>40,958</b>	<b>297,884</b>

Source – 2020 Decennial Census

Table 8 – Unemployment and Poverty of Primary Cities Served by MCAS

City	Unemployment Rate as of June 2022	Number Under Poverty Line	As % of Eligible Population	Total Population
Altadena	4.4%	3,245	7.6%	42,846
Arcadia	3.2%	4,981	8.8%	56,681
Duarte	5.5%	2,217	10.2%	21,727
Monrovia	4.1%	2,959	7.8%	37,931
Pasadena	3.6%	19,531	14.0%	138,699
<b>TOTAL</b>		<b>32,933</b>		<b>297,884</b>

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
  - Duarte is the only city over 6.0%
  - 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 stakeholders analyze extensive student demographic data to better clarify our understanding of the students we serve. Individual member demographic data culled from three years of TE and Banner data is available under separate cover in *MCAS Demographic Data over Three Years*.

Table 32 aggregates individual member demographic data below and compares total 2018-19 and 2019-20 racial/ethnic data across all MCAS members for total enrollment (Services)

Table 9 – MCAS Racial/Ethnic Composition of All Students over Three Years

Race	2018-19		2019-20		2020-21		2021-22	
	No	%	No	%	No	%	No	%
Hispanic	750	40.0%	592	34.9%	426	41.6%	385	33.2%
Non-Hispanic White	319	17.0%	247	14.6%	134	13.1%	226	19.5%
Asian	495	26.4%	462	27.3%	190	18.6%	238	20.5%
Black	130	6.9%	226	13.3%	168	16.4%	114	9.8%
Filipino	22	1.2%	16	0.9%	2	0.2%	16	1.4%
Hawaiian / Pac. Islander	16	0.9%	8	0.5%	5	0.5%	7	0.6%
Indian / Alaskan	11	0.6%	10	0.6%	14	1.4%	8	0.7%
2 or more races	6	0.3%	10	0.6%	11	1.1%	1	0.1%
Did not state	128	6.8%	123	7.3%	74	7.2%	164	14.2%
<b>Total Unduplicated Enrollment</b>	<b>1,877</b>	<b>100%</b>	<b>1,694</b>	<b>100%</b>	<b>1,024</b>	<b>100.0%</b>	<b>1,159</b>	<b>100%</b>

Table 10 – MCAS Unduplicated Enrollment by Gender over Previous Three Years

Gender	2018-19		2019-20		2020-21		2021-22	
	No	%	No	%	No	%	No	%
Male	565	30.1%	566	33.4%	302	29.5%	399	34.4%
Female	1,239	66.0%	1,035	61.1%	667	65.1%	626	54.0%
Non-binary	0	0.0%	0	0.0%	0	0%	0	0%
N/A	73	3.9%	93	5.5%	55	5.4%	134	11.6%
<b>Total Unduplicated</b>	<b>6,504</b>	<b>100%</b>	<b>1,694</b>	<b>100%</b>	<b>1,024</b>	<b>100%</b>	<b>1,159</b>	<b>100%</b>

Table 11 – MCAS Unduplicated Enrollment by Age over Previous Three Years

Age	2018-19		2019-20		2020-21		2021-22	
	No	%	No	%	No	%	No	%
Under 18	19	1.1%	52	3.3%	19	2.0%	89	7.7%
18-21	39	2.1%	85	5.0%	66	6.5%	114	9.8%
22-24	110	5.9%	108	6.4%	76	7.4%	73	6.3%
25-29	203	10.8%	126	7.4%	102	10.0%	96	8.3%
30-34	177	9.4%	158	9.3%	115	11.2%	95	8.2%
35-39	159	8.5%	147	8.7%	114	11.1%	91	7.9%
40-44	171	9.1%	171	10.1%	111	10.8%	100	8.6%
45-49	180	9.6%	149	8.8%	83	8.1%	93	8.0%
50-54	202	10.8%	156	9.2%	91	8.9%	77	6.6%
55-59	187	10.0%	151	8.9%	75	7.3%	59	5.1%
60-64	129	6.9%	105	6.2%	38	3.8%	43	3.7%
65-69	71	3.8%	69	4.1%	30	2.4%	29	2.5%
70+	113	6.0%	103	6.1%	34	2.9%	46	4.0%
Unspecified	136	7.3%	167	9.9%	89	4.3%	154	13.3%
<b>Total Unduplicated</b>	<b>1,877</b>	<b>100%</b>	<b>1,694</b>	<b>100%</b>	<b>1,024</b>	<b>100.0%</b>	<b>1,159</b>	<b>100.0%</b>

### Demographic Data Adjusted for Community Classes (Did Not State)

Tables 9-11 include a large number of students that did not provide demographic data. This occurred because these students that are not in CAEP programs, but instead are in Community Classes and chose not to provide the information.

Tables 12-15 below provide demographic data percentages minus those students who did not provide the information. These percentages are more useful for stakeholder analysis.

Table 12 – MCAS Racial/Ethnic Composition of All Students over Four Years (excludes “Did Not State”)

Race	2018-19		2019-20		2020-21		2021-22	
	No	%	No	%	No	%	No	%
Hispanic	750	42.9%	592	37.7%	426	44.8%	385	38.7%
Non-Hispanic White	319	18.2%	247	15.7%	134	14.1%	226	22.7%
Asian	495	28.3%	462	29.4%	190	20.0%	238	23.9%
Black	130	7.4%	226	14.4%	168	17.7%	114	11.5%
Filipino	22	1.3%	16	1.0%	2	0.2%	16	1.6%
Hawaiian / Pac. Islander	16	0.9%	8	0.5%	5	0.5%	7	0.7%
Indian / Alaskan	11	0.6%	10	0.6%	14	1.5%	8	0.8%
2 or more races	6	0.3%	10	0.6%	11	1.2%	1	0.1%
<b>Total Unduplicated Enrollment</b>	<b>1,749</b>	<b>100.0%</b>	<b>1,571</b>	<b>100.0%</b>	<b>950</b>	<b>100.0%</b>	<b>995</b>	<b>100%</b>

Table 13 – MCAS Unduplicated Enrollment by Gender over Four Years (excludes “Did Not State”)

Gender	2018-19		2019-20		2020-21		2021-22	
	No	%	No	%	No	%	No	%
Male	565	31.3%	566	35.4%	302	31.2%	399	38.9%
Female	1,239	68.7%	1,035	64.6%	667	68.8%	626	61.1%
Non-binary	0	0.0%	0	0.0%	0	0.0%	0	0%
<b>Total Unduplicated</b>	<b>1,804</b>	<b>100.0%</b>	<b>1,601</b>	<b>100.0%</b>	<b>969</b>	<b>100.0%</b>	<b>1,025</b>	<b>100%</b>

Table 14 – MCAS Unduplicated Enrollment by Age over Four Years (excludes “Did Not State”)

Age	2018-19		2019-20		2020-21		2021-22	
	No	%	No	%	No	%	No	%
Under 18	19	1.1%	52	3.3%	19	2.0%	89	8.9%
18-21	39	2.2%	85	5.4%	66	6.9%	114	11.3%
22-24	110	6.3%	108	6.8%	76	8.0%	73	7.3%
25-29	203	11.5%	126	8.0%	102	10.7%	96	9.6%
30-34	177	10.1%	158	10.0%	115	12.1%	95	9.5%
35-39	159	9.0%	147	9.3%	114	11.9%	91	9.1%
40-44	171	9.7%	171	10.8%	111	11.6%	100	10.0%
45-49	180	10.2%	149	9.4%	83	8.7%	93	9.3%
50-54	202	11.5%	156	9.9%	91	9.5%	77	7.7%
55-59	187	10.6%	151	9.6%	75	7.9%	59	5.9%
60-64	129	7.3%	105	6.6%	38	4.0%	43	4.3%
65-69	71	4.0%	69	4.4%	30	3.1%	29	2.9%
70+	113	6.4%	103	6.5%	34	3.6%	46	4.6%
<b>Total Unduplicated</b>	<b>1,760</b>	<b>100.0%</b>	<b>1,580</b>	<b>100.0%</b>	<b>954</b>	<b>100.0%</b>	<b>1,005</b>	<b>100%</b>



## Highlights of MCAS Demographic Data

Following are highlights from the demographic data:

- Community classes will be strongly encouraged to provide demographic data from now, so that
- The school serves significantly more females than males: roughly 61% to 39%
  - However, this gap has decreased since 2018-19, as male enrollment as a percentage of total enrollment has increased from nearly 8 points from 31.3% to 38.9%
  - This is primarily due to increased male enrollment in Security Officer training classes.
- The largest ethnicity served by the MCAS is Hispanic, who comprise 38.7% of MCAS students
- Asians are the second largest population representing 23.9% of student enrollment, but this represents a significant drop as a percentage of total from the 2019-20 school year: 29.4% to 23.9%
  - This is most likely related to the pandemic
  - The good news is that gross numbers and percentages increased in 2021-22 and the hope is this trend continues
- The percentage of Black students served increased in number and percentage from 2018-2019 to 2020-21 by over 10% (7.4% to 17.7%), but decreased in 2021-22 to 11.5%
  - This is reflective of school efforts to serve this population with CTE programs
  - 2021-22 percentages and aggregate numbers decreased because there was a decrease in Security Officer offerings
- 47.5% of students served are 25-49
- Students 60 and older comprise over 7.5% enrollment, a decrease from 2018-19 (10.4%)
  - This decline in older adults was most likely caused by the pandemic
  - However, 2021-22 saw increased percentages from 2020-21

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

The most critical enrollment data analysis MCAS stakeholders 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 can be reviewed under separate cover in an Appendix that is not included in this document. 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 least strict definitions:

1. Student may or may not have been pre-tested
2. Student had only 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 stakeholders 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. 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 stakeholders analyze this data to identify levels of participation, persistence and engagement by comparing the number of students that register (and receive some services), those that engage (enroll in a program and complete more than 12 hours), and those that persist (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 stakeholders 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.

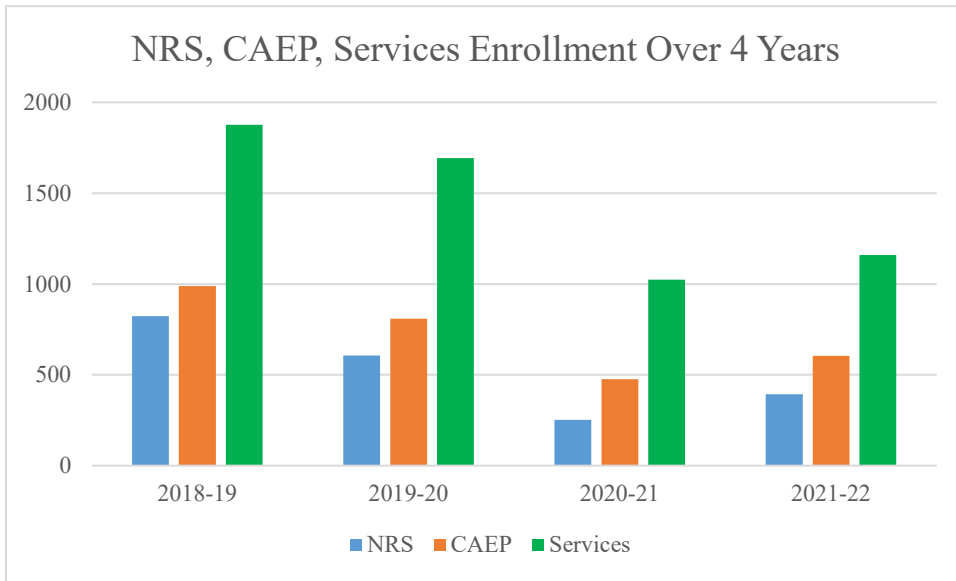
Table 15 –MCAS Comparative Duplicated Enrollment by CAEP Program per CAEP Summary Tables over Five Years

Program Areas* (A)	2017-18			2018-19			2019-20			2020-21			2021-22		
	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.	NRS	CAEP	Ser.
English Language Learner (ESL/ELL)	756	774	970	616	664	743	510	556	673	168	186	224	299	321	386
ABE/ASE	227	271	360	210	223	330	107	123	185	91	102	151	107	113	143
Career and Technical Education (CTE)	212	498	897	122	210	457	9	133	281	4	188	251	17	185	197
Workforce Preparation	189	337	543	129	225	615	39	180	594	16	233	513	27	164	401
Pre-Apprenticeship	0	0	0	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	0	0	0
Programs for Adults with Disabilities	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
No Designated Program	0	0	359	0	0	252	0	0	252	0	0	167	0	0	221
<b>Total</b>	<b>1,384</b>	<b>1,880</b>	<b>3,129</b>	<b>1,077</b>	<b>1,322</b>	<b>2,398</b>	<b>665</b>	<b>992</b>	<b>1,985</b>	<b>279</b>	<b>699</b>	<b>1,306</b>	<b>450</b>	<b>783</b>	<b>1,348</b>
Students in two or more programs	227	395	592	189	260	442	49	167	274	22	205	263	36	146	156
<b>Total unduplicated students</b>	<b>981</b>	<b>1,280</b>	<b>2,319</b>	<b>823</b>	<b>989</b>	<b>1,877</b>	<b>606</b>	<b>809</b>	<b>1,695</b>	<b>252</b>	<b>476</b>	<b>1,024</b>	<b>394</b>	<b>605</b>	<b>1,159</b>

Table 16 – MCAS Comparative Total Enrollment over Four Years per CAEP Summary Tables over Four Years

	NRS				CAEP				Total Services - Unduplicated			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
<b>Enrollment</b>	823	606	252	394	989	809	476	605	1,877	1,694	1,024	1,159

Chart 1 – MCAS Services, CAEP and NRS Enrollment over Four Years



Highlights of Comparative Enrollment by Program Area

- Enrollment across all three categories dropped significantly over the last four years:
  - Total Services enrollment decreased by 38.3%
  - CAEP enrollment decreased by 38.8%
  - NRS enrollment decreased by 52.1%
- This decrease was exacerbated by the pandemic, but there was a trend towards declining enrollment
- ESL attendance dropped most significantly of all programs during this four-year period
  - ESL Services enrollment dropped 48.0%
  - ESL CAEP enrollment dropped 51.7%
  - ESL NRS enrollment dropped 51.5%
- However, there have been positive trends in the last year; from 2020-21 to 2021-22:
  - ESL Services enrollment increased 72.3%
  - ESL CAEP enrollment increased by 72.6%
  - ESL NRS enrollment increased 78.0%
  - These are very positive trends showing ESL enrollment is growing again and MCAS plans to build on these gains to get ESL enrollment at least back to 2019-20 levels

### MCAS Participation Gaps

In analyzing enrollment by Services, CAEP Outcomes, and NRS (Literacy Gains), MCAS stakeholders look at what stakeholders call “Participation Gaps.” In analyzing Participation Gaps, stakeholders 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. A “Participant” is someone who receives 12 or more hours of instruction in a CAEP program.

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 and for the consortium of which it is a member (Citrus College Adult Education Consortium or CCAEC) in order for the school to improve student outcomes.

Table 17 below measures the number and percent difference between unduplicated students who registered and received Services and those that stayed for 12 hours or more of instruction.

Table 17 – Participation Gaps – Total Difference and % Difference between Services and CAEP

Year	CAEP Outcomes				Services			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
<b>Total</b>	989	809	476	605	1,877	1,694	1,024	1,159
<b>No. Difference</b>					888	885	548	554
<b>% Difference (Participation Gap)</b>					47.3%	52.2%	53.5%	47.8%

At first glance these percentages are quite substantial. However, these numbers need to be adjusted to make them more useful for analysis.

For example, in program year 2021-22, 221 enrollees were in non-CAEP programs and, thus, would never show up as CAEP Participants. Also, another 89 Services enrollees were under the age of 18 (these were participants in a Job Fair held on the MCAS campus). When removing non-CAEP and under-18 enrollees, the Participation Gap looks decidedly different.

Table 18 – Participation Gaps – Total Difference and % Difference between Services and CAEP (Adjusted)

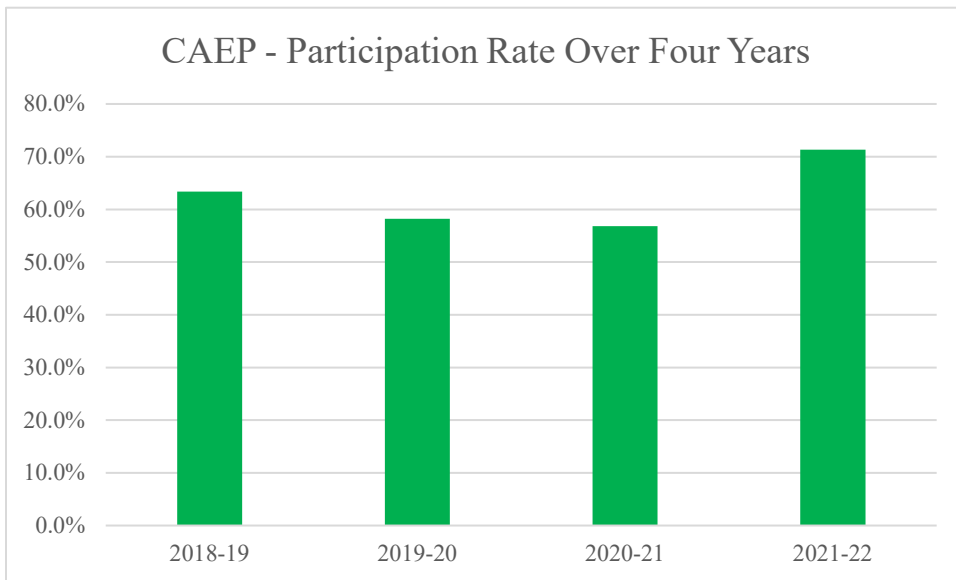
Year	CAEP Outcomes				Services (Adjusted)			
	2018-19	2019-20	2020-21	2021-22	2018-19	2019-20	2020-21	2021-22
<b>Total</b>	989	809	476	605	1,559	1,389	857	938
<b>No. Difference</b>					570	580	381	333
<b>% Difference (Participation Gap)</b>					36.6%	41.8%	44.1%	35.5%

The data in Table 18 shows some very positive trends. The Participation Gap dropped from 362 students to 244, a decrease from 43.2% to 28.7%. Thus, in one year MCAS has increased the Participation rate from 56.8% to 71.3%. Table 19 and Chart 1 depict that growth.

Table 19 – Participation Rate over Four Years

Program Year	CAEP as % of Adjusted Services (Participation Rate)
2018-19	63.4%
2019-20	58.2%
2020-21	55.9%
2021-22	64.5%

Chart 2 – MCAS Participation Rates Over Four Years



To better understand how to close the Participation Gap, MCAS stakeholders dig deeper into the characteristics of the students who do not get to 12 hours of instruction. MCAS has a vibrant Career Center that works with Los Angeles County AJCCs and because of that, many students come to our campus for short-term job-seeking services. Due to the nature of these students, it may just be impossible to get them to 12 hours and thus, ensure they become Participants.

So MCAS analyzes the program area of those students who do not become Participants. Table 20 below depicts Non-Participants by Program Area over two years and as a percentage of adjusted Services Enrollment.

Table 20 – Non-Participants by Program Area

Program Areas* (A)	2020-21				2021-22			
	0 Hours	1-11 Hours	Total	% of Services (Adjusted)	0 Hours	1-11 Hours	Total	% of Services (Adjusted)
English Language Learner (ESL/ELL)	4	34	38	4.5%	0	64	64	7.5%
ABE/ASE	8	38	46	5.4%	4	26	30	3.5%
Career and Technical Education (CTE)	6	17	23	2.7%	3	4	7	0.8%
Workforce Preparation	120	148	268	31.5%	3	147	150	17.5%
<b>Total</b>	<b>138</b>	<b>237</b>	<b>375</b>	<b>44.1%</b>	<b>9</b>	<b>241</b>	<b>251</b>	<b>29.3%</b>

Highlights of Participation Gaps

- The adjusted Participation rate increased by 14.8% from 2020-21 to 2021-22
- Of the 29.3% of the 2021-22 students who did not become Participants, 17.5% were from short-term Workforce Preparation programs
  - Thus, 11.8% were from ESL, CTE, and ASE
  - In 2020-21, of the 44.1% of Non-Participants, only 12.6% were from ESL, CTE, and ASE
  - Thus, the Participant rate decreased 0.8% year over year
- Due to the nature of Workforce Preparation (Job Fair attendance, typing test, short-term services), increasing Participant rate for this program area will be difficult
  - However, stakeholders will be looking into ways to get increase Participation rate for students in this program area

MCAS Funding Based on Enrollment

To determine CAEP funding for the 2022-23 Program Year, CCAEC school members utilized enrollment data to determine funding for each member during the Consortium Fiscal Agent Declaration (CFAD) funding process. CCAEC member representatives analyzed enrollment across the three CAEP Summary sections and determined that the CAEP Outcomes section was the most representative of actual services provided, and, thus fair and proper funding amounts.

The Citrus College Adult Education Consortium received a 5.33% COLA in CAEP funds from 2020-21 funding levels to 2021-22 levels. Table 21 below was used to determine 2021-22 funding levels. Every year Monrovia utilizes all CAEP funds and has no carryover. Because all other schools had carryovers, Monrovia made the argument to receive the entire amount of the first COLA and the CCAEC Board agreed.

After the Governor’s May revise, CAEP received an additional COLA of 0.12%. This COLA was allocated using the enrollment formula devised from Table 21. Table 22 gives a history of CAEP fund allocation for the CCAEC.

Table 21 – Percent of Enrollment by Member and CAEP Summary Table Enrollment Section

School	Literacy				CAEP				Total Services - Unduplicated			
	2018-19	2019-20	2020-21	% of Total	2018-19	2019-20	2020-21	% of Total	2018-19	2019-20	2020-21	% of Total
Azusa	659	578	281	32.5%	967	705	408	33.9%	1,409	1,043	509	28.4%
Citrus College	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
Claremont	639	540	155	28.6%	668	559	295	24.8%	1,157	784	511	23.5%
Duarte	0	21	10	0.7%	0	25	12	0.6%	0	68	25	0.9%
Glendora	67	65	0	2.8%	128	109	29	4.3%	146	125	56	3.1%
Monrovia	823	580	252	35.4%	965	788	476	36.3%	1,877	1,694	1,024	44.1%
	2,188	1,784	698	100.0%	2,728	2,186	1,220	100.0%	4,589	3,714	2,125	100.0%
<b>Total</b>			<b>4,670</b>				<b>6,134</b>				<b>10,428</b>	

Table 22 – Final 2022-23 CFAD Allocation with COLA Adjustments by Board Act #

School	2021-22 CFAD Amount	COLA Allocation Act # 22-09	2 <sup>nd</sup> COLA Allocation Act # 22-15	Final CFAD Amount
Azusa Adult School	\$1,404,267		\$19,148	\$1,423,415
Citrus College	\$0		\$0	\$0
Claremont Adult School	\$1,133,980		\$14,065	\$1,148,045
Overhead	\$448,700			\$413,250
Duarte Adult School	\$19,521		\$339	\$19,590
Glendora Adult School	\$172,901		\$2,429	\$175,330
Monrovia Adult School	\$1,412,653	\$244,754	\$20,504	\$1,713,631
	<b>\$4,592,022</b>	<b>\$244,754</b>	<b>\$56,485</b>	<b>\$4,893,261</b>



**MCAS Funding Analysis – CAEP Dollars per Instructional Hour and by Student**

MCAS stakeholders measure school efficiency by analyzing CAEP funding per instructional hour delivered and CAEP student served. The state Legislature has required all CAEP consortia to complete Program Reporting metrics since 2017-18. Program Reporting asks all consortia members to report amount of instructional hours provided to all students by program area and the amount of funds schools leverage from other sources to help in delivery of educational services.

MCAS stakeholders look at this ratio because they know the state is analyzing this data.

**Table 23 – 2020-21 CAEP Funds per Instructional Hour and Student by Member**

<b>Member</b>	<b>CAEP Program Funds</b>	<b>Instructional Hours</b>	<b>CAEP Students</b>	<b>CAEP \$ / Ins. Hour</b>	<b>CAEP \$ / CAEP Student</b>
Azusa	\$1,404,267	20,204	408	\$69.50	\$3,441.83
Citrus	\$0	0	0	N/A	N/A
Claremont	\$1,133,980	47,673	295	\$23.79	\$3,844.00
Duarte	\$19,521	344	12	\$56.75	\$1,626.75
Glendora	\$172,901	3,047	29	\$56.74	\$5,962.10
Monrovia	\$1,412,653	95,614	476	\$14.77	\$2,967.76
Overhead	\$448,700	0	0		
<b>Total</b>	<b>\$4,592,022</b>	<b>166,882</b>	<b>1,220</b>	<b>\$27.52</b>	<b>\$3,763.95</b>

**Table 24 – 2019-20 CAEP Funds per Instructional Hour and Student by Member**

<b>Member</b>	<b>CAEP Funds</b>	<b>Instructional Hours</b>	<b>CAEP Students</b>	<b>CAEP \$ / Ins. Hour</b>	<b>CAEP \$ / CAEP Student</b>
Azusa	\$1,697,822	138,136	705	\$12.29	\$2,408.26
Citrus	\$0	0	0		
Claremont	\$898,125	105,173	559	\$8.54	\$1,606.66
Duarte	\$18,413	684	25	\$26.92	\$736.52
Glendora	\$236,626	14,485	109	\$16.34	\$2,170.88
Monrovia	\$1,405,096	119,976	788	\$11.71	\$1,783.12
Overhead	\$157,200				
<b>Total</b>	<b>\$4,413,282</b>	<b>378,454</b>	<b>2,186</b>	<b>\$11.66</b>	<b>\$2,018.88</b>

Table 25 – 2018-19 CAEP Funds per Instructional Hour and Student by Member

<b>Member</b>	<b>CAEP Funds</b>	<b>Instructional Hours</b>	<b>CAEP Students</b>	<b>CAEP \$ / Ins. Hour</b>	<b>CAEP \$ / CAEP Student</b>
Azusa	\$1,689,472	215,359	967	\$7.84	\$1,747.13
Citrus	\$0	0	0	N/A	N/A
Claremont	\$873,472	99,519	668	\$8.78	\$1,307.59
Duarte	\$15,569	424	0	\$36.72	N/A
Glendora	\$251,418	17,839	128	\$14.09	\$1,964.20
Monrovia	\$1,444,019	216,939	965	\$6.66	\$1,496.39
<b>Total</b>	<b>\$4,273,950</b>	<b>550,080</b>	<b>2,728</b>	<b>\$7.77</b>	<b>\$1,566.70</b>

## 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

## Measurable Skills Gains by Entry Level

MCAS stakeholders analyze Measurable Skills by Entry Level compared to California averages. Measurable Skills data is culled from TOPSpro Enterprise data and includes students who achieved a gain in an Educational Functioning Level (EFL) or completed a HSD / HSE.

Tables 20 through 22 on the following pages demonstrates percentage of Measurable Skills gained as a total of ESL and ABE students enrolled in each CASAS Level. These totals are then compared against California results. Where members were below the average is in **red**, and where they were better than the average is **black**.

Table 26 – MCAS 2021-22 Measurable Skills by Entry Level & Results Compared to the 2020-21 State Average and 2021-22 State Goal

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Goal 2021-22	61.0%	62.0%	60.0%	49.0%	49.0%	28.0%	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	
CA Avg. 2020-21	29.7%	29.9%	34.2%	30.2%	30.6%	21.4%	40.3%	41.6%	37.5%	40.3%	34.7%	36.1%	
Monrovia USD	48.5%	55.2%	35.6%	50%	35.9%	34.9%	0.0%	100.0%	50.0%	26.8%	55.9%	52.0%	
Enrollment	33	29	45	64	53	66	1	1	2	41	34	25	<b>394</b>
<b>Compared to Avg.</b>													
Monrovia USD	18.8%	25.3%	1.4%	19.8%	5.3%	13.5%	--	--	12.5%	-13.5%	21.2%	15.9%	
<b>Compared to Goal</b>													
Monrovia USD	-12.5%	-6.8%	-24.4%	1.0%	-13.1%	6.9%	--	--	1.0%	-13.2%	13.9%	12.0%	

Table 27 – 2020-21 Measurable Skills by Entry Level & Results Compared to the State Average

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Avg. 2020-21	29.7%	29.9%	34.2%	30.2%	30.6%	21.4%	40.3%	41.6%	37.5%	40.3%	34.7%	36.1%	
Monrovia USD	20.0%	62.5%	55.0%	37.1%	35.9%	23.2%	0.0%	0.0%	0.0%	24.3%	45.7%	76.2%	
Enrollment	5	8	20	33	39	58	0	0	0	35	35	21	<b>254</b>
<b>Compared to Avg.</b>													
Monrovia v. Avg.	-9.7%	32.6%	20.8%	6.9%	5.3%	1.8%	--	--	--	-16.0%	11.0%	40.1%	

Table 28 – MCAS 2019-20 Measurable Skills by Entry Level & Results Compared to the State Average

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Avg. 2019-20	46.7%	50.9%	49.9%	40.9%	41.9%	21.9%	33.4%	35.6%	35.2%	37.3%	36.2%	40.6%	
Monrovia USD	14.3%	39.0%	48.6%	38.9%	40.8%	17.3%	0.0%	0.0%	0.0%	43.3%	41.9%	50.0%	
Enrollment	28	41	72	95	130	139	0	1	3	30	43	26	<b>606</b>
<b>Compared to Avg.</b>													
Monrovia USD	-32.4%	-11.9%	-1.3%	-2.0%	-1.1%	-4.6%	--	--	--	6.0%	5.7%	9.4%	

Table 29 – MCAS 2018-19 Measurable Skills by Entry Level & Results Compared to the State Average

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Avg. 2019-20	46.7%	50.9%	49.9%	40.9%	41.9%	21.9%	33.4%	35.6%	35.2%	37.3%	36.2%	40.6%	
Monrovia USD	59.1%	57.9%	66.7%	41.9%	46.1%	21.4%	0.0%	0.0%	0.0%	27.6%	44.4%	43.5%	
Enrollment	22	38	75	136	154	173	0	0	2	29	54	46	<b>729</b>
<b>Compared to Avg.</b>													
Monrovia USD	12.4%	7.0%	16.8%	1.0%	4.2%	-0.5%				-9.7%	8.2%	2.9%	

Tables 30 and 31 provide student performance as measured by achieving a gain in an Educational Functioning Level or completing a HSD / HSE. This is the same data presented in Tables 26-29, but is presented longitudinally by Program Area. Again, Measurable Skills data is culled from TOPSpro Enterprise data and includes students who achieved a gain in an Educational Functioning Level (EFL) or completed a HSD / HSE.

Table 30 depicts EFL Gains as a percentage of total enrollment. Table 31 depicts gains by number of students pre- and post-tested, which show higher success rates.

Table 30 – MCAS Measurable Gains by Total Enrollment over Four Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent	Total Enrolled	No. w/ Gain*	Percent
ESL	594	250	42.1%	504	168	33.3%	163	57	40.0%	290	122	42.1%
ABE	229	70	30.6%	102	41	40.2%	89	40	44.9%	104	45	43.3%
<b>Total</b>	<b>823</b>	<b>320</b>	<b>38.9%</b>	<b>606</b>	<b>209</b>	<b>34.5%</b>	<b>252</b>	<b>97</b>	<b>38.5%</b>	<b>394</b>	<b>167</b>	<b>42.4%</b>

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

Table 31 – MCAS Measurable Gains by Pre- and Post-Tested Participants over Four Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Pre- & Post-	No. w/ EFL Gain	Percent	Total Pre- & Post-	No. w/ Gain*	Percent	Total Pre- & Post-	No. w/ Gain*	Percent
ESL	407	248	60.9%	301	168	55.8%	115	57	49.6%	178	115	64.6%
ABE	81	26	32.1%	27	16	59.3%	19	10	52.6%	27	10	37.0%
<b>Total</b>	<b>488</b>	<b>274</b>	<b>56.2%</b>	<b>328</b>	<b>184</b>	<b>56.1%</b>	<b>134</b>	<b>67</b>	<b>50.0%</b>	<b>205</b>	<b>125</b>	<b>61.0%</b>

### Highlights of MCAS Performance Data

- MCAS 2018-19 student performance (EFL Gains) was well above the 2019-20 state average in all levels except ASE Level 4
- MCAS 2019-20 student performance fell below the 2019-20 state average in ESL levels, but was only significantly lower for ESL Levels 1 and 2; all other Levels were right at the state average; ASE Levels were higher than state average
- MCAS 2020-21 Levels mostly showed increases in student performance except ESL Level 1 which was significantly lower than the state average
  - The low results in ESL Level 1 is primarily due to the small sample size
- MCAS 2021-22 results were significantly higher than California
- ESL PLCs need to focus on efforts to improve EFL Gains across all levels, but especially for ESL 1 and ESL 2

### Persistence Rates by Entry Level

MCAS stakeholders also analyze Persistence Rates by Entry Level schoolwide over time and compared to California averages. Persistence data is defined by the state as students who took a pre-test, but did not “persist” long enough in any MCAS program to complete a post-test. MCAS stakeholders analyze Persistence Rates from two sources: the CASAS Data Portal and from TOPSpro Enterprise data.

Tables 32 through 34 on the following pages are gleaned from the CASAS Data Portal and demonstrate percentage of MCAS students who persisted as a total of ESL and ABE students enrolled in each CASAS Level. These totals are then compared against California results. Where results were below the state average is in **red**, and where they were better than the average is **black**.

However, data from the CASAS Data Portal is not timely as 2021-22 Persistence Rates will not be released until January of 2023. Stakeholders need more current Persistence data to drive schoolwide efforts. Additionally, TOPSpro Enterprise data in Table 4 for past MCAS program years does not match what CASAS shows in its data portal. Thus, this ADR looks at the CAEP Summary Table and provides data by program area. Table 36 shows this more relevant Persistence data over the last four program years.



Table 32 – MCAS 2020-21 Persistence Rates Compared to the State Average

English as a Second Language							Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Average	37.2%	37.0%	45.9%	49.0%	52.2%	52.9%	63.8%	58.1%	50.4%	46.7%	35.4%		45.1%
Monrovia USD	20.0%	87.5%	75.0%	71.4%	56.4%	56.8%	--	0.0%	0.0%	26.7%	39.5%		53.8%
Enrollment	5	8	20	33	39	58	0	1	3	33	35	21	<b>252</b>
<b>Compared to Avg.</b>													
Monrovia USD	-17.2%	50.5%	29.1%	22.4%	4.2%	3.9%	--	--	--	-20.0%	4.1%		8.7%

Table 33 – MCAS 2019-20 Persistence Rates Compared to the State Average

English as a Second Language							Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Average	56.4%	59.1%	63.3%	65.2%	66.7%	61.1%	50.0%	50.8%	50.2%	47.3%	45.0%		56.2%
Monrovia USD	21.4%	46.3%	59.7%	66.3%	70.8%	56.8%	--	0.0%	0.0%	26.7%	39.5%		53.8%
Enrollment	28	42	71	96	130	137	0	1	3	29	46	23	<b>606</b>
<b>Compared to Avg.</b>													
Monrovia USD	-35.0%	-12.8%	-3.6%	1.1%	4.1%	-4.3%	--	--	--	-20.6%	-5.5%		-2.4%

Table 34 – MCAS 2018-19 Persistence Rates Compared to the State Average

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Average	56.4%	59.1%	63.3%	65.2%	66.7%	61.1%	50.0%	50.8%	50.2%	47.3%	45.0%		56.2%
Monrovia USD	59.1%	60.5%	72.0%	66.9%	75.3%	63.6%	NA	NA	0.0%	44.8%	50.0%		61.3%
Enrollment	44	76	150	272	308	346	0	0	4	58	108	92	1,458
<b>Compared to Avg.</b>													
Monrovia USD	2.7%	1.4%	8.7%	1.7%	8.6%	2.5%	--	--	--	-2.5%	5.0%		12.9%

Persistence data is culled from TOPSpro Enterprise data and includes students who pre- and post-tested and had over 12 hours of instruction vis-à-vis those students who did not complete a post-test with at least 12 hours of instruction.

This is the same data presented in Tables 32-34, but is presented longitudinally by Program Area.

Table 35 – Monrovia Persistence Rates Over Four Years

Program	2018-19			2019-20			2020-21			2021-22		
	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%	Total Enrolled	No. w/ Pre/Post	%
<b>ESL (duplicated)</b>	616	421	68.3%	510	303	59.4%	168	117	69.6%	299	182	60.9%
<b>ABE (duplicated)</b>	210	113	53.8%	107	37	34.6%	91	30	33.0%	107	41	38.3%
<b>CTE / Workforce Reentry / (duplicated)</b>	245	164	66.9%	44	28	63.6%	20	6	30.0%	44	25	56.8%
<b>Total Unduplicated</b>	823	526	63.9%	606	337	55.6%	252	141	56.0%	394	216	54.8%

### Highlights of MCAS Persistence Data

- MCAS 2018-19 persistence rates were above the state 2019-20 average across all Levels except ABE 4
- 2019-20 persistence rates were significantly below the state average, but this was very likely related to the COVID pandemic disrupting post-testing of students
- 2020-21 persistence rates radically improved and were significantly higher than the state average demonstrating that pre- and post-test procedures were very successful
- Analyzing Persistence Rates over four years, shows that MCAS Persistence Rates have fallen from a high of 63.9% to 54.8%
  - ASE programs are a large part of this problem as ASE Persistence Rates have dropped from 53.8% to 38.3% over the last four years
  - ESL has also dropped over 7% from 2018-19 to 2021-22
- A large focus for improvement is to increase these numbers in 2022-23

### Performance and Persistence Goals for the Citrus College Adult Education Consortium

As a member of the Citrus College Adult Education Consortium, MCAS stakeholders are involved in the Three Year Plan and Annual Planning process. Goal # 1 in the CCAEC 2019 Three Year Plan states, “CCAEC Members Will Increase Persistence and Performance for all CCAEC Students.”

In order for CCAEC members to focus on attaining short- and long-term progress on these goals, all CCAEC members compare current performance to State Goals and State Average in performance and persistence.

Tables 36 and 37 on the following pages demonstrate where CCAEC members need to focus efforts on improving outcomes. Where members were below the average is in **red**, and where they were better than the average is **black**. This allows MCAS stakeholders to see how we stand versus other CCAEC members and the state.

Table 36 – CCAEC 2021-22 Measurable Skills by Entry Level & Results Compared to the 2020-21 State Average and 2021-22 State Goal

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Goal 2021-22	61.0%	62.0%	60.0%	49.0%	49.0%	28.0%	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	
CA Avg. 2020-21	29.7%	29.9%	34.2%	30.2%	30.6%	21.4%	40.3%	41.6%	37.5%	40.3%	34.7%	36.1%	
Azusa USD	100.0%	37.5%	36.2%	75.0%	85.5%	77.3%	0.0%	20.0%	46.7%	42.9%	52.4%	48.2%	
Enrollment	1	8	58	68	62	75	2	5	15	42	42	27	<b>405</b>
Claremont USD	0.0%	0.0%	0.0%	0.0%	0.0%	3.0%	0.0%	0.0%	0.0%	19.1%	50.0%	0.0%	
Enrollment	1	1	6	11	35	35	0	0	2	26	11	4	<b>132</b>
Duarte USD	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	33.30%	66.70%	0.00%	
Enrollment	0	0	0	0	0	0	0	0	0	0	0	0	<b>0</b>
Glendora USD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Enrollment	0	0	0	1	0	1	0	0	0	0	0	0	<b>2</b>
Monrovia USD	48.5%	55.2%	35.6%	50%	35.9%	34.9%	0.0%	100.0%	50.0%	26.8%	55.9%	52.0%	
Enrollment	33	29	45	64	53	66	1	1	2	41	34	25	<b>394</b>
<b>Compared to Avg.</b>												<b>Total</b>	<b>933</b>
Azusa USD	70.3%	7.6%	2.0%	44.8%	54.9%	55.9%	--	--	9.2%	2.6%	17.7%	12.1%	
Claremont USD	<b>-29.7%</b>	<b>-29.9%</b>	<b>-34.2%</b>	<b>-30.2%</b>	<b>-30.6%</b>	<b>-18.4%</b>	--	--	<b>-37.5%</b>	<b>-21.2%</b>	15.3%	<b>-36.1%</b>	
Glendora USD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Monrovia USD	18.8%	25.3%	1.4%	19.8%	5.3%	13.5%	--	--	12.5%	<b>-13.5%</b>	21.2%	15.9%	
<b>Compared to Goal</b>													
Azusa USD	39.0%	<b>-24.5%</b>	<b>-23.8%</b>	26.0%	36.5%	49.3%	--	--	<b>-2.3%</b>	2.9%	10.4%	8.2%	
Claremont USD	<b>-61.0%</b>	<b>-62.0%</b>	<b>-60.0%</b>	<b>-49.0%</b>	<b>-49.0%</b>	<b>-25.0%</b>	--	--	<b>-49.0%</b>	<b>-20.9%</b>	8.0%	<b>-40.0%</b>	
Glendora USD	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Monrovia USD	<b>-12.5%</b>	<b>-6.8%</b>	<b>-24.4%</b>	1.0%	<b>-13.1%</b>	6.9%	--	--	1.0%	<b>-13.2%</b>	13.9%	12.0%	

Table 37 – CCAEC 2020-21 Persistence Goals

	English as a Second Language						Adult Basic Education				Adult Sec. Ed		Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
CA Avg. 2020-21	37.20%	37.00%	45.90%	49.00%	52.20%	52.90%	63.80%	58.10%	50.40%	46.70%	35.40%	NA	45.1%
Azusa USD	57.1%	55.6%	69.5%	56.6%	72.3%	65.6%		42.9%	59.4%	37.3%	40.0%	NA	53.8%
Enrollment	4	4	15	27	25	33	2	9	19	60	52	31	<b>281</b>
Claremont USD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.3%
Enrollment	0	45	4	29	10	33	0	4	4	21	2	3	<b>155</b>
Duarte USD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0
Enrollment	0	0	0	0	0	0	0	0	0	3	3	4	<b>10</b>
Glendora USD	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Enrollment	0	0	0	0	0	0	0	0	0	0	0	0	0
Monrovia USD	20.0%	87.5%	75.0%	71.4%	56.4%	56.8%		0.0%	0.0%	26.7%	39.5%		53.8%
Enrollment	5	8	20	33	39	58	0	0	0	33	35	21	<b>252</b>
													<b>658</b>
Azusa USD	0.7%	-3.5%	6.2%	-8.6%	5.6%	4.5%	--	-7.9%	9.2%	-10.0%	-5.0%		-2.4%
Claremont USD	23.6%	-20.6%	-10.5%	-9.4%	-7.2%	-2.8%	--	--	-18.6%	-13.0%	13.3%		-5.9%
Glendora USD	3.6%	20.9%	36.7%	12.6%	-29.2%	27.8%	--	--	--	--	--		-5.5%
Monrovia USD	-35.0%	-12.8%	-3.6%	1.1%	4.1%	-4.3%	--	--	--	-20.6%	-5.5%		-2.4%

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). Below are graduation rates over three years by member and as a school.

Table 38 – High School Diploma Achievement and High School Equivalency Pass Rates Over Four Years

	2017-18			2018-19			2019-20			2020-21			2021-22		
	Grads	Poss.	%	Grads	Poss.	%	Grads	Possible	Percent	Grads	Possible	Percent	Grads	Possible	Percent
HSD/HSE	41	166	24.7%	45	156	28.8%	38	102	37.3%	40	89	44.9%	42	104	40.4%

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

These four AEP 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.

The reason there is a “Totals” and a “Total unduplicated” row is that some students are in multiple programs. When these students achieve gains, they are counted twice for each program. The “Total unduplicated” is the row that has the total students who made a gain in these four categories.

MCAS has been working to use best practices in TE to make sure this data is better captured, but the data may not be as accurate as we would like.

Table 39 – MCAS Duplicated Students by CAEP Outcome Gains Over Four Years

Program	2018-19	2019-20	2020-21	2021-22	Four Year Total
Post- Secondary Certificate	99	11	151	123	384
Entered Employment	210	165	172	152	699
Increased Wages	33	5	6	24	68
Transitioned to Post-Sec	127	57	88	65	337
<b>Totals</b>	<b>469</b>	<b>238</b>	<b>417</b>	<b>364</b>	<b>1,488</b>

Table 40 – MCAS Unduplicated Students by CAEP Outcome Gains Over Four Years

Program	2018-19	2019-20	2020-21	2021-22	Four Year Total
Post- Secondary Certificate	53	9	82	57	201
Entered Employment	163	130	119	105	517
Increased Wages	21	4	3	11	39
Transitioned to Post-Sec	69	35	47	36	187
<b>Totals</b>	<b>306</b>	<b>178</b>	<b>251</b>	<b>209</b>	<b>944</b>

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

Below are Monrovia’s CTE program completion and employment outcomes over four years by CTE program.

Table 41 – Pre-certification CNA Completion and Employment Over Four Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2021-22	55	46	83.6%	32	69.6%	58.2%
2020-21	63	50	79.4%	39	78.0%	61.9%
2019-20	34	33	97.1%	26	78.8%	76.4%
2018-19	39	35	89.7%	31	88.6%	79.5%
<b>Total</b>	<b>191</b>	<b>164</b>	<b>85.9%</b>	<b>128</b>	<b>78.0%</b>	<b>67.0%</b>

Table 42 – Pharmacy Technician Completion and Employment Over Four Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2021-22	26	21	80.8%	11	52.4%	42.3%
2020-21	28	24	85.7%	20	83.3%	71.4%
2019-20	36	29	80.6%	23	79.3%	63.9%
2018-19	29	26	89.7%	23	88.4%	79.3%
<b>Total</b>	<b>119</b>	<b>100</b>	<b>84.0%</b>	<b>77</b>	<b>77.0%</b>	<b>64.7%</b>

Table 43 – Clinical Medical Assisting Completion and Employment Over Four Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2021-22	29	26	89.7%	13	50.0%	44.8%
2020-21	25	21	84.0%	16	76.2%	64.0%
2019-20	15	14	93.3%	11	78.6%	73.3%
2018-19	23	20	87.0%	18	90.0%	78.3%
<b>Total</b>	<b>92</b>	<b>81</b>	<b>88.0%</b>	<b>58</b>	<b>71.6%</b>	<b>63.0%</b>



Table 44 – Home Care Aide Completion and Employment Over Four Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2021-22	7	7	100.0%	6	85.7%	85.7%
2020-21	18	17	94.4%	14	82.4%	77.8%
2019-20	2	2	100.0%	2	100.0%	100.0%
2018-19	1	1	100.0%	1	100.0%	100.0%
<b>Total</b>	<b>28</b>	<b>27</b>	<b>96.4%</b>	<b>23</b>	<b>85.2%</b>	<b>82.1%</b>

Table 45 – A+ Completion and Employment Over Four Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2021-22	4	4	100.0%	2	50.0%	50.0%
2020-21	0	0	0%	0	0%	0%
2019-20	8	8	100.0%	4	50.0%	50.0%
<b>Total</b>	<b>28</b>	<b>27</b>	<b>96.4%</b>	<b>23</b>	<b>85.2%</b>	<b>82.1%</b>

Table 46 – Security Officer Completion and Employment Over Four Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2021-22	38	36	94.7%	10	27.8%	26.3%
2020-21	47	43	91.2%	19	44.2%	40.4%
2019-20	39	37	94.9%	22	59.5%	56.4%
<b>Total</b>	<b>124</b>	<b>116</b>	<b>93.5%</b>	<b>51</b>	<b>44.0%</b>	<b>41.1%</b>

Table 47 – Armed Security Officer Completion and Employment Over Four Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2021-22	16	16	100.0%	5	31.3%	31.3%
2020-21	14	14	100.0%	8	57.1%	57.1%
2019-20	17	16	94.1%	11	68.8%	64.7%
<b>Total</b>	<b>47</b>	<b>46</b>	<b>97.9%</b>	<b>24</b>	<b>52.2%</b>	<b>51.1%</b>

Table 48 – Construction Completion and Employment Over Four Years

School Year	Initial Enrollment	Completed Program	Completion Percent	Employed Q3 After Program	% of Completers Employed	% of Enrolled Employed
2018-19	14	13	92.9%	8	61.5%	57.1%
<b>Total</b>	<b>14</b>	<b>13</b>	<b>92.9%</b>	<b>8</b>	<b>61.5%</b>	<b>57.1%</b>

**MCAS CTE Financial Aid**

MCAS staff work extremely hard to offer financial aid through the AJCC system. Those students who do not qualify for financial aid from an AJCC receive very generous scholarships. Table 49 below details financial aid from AJCC or scholarships over the last three years.

**Table 49 – Monrovia CTE Financial Aid Awarded Over Three Years**

<b>Program</b>	<b>Program Year</b>	<b>Total Enrolled</b>	<b>Training at No Cost</b>	<b>Scholarship</b>	<b>% Received 100% Aid</b>	<b>% Received Some Aid</b>
<b>Pre-Certification CNA</b>	2021-22	46	38	8	82.6%	100.0%
	2020-21	50	46	4	92.0%	100.0%
	2019-20	33	27	6	81.8%	100.0%
<b>Pharmacy Technician</b>	2021-22	21	17	3	81.0%	95.2%
	2020-21	24	20	4	83.3%	100.0%
	2019-20	29	24	5	82.8%	100.0%
<b>Medical Assisting</b>	2021-22	26	21	4	80.8%	96.2%
	2020-21	21	16	5	76.2%	100.0%
	2019-20	14	14	0	100.0%	100.0%
<b>Home Care Aide</b>	2021-22	7	7	0	100.0%	100.0%
	2020-21	18	18	0	100.0%	100.0%
	2019-20	2	1	1	50.0%	100.0%
<b>A+ Certification</b>	2021-22	4	3	1	75.0%	100.0%
	2020-21	0	0	0	0.0%	100.0%
	2019-20	8	6	2	75.0%	100.0%
<b>Security Officer</b>	2021-22	36	36	0	100.0%	100.0%
	2020-21	43	43	0	100.0%	100.0%
	2019-20	37	37	0	100.0%	100.0%
<b>Armed Security</b>	2021-22	16	16	0	100.0%	100.0%
	2020-21	14	14	0	100.0%	100.0%
	2019-20	16	16	0	100.0%	100.0%
<b>TOTALS</b>		<b>465</b>	<b>420</b>	<b>43</b>	<b>90.3%</b>	<b>99.6%</b>

MCAS has made it a priority to leverage WIOA Title I fees for CTE classes. Table 50 shows these amounts over four years.

Table 50 – Monrovia WIOA AJCC Funds Received for CTE Training over Four Years

	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
<b>Workforce Innovation and Opportunity Funds Earned for Students</b>	\$20,147	\$159,130	\$267,209	\$354,000		
<b>Year over Year % Growth</b>	---	690%	67.9%	32.5%		
<b>% Growth Since 2016-17</b>	---	690%	1,226%	1,657%		

### Student Survey Data

In addition to demographic, performance, and persistence data noted on the previous pages, MCAS stakeholders analyze data from the MCAS Student Satisfaction Survey.

Unfortunately, due to the disruption of systems caused by the pandemic, MCAS only received 123 responses to the 2021-22 Student Satisfaction Survey. Survey totals before the pandemic were much larger, but that data is not useful for the purpose of this Fall 2022 ADR.

MCAS staff and stakeholders recognize that better systems need to be in place to elicit more student responses. Those systems will be implemented for the 2022-23 school year to ensure that the school has a much larger sample size for future Annual Data Reviews.

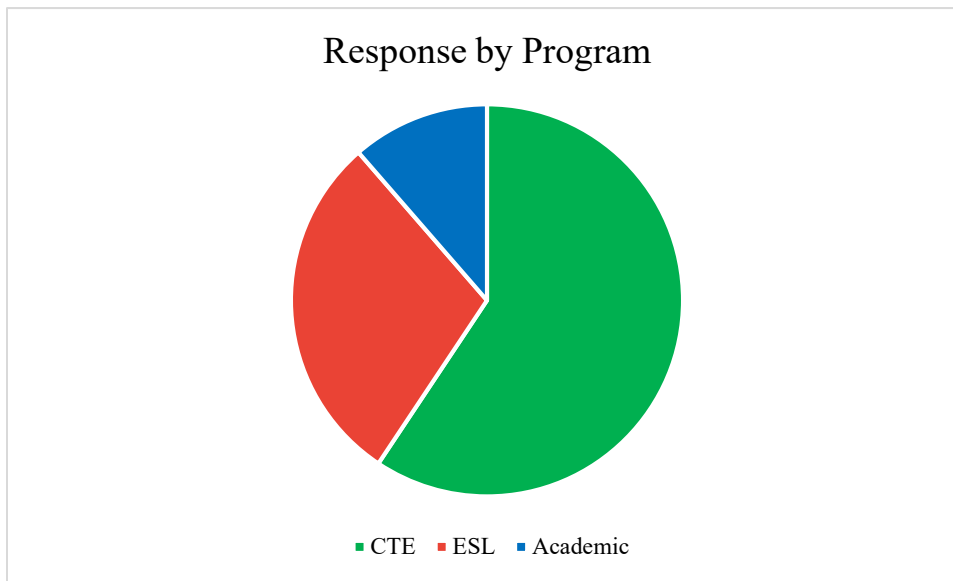
### Program Data

As noted, 123 students responded to the MCAS Student Satisfaction Survey. Table 41 and Chart 3 demonstrate responses by Program Area.

Table 51 – Student Satisfaction Survey Respondents by Program Area

	CTE	ESL	Academic	Total
Program	73	36	14	123
Program as % of Total	59.3%	29.3%	11.4%	100.0%

Chart 3 – Student Survey Responses by Program



### The Classroom Environment / My Instructor

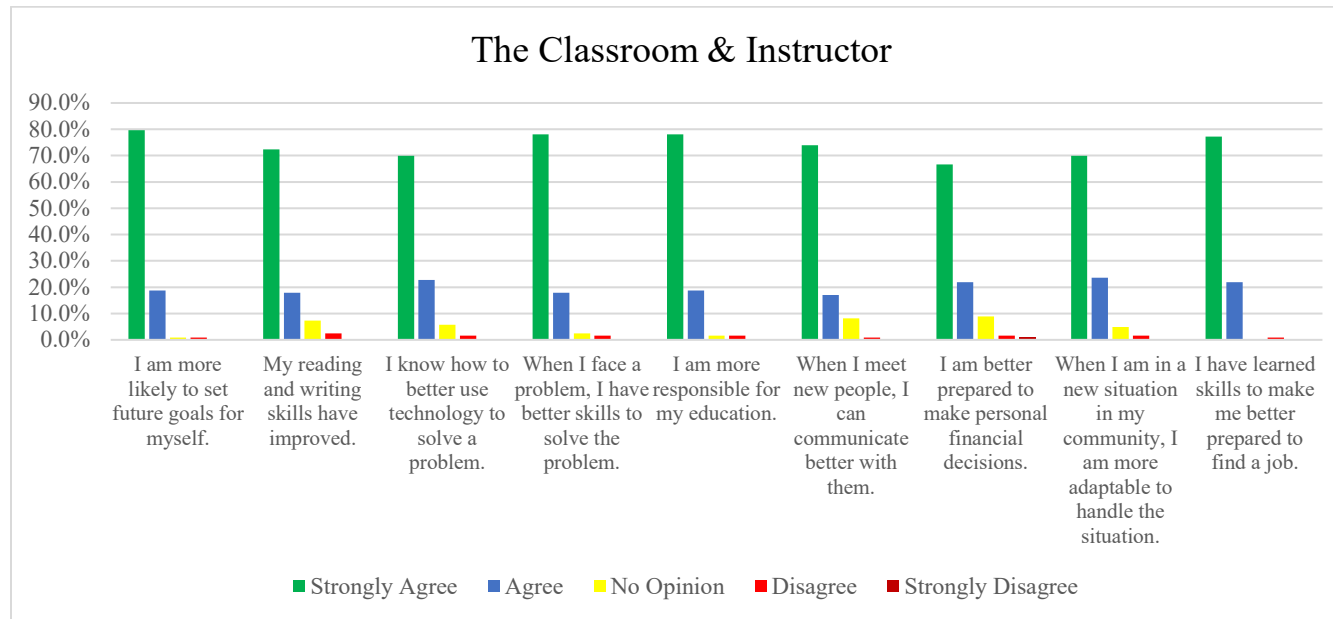
The first set of questions in the MCAS Student Satisfaction Survey address the classroom environment, the instructor, and if both are conducive for learning. For all questions except technology, more than 85% of respondents said they “Strongly Agree” with the classroom characteristic described in the survey. Also, no respondents chose “Strongly Disagree.”

However, MCAS has a goal all survey responses be rated as “Strongly Agree” for at least 90% of respondents and to have 0% “No Opinion” and “Disagree,” as well as 0% “Strongly Disagree.” Thus, while these results are encouraging, MCAS has goals to improve upon them.

Table 52 – Student Satisfaction Survey Responses: The Classroom & Instructor

Survey Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
I had the books and materials I needed to be successful.	84.6%	13.8%	0.8%	0.8%	0.0%
The classroom was neat and encouraged my learning.	87.0%	11.4%	0.8%	0.8%	0.0%
My teacher helped me learn the course subject matter.	85.4%	10.6%	3.3%	0.8%	0.0%
My classroom had technology to make learning better.	82.1%	13.8%	1.6%	2.4%	0.0%
My teacher knew the course subject matter very well.	87.0%	8.9%	3.3%	0.8%	0.0%
I felt safe to interact with the teacher and my classmates.	87.8%	10.6%	0.8%	0.8%	0.0%
My teacher was prepared for class.	87.0%	8.1%	4.1%	0.8%	0.0%
Overall I was very satisfied with the my class.	87.0%	8.1%	3.3%	1.6%	0.0%

Chart 4 – Student Satisfaction Survey Responses: The Classroom & Instructor



### Attainment of Student Learning Outcomes

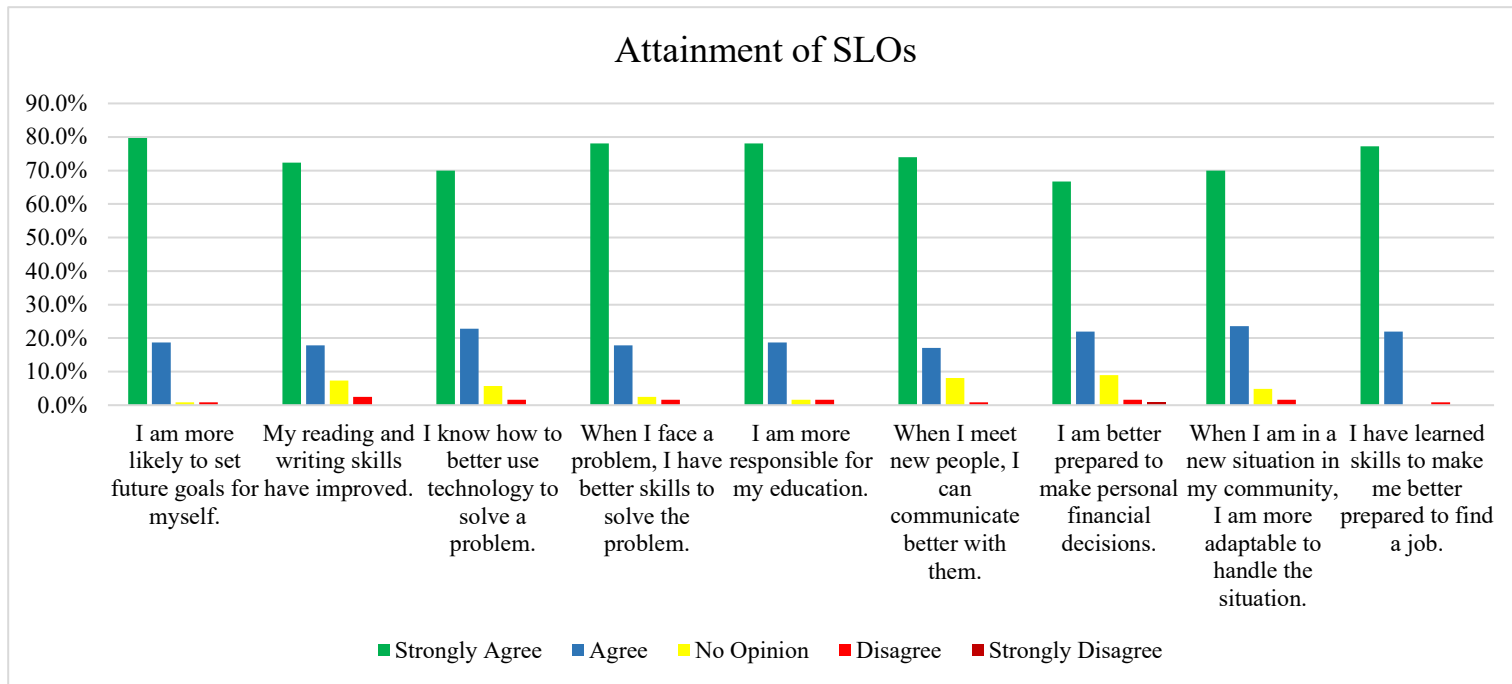
The following set of questions on the MCAS Student Satisfaction Survey are an effort to gather data on whether or not we are meeting our Schoolwide Learning Outcomes (SLO). Questions in this section refer to a specific SLO and responses measure whether or not classes and programs helped the student achieve the SLO.

While data is not necessarily an exact correlation, MCAS is heartened that for most questions over 90% of students “Strongly Agree” or “Agree” that educational programs here have improved their knowledge and skills as it relates to the MCAS SLOs.

Table 53 – Student Satisfaction Survey Responses: Attainment of Schoolwide Learning Outcomes

Because of my schooling at MCAS:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
I am more likely to set future goals for myself.	79.7%	18.7%	0.8%	0.8%	0.0%	100.0%
My reading and writing skills have improved.	72.4%	17.9%	7.3%	2.4%	0.0%	100.0%
I know how to better use technology to solve a problem.	69.9%	22.8%	5.7%	1.6%	0.0%	100.0%
When I face a problem, I have better skills to solve the problem.	78.0%	17.9%	2.4%	1.6%	0.0%	100.0%
I am more responsible for my education.	78.0%	18.7%	1.6%	1.6%	0.0%	100.0%
When I meet new people, I can communicate better with them.	74.0%	17.1%	8.1%	0.8%	0.0%	100.0%
I am better prepared to make personal financial decisions.	66.7%	22.0%	8.9%	1.6%	0.8%	100.0%
When I am in a new situation in my community, I am more adaptable to handle the situation.	69.9%	23.6%	4.9%	1.6%	0.0%	100.0%
I have learned skills to make me better prepared to find a job.	77.2%	22.0%	0.0%	0.8%	0.0%	100.0%

Chart 5 – Student Satisfaction Survey Responses: Attainment of Schoolwide Learning Outcomes





## Registration Process

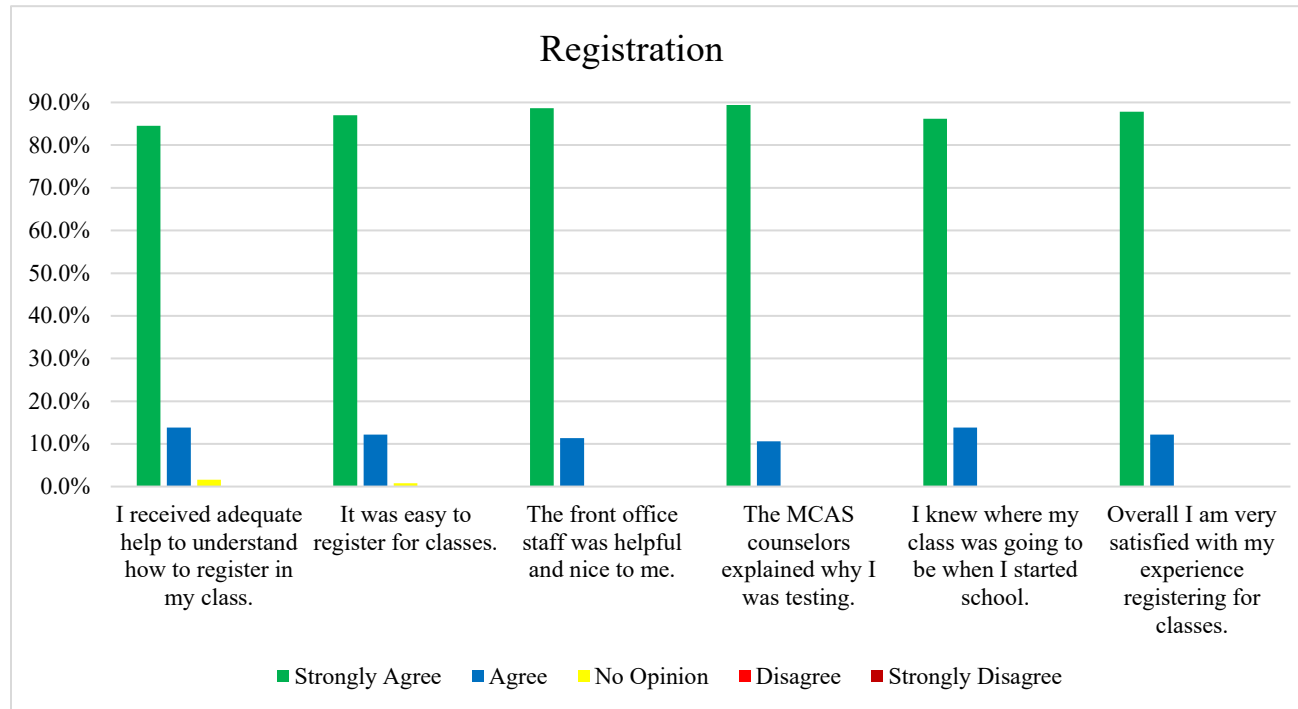
This data was culled from data acquired at the end of term. MCAS previously garnered data about the registration process at the time students registered. Though the experience was not as immediate, the survey results demonstrate students have a very positive experience registering at MCAS,

For the 2022-23 year, this set of questions will be removed from the Student Satisfaction Survey and presented to students at the time they register. This will ensure the data is more timely and relevant.

Table 54 – Student Satisfaction Survey Responses: The Registration Process

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
I received adequate help to understand how to register in my class.	84.6%	13.8%	1.6%	0.0%	0.0%	100.0%
It was easy to register for classes.	87.0%	12.2%	0.8%	0.0%	0.0%	100.0%
The front office staff was helpful and nice to me.	88.6%	11.4%	0.0%	0.0%	0.0%	100.0%
The MCAS counselors explained why I was testing.	89.4%	10.6%	0.0%	0.0%	0.0%	100.0%
I knew where my class was going to be when I started school.	86.2%	13.8%	0.0%	0.0%	0.0%	100.0%
Overall I am very satisfied with my experience registering for classes.	87.8%	12.2%	0.0%	0.0%	0.0%	100.0%

Chart 6 – Student Satisfaction Survey Responses: The Registration Process



## Campus

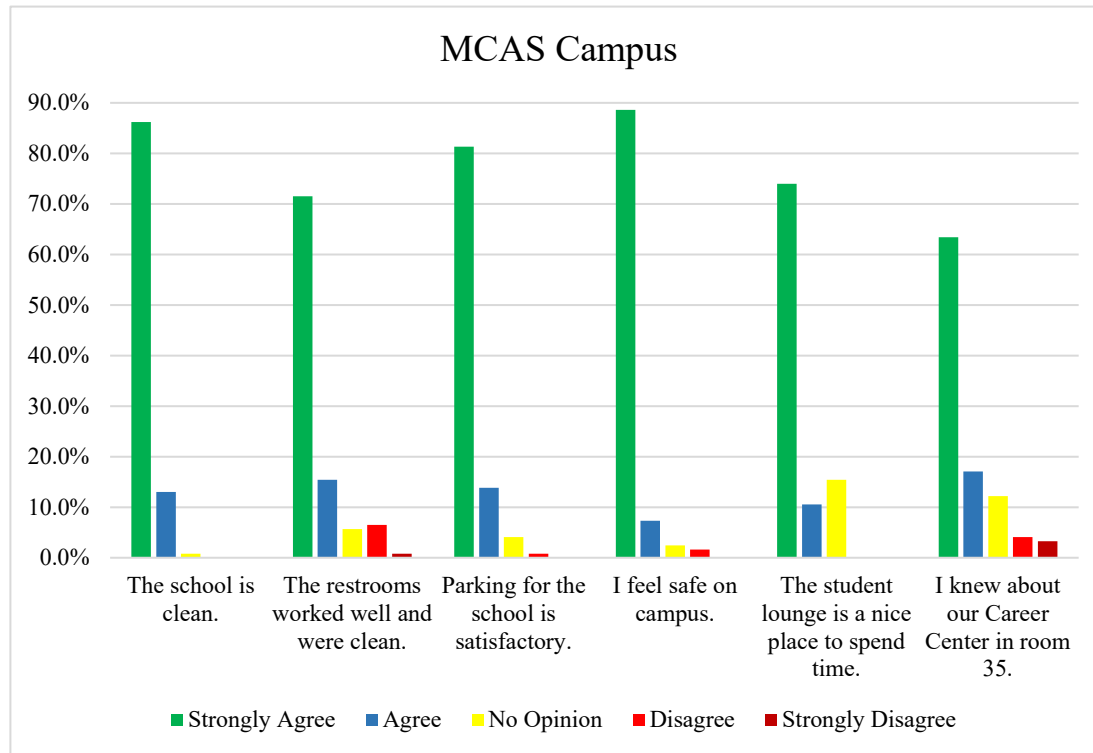
The safety and cleanliness of the campus are paramount to MCAS operations.

This survey reveals that MCAS needs to improve in the areas of its rest rooms and student lounge, and that we need to do a better job with the Career Center. However, the student lounge was closed for much of the school year due to the pandemic. Also, MCAS lost its Job Developer at the end of the 2020-21 school year. The lack of personnel and the pandemic meant the Career Center hours of operation were not consistent. But MCAS does not make excuses here, and will make efforts to improve these aspects of the campus.

Table 55 – Student Satisfaction Survey Responses: Campus and Facilities

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
The school is clean.	86.2%	13.0%	0.8%	0.0%	0.0%	100.0%
The restrooms worked well and were clean.	71.5%	15.4%	5.7%	6.5%	0.8%	100.0%
Parking for the school is satisfactory.	81.3%	13.8%	4.1%	0.8%	0.0%	100.0%
I feel safe on campus.	88.6%	7.3%	2.4%	1.6%	0.0%	100.0%
The student lounge is a nice place to spend time.	74.0%	10.6%	15.4%	0.0%	0.0%	100.0%
I knew about our Career Center in room 35.	63.4%	17.1%	12.2%	4.1%	3.3%	100.0%

Chart 7 – Student Satisfaction Survey Responses: Campus and Facilities



## Student Services

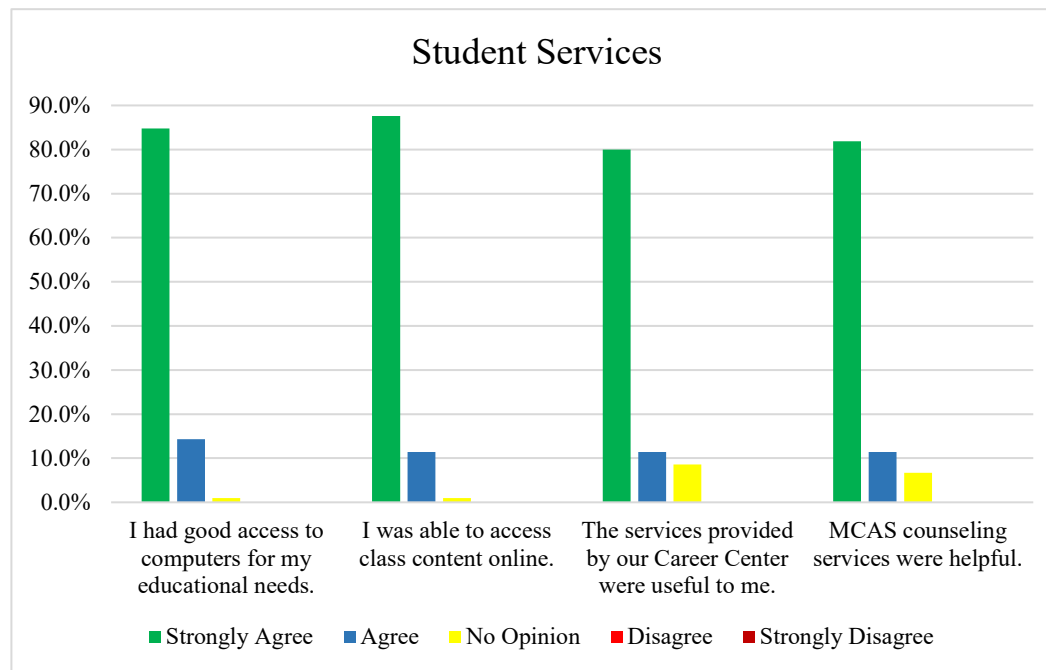
It is clear from the survey that MCAS students have access to technology with both devices and online curriculum. 99% of students “Strongly Agree” or “Agree” with statements regarding technology.

The other two responses regarding the Career Center and access to counseling are affected by external factors somewhat out of staff control. The issues with the Career Center around staffing and the pandemic were discussed previously. In terms of access to counseling, ESL students always interact with an ESL Coordinator, but do not always interact with a counselor. Thus, nearly 7% of students answered “No Opinion” when asked about access to a counselor.

Table 56 – Student Satisfaction Survey Responses: Campus Services

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
I had good access to computers for my educational needs.	84.8%	14.3%	1.0%	0.0%	0.0%	100.0%
I was able to access class content online.	87.6%	11.4%	1.0%	0.0%	0.0%	100.0%
The services provided by our Career Center were useful to me.	80.0%	11.4%	8.6%	0.0%	0.0%	100.0%
MCAS counseling services were helpful.	81.9%	11.4%	6.7%	0.0%	0.0%	100.0%

Chart 8 – Student Satisfaction Survey Responses: Campus Services



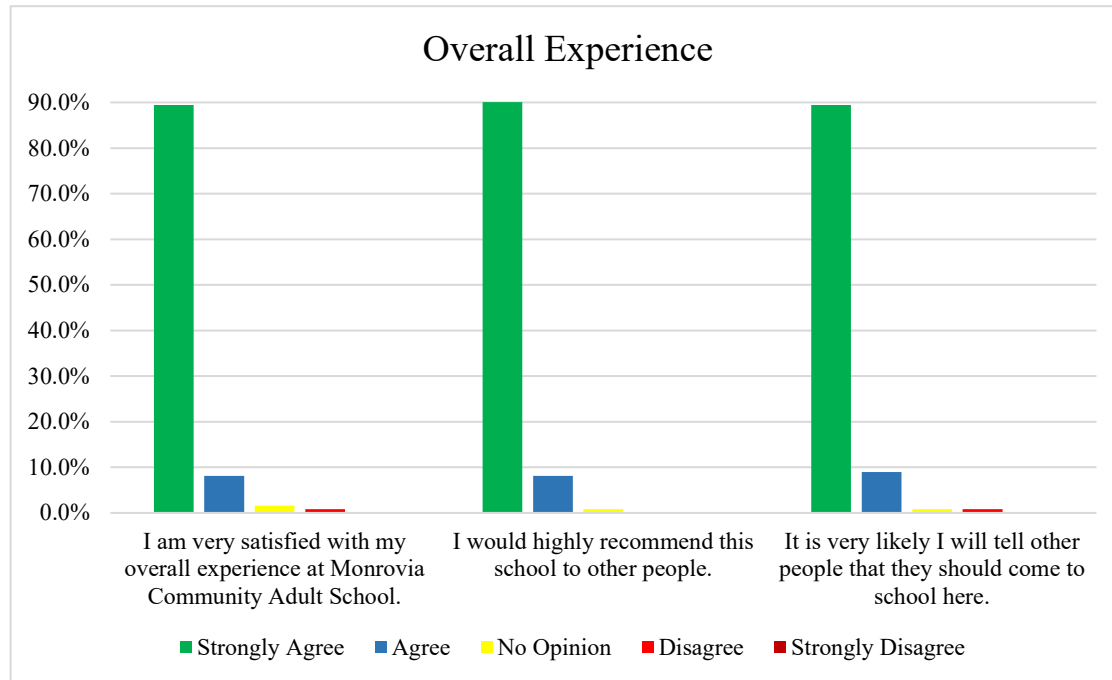
### Overall Satisfaction with the School

Overall satisfaction with MCAS is very good. Nearly 90% of respondents “Strongly Agree” about overall Satisfaction with the school and recommending the school to others. Only approximately 2% of respondents did not “Strongly Agree” or “Agree” about the school being a good experience.

Table 57 – Student Satisfaction Survey Responses: Overall Satisfaction with the School

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Total
I am very satisfied with my overall experience at Monrovia Community Adult School.	89.4%	8.1%	1.6%	0.8%	0.0%	100.0%
I would highly recommend this school to other people.	91.1%	8.1%	0.8%	0.0%	0.0%	100.0%
It is very likely I will tell other people that they should come to school here.	89.4%	8.9%	0.8%	0.8%	0.0%	100.0%

Chart 8 – Student Satisfaction Survey Responses: Overall Satisfaction with the School





Various Comments from the MCAS Student Satisfaction Survey

Table 58 – Comments from Classroom/My Instructor

Amazing! Miss D really prepared us for our state exam!
Ms. D is the best teacher that anyone could ever ask for! She cares about her students so much and helped me grow as an individual and as well allow me to get started on my future!!! THANK YOU
Very high quality professional training program
the teacher was very positive and understanding with the students
I really enjoyed coming into this class with Ms D, she is an amazing teacher and makes learning enjoyable.
My teacher was amazing and made this experience easy and fun. i feel confident to work in the field because of her.
miss d was an awesome teacher absolutely love her
it is a very good class to take. My teacher was great and very helpful.
Mr. Ross is an outstanding teacher!
Mrs. E was a great teacher and I a glad that I had her to teach me,
My teacher is very approachable and really does her best to accommodate everyone's needs
Mrs. E knows how to engage with her students to make the learning process more simple.
The switch from in-person instruction to online was difficult, and I don't feel like I was as connected to the class material.
My teacher was great!!!!
I really learned a lot in this class and Mrs. Escutia always there to help us in anything we need and answer all of our questions
Love Mrs.E
I loved, and enjoyed my time learning about being a medical assistant for front/back office. I've learned a lot more than expected and more people should start applying to this program.
Great instructor!!
My teacher is very patient and helpful with us she really takes her time to teach us one by one
MS.DOLAN IS THE BEST TEACHER!
My teacher was awesome and really cared about the success of her students. students
Mr Ross had a lot to do with it made it fun had us laughing and obviously made us learn I'm so thankful for him
It was a great class!
Excellent teacher and experience and wonderful classmates.
Loved our Teacher and my whole group
It was wonderful experience ever.. I was happy.

Table 59 – Comments from Registration

MCAS is very much helpful and provides all of the help you may need !
Very professional support
Very helpful and nice
It was a smooth process
Eric was very helpful when I registered and when I met Mrs. Macchia for the first time, she was very welcoming and it felt like she was genuinely happy to have me in the class.
It was easy to sign up for a class. if you are lost they will definitely help you here just ask for help.
Everyone helpful
Everyone is very helpful
Ms. Luna was always helpful since She was my counselor

Table 60 – Comments from Overall

Mrs. D did very well teaching in an unusual environment due to pandemic restrictions.
Helpful and useful
I had a great time learning in here
Overall a good experience to go back to school as an adult
if it wasn't for this school i wouldn't have finished, they encouraged me and made me feel like i can accomplish anything
Everyone at this school has been helpful and has helped me to stay up to date and informed with information that I may need. I've really enjoyed my time here and I am a bit sadden that my time here is ending. I enjoy coming in everyday for class.
Amazing
i absolutely love my teacher my class and my experience
more people should know about this school, but i feel like their can be some landscape changes, or refurbishing
Mrs. Escutia is a fantastic teacher and I am confident in her experience that she shares. When the class changed to online, my focus and connection struggled with the lack of face time and the discussion element of the class we had before the switch.
I have told others about this school because I have had a great experience.
I've had good experience
love Mrs. E
Natalie, Mr. Ross and Mr. Woo were wonderful and so helpful.
Thank you y all
I wish the school can do some construction changes, more programs and more teachers
Everything was great! I appreciate everyone !!
Overall this was a great experience.
I'm so happy for this program. Thank you very much for make my dream come true
After 48 years continue my education, I'm very happy with my decision to go back to school. thank you
I did not expect the quality of my teacher and class and the course. Wonderful
People is everything. I was lucky.