

## **Independent Monitor’s 2024-25 End-of-Year Outcome Progress**

### Introduction

This report provides an update on progress associated with seven of the 13 data-based outcomes that the District must meet within the three-year compliance period (2025-2028). Although the report is intended to show progress on baselines established in the Independent Monitor’s (IM’s) Action Plan, which examined the 2023–24 school year, it is important to note that many of the reform efforts in the District’s Implementation Plan have not yet been initiated or implemented. However, while the District has not yet begun implementing its Plan, it did engage in many efforts during the 2024–25 school that had a positive impact. These efforts raised awareness of problem areas and goals, which likely resulted in improved performance in some areas, and will aid the District as it prepares for Plan implementation.

To measure performance and progress of outcomes, we reviewed 2024–25 end-of-year (EOY) data from a variety of sources including, but not limited to, the student information system (SIS), also referred to as Q; the Special Education Information System referred to as SEIS, and site-level sources such as suspension notice forms, on-campus intervention (OCI) room forms and sign-in sheets, behavior emergency reports (BERs), and emergency incident report (EIR) forms.

This report examines outcomes where data were available to measure progress. For six outcomes, data may have been available but were not examined due to the likelihood that meaningful change in practice had not occurred, primarily because the finalization of IM’s Action Plan and District’s Implementation Plan occurred later in the 2024–25 school year. For example, data for Outcome 5, Compliance with Suspension Procedures and Checklist, would not have been collected because the checklist has not yet been approved. For Outcomes 12a, 12b, and 12c, it is unlikely that school Individualized Education Program (IEP) teams were aware or instructed to increase behavior support plans or behavior intervention plans (BIPs). The lack of data or limited implementation of action items will also be noted during this 2025–26 school year, and it is expected that the full effect of the reform efforts will be observed in the second year of implementation, coinciding with the 2026–27 school year.

To determine if disproportionate representation exists with special education identification for different racial/ethnic groups, three measures were used to calculate disproportionality: composition index, relative risk, and relative risk ratio.

The composition index (CI) is a basic measure to indicate whether over- or underrepresentation is present. It refers to the proportion of a group with the same characteristics, such as demographics, within a population.

Office of the Independent Monitor  
*C.B. v. Moreno Valley Unified School District*  
October 14, 2025

The risk or relative risk is a within-group comparison that identifies the risk or odds that students within that racial/ethnic group will be identified for special education.

The last measure used is the relative risk ratio, which compares the risk of one student group to the risk of all other student groups. This measure best shows the extent and impact of disparities between racial/ethnic groups experiencing an outcome—in this case, a special education identification. For a more precise view of disproportionate overrepresentation, risk ratios are reported to two decimal places.

The Action Plan considers risk ratios of 2.0 and over as indicative of disproportionate overrepresentation and risk ratios of 3.0 and over as being significantly disproportionate. Risk ratios are determined by dividing the risk of the target group (e.g., Black SWDs) by the risk of the comparison group (e.g., all other non-Black SWDs) for a specific event (e.g., suspension), as shown below:

<p>Risk of Target Group:</p> $\frac{\text{\# of Black SWDs suspended}}{\text{\# of Black SWDs enrolled}} \times 100$ <hr/> <p>Risk of Comparison Group:</p> $\frac{\text{\# of all other non-Black SWDs suspended}}{\text{\# of all other non-Black SWDs enrolled}} \times 100$
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**Outcome #1: Reduction in Disciplinary Removals—Out-of-School Suspensions for SWDs and Black SWDs**

By June 30, 2028, the District will reduce the rate of out-of-school suspensions for SWDs and Black SWDs to the state average of 3.2% or lower.

This outcome aims to reduce the number of students with disabilities (SWDs) and Black SWDs who are subjected to an out-of-school suspension (OSS). These disciplinary removals require students to not attend school, resulting in loss of instructional time and access to their special education supports and related services.

As Table 1.1 shows, during the 2024–25 school year, a total of 957 OSS events occurred, wherein 728 disparate students (both general and special education) received at least one OSS. Overall, a reduction in the use of OSS was noted when compared to the 2023–24 school year, during which 1,019 students received OSS and 1,465 OSS events occurred. This is a reduction of 291 (28.6%) students removed from school at least once and a decrease in OSS events by 508, or 34.7%.

During the 2024–25 school year, about one in four (26.4%, n=192) OSS events was issued to an SWD, which constitutes about 30% of the total events (n=282). During the 2023–24 school year, 235 SWDs were issued an OSS, showing a decrease of 43 students, or reduction of 18.3%. In addition, OSS events decreased by 27.9% (from 391 in the 2023–24 school year to 282 in the 2024–25 school year). Similar reductions were noted for Black SWDs, with 15 fewer students being issued OSS (a decrease of 18.8%) between the 2023–24 (n=80) and 2024–25 (n=65) school years.

In contrast, a total of 536 disparate general education students were issued OSS at least once, representing a total of 675 events. When compared to the 2023–24 school year, this is a decrease of 248 students who received at least one OSS, or 31.6%, and an overall reduction of OSS events for general education students of 399, or 37.2% (1,074 events in 2023–24 compared to 675 in 2024–25).

The District is to be commended for the overall reductions in suspensions, including those of SWDs and Black SWDs. The overall reductions in one-time OSSs and overall events are considerable, indicating less reliance on OSS for disciplining all students, including SWDs and Black SWDs, and show positive trends in site-level practices.

Office of the Independent Monitor  
*C.B. v. Moreno Valley Unified School District*  
 October 14, 2025

**Table 1.1**

Distribution of Out-of-School Suspensions for the Population and by Disability Status and Race/Ethnicity

	Combined Suspensions				General Education				Special Education			
	Students		Events		Students		Events		Students		Events	
Race/ Ethnicity	n	%	n	%	n	%	n	%	n	%	n	%
Black	263	36.1	345	36.1	198	36.9	254	37.6	65	33.9	91	32.3
Hispanic	397	54.5	524	54.8	295	55.0	370	54.8	102	53.1	154	54.6
White	45	6.2	63	6.6	25	4.7	32	4.7	20	10.4	31	11.0
Other	23	3.2	25	2.6	18	3.4	19	2.8	5	2.6	6	2.1
Total	728	100	957	100	536	100	675	100	192	100	282	100
	(%)				73.6		70.5		26.4		29.5	

Data Source: Q-3\_OOSDataWithSPEDIndicators\_06132025  
 Not in OSS Master\_9-29-25

Table 1.2 shows the composition index, risk index, and risk ratio of SWDs who were suspended at least once. These measures are used to examine whether disparities or disproportionality exists between groups, such as general education and special education students, as well as among racial/ethnic groups.

During the 2024–25 school year, SWDs made up 26.4% (composition index) of all one-time OSSs. This represents a risk of 3.6% and risk ratio of 1.93. The risk of SWDs being issued OSS is approaching the 3.2% threshold for meeting part of Outcome 1. Black SWDs had a composition index of 33.9%, meaning they made up one-third of SWDs who received at least one OSS. Their risk was 8.0%, indicating that 8 out of 100 Black SWDs are likely to experience an OSS, and their risk ratio was 2.89, which constitutes disproportionate overrepresentation when compared to all other non-Black SWDs.

When compared to the 2023–24 baseline performance, SWDs saw a decrease in risk from 4.8% to 3.6% (25%). Conversely, the risk of general education students decreased from 2.7% to 1.8%. When comparing the risk of general education students to that of SWDs, the risk ratio increased from 1.64 to 1.93. This increase is attributed to the higher levels of reductions of OSS for general education students than for SWDs. It is important to note that this example highlights the rationale used for developing outcomes and focusing on reductions in the risk of a student group versus risk ratios.

Although the risk of Black SWDs (8.0%) continues to considerably exceed the target of 3.2%, a decrease in risk of 16.7% was observed since the 2023–24 school year (9.6%). When compared to the risk of all other non-Black special education students, Black SWDs were 2.89 times more likely to receive at least one OSS, consistent with disproportionate overrepresentation. The risk ratio is similar to the Black SWD risk ratio found during the

2023–24 school year (2.83). This is likely due to similar or proportionate reductions observed for all student groups, resulting in disproportionality levels remaining relatively the same.

**Table 1.2**

Students with Disabilities and Out-of-School Suspension—Composition Index, Risk Index, and Risk Ratio by Race/Ethnicity

	Total	Black	Hispanic	White	Other
Enrollment	5,376	810	3,915	379	272
(%)	100	15.07	72.82	7.06	5.06
OSS	192	65	102	20	5
Composition Index (%)	26.4	33.9	53.1	10.4	2.6
Risk (%)	3.6	8.0	2.6	5.3	1.8
Risk Ratio	1.93	2.89	0.42	1.53	0.5

Data Source: Q-3\_OOSDataWithSPEDIndicators\_06132025  
 Not in OSS Master\_9-29-25

Overall, the District has demonstrated progress and positive trends in reducing the use of out-of-school disciplinary removals. Reductions have occurred for all student groups, which indicates that school administrators are applying alternative disciplinary actions similarly for all students. However, the persistent high risk levels for Black SWDs are indicative of explicit and implicit biases that require remediation through trainings and monitoring efforts that aim to ensure more equitable practices, such as suspension checklists.

***Outcome #2: Reduction in Disciplinary Removals—In-School Suspensions for SWDs and Black SWDs***

By June 30, 2028, the District will reduce the rate of in-school suspensions for SWDs and Black SWDs to the state average of 3.2% or lower.

Outcome 2 is designed to reduce the use of in-school suspensions (ISSs) for SWDs and Black SWDs to a rate consistent with the state’s ISS average of 3.2% or lower. As Table 1.3 shows, during the 2024–25 school year, 1,637 students were issued an ISS at least once, representing a total of 2,938 ISS events. The overall use of ISS remained constant from the 2023–24 school year, in which 1,712 SWDs were issued at least one in-school removal, representing a total of 2,921 ISS events.

SWDs constituted 24.3% of students issued at least one ISS and 28.7% of all events. A total of 398 SWDs were issued at least one ISS, representing 844 events. When compared to the 2023–24 school year, there was a slight decrease (2.0%) in the number of students who experienced an ISS (n=406 in 2023–24 vs. n=398 in 2024–25). However, the number of SWDs who experienced more than one ISS increased from 780 (2023–24) to 844 (2024–25).

Office of the Independent Monitor  
*C.B. v. Moreno Valley Unified School District*  
 October 14, 2025

The additional 64 ISSs issued represent an increase of 8.2%. The increase in events may be due to school administrators electing to issue ISSs and maintain SWDs in school rather than using out-of-school removal.

**Table 1.3**

Distribution of In-School Suspensions for the Population and by Disability Status and Race/Ethnicity

Race/ Ethnicity	Combined Suspensions				General Education				Special Education			
	Students		Events		Students		Events		Students		Events	
	n	%	n	%	n	%	n	%	n	%	n	%
Black	461	28.2	954	32.5	347	28.0	663	31.7	114	28.6	291	34.5
Hispanic	1007	61.5	1690	57.5	764	61.7	1213	57.9	243	61.1	477	56.5
White	101	6.2	187	6.4	72	5.8	127	6.1	29	7.3	60	7.1
Other	68	4.2	107	3.6	56	4.5	91	4.3	12	3.0	16	1.9
Total	1637	100	2938	100	1239	100	2094	100	398	100	844	100
	(%)				75.7		71.3		24.3		28.7	

Data Source:ISS\_Combined\_9-20-25

Composition index, risk index, and risk ratios were calculated to examine whether disparities exist between student groups based on disability status and race/ethnicity. SWDs made up 24.3% of all students issued at least one ISS, a risk of 7.4% (Table 1.4). This is consistent with the risk found during the 2023–24 school year (7.6%) and continues to exceed the 3.2% target threshold for meeting part of Outcome 2.

The number of Black SWDs issued at least one ISS (n=114) remained relatively stable compared to the previous school year (n=118). However, an increase of 14.1% was noted in the number of ISS events for Black SWDs (n=291 in 2024–25 vs. n=255 in 2023–24).

Black SWDs demonstrated similar composition index, risk index, and risk ratios when compared to the previous school year. This student group represented 28.6% of all SWDs issued at least one ISS, compared to 29.1% during the 2023–24 school year. The risk or rate of suspension continues to exceed the 3.2% state average and the target for meeting this outcome (14.1% in 2024–25 vs. 14.2% in 2023–24). Similarly, the risk ratios remained constant and continue to be indicative of disproportionate overrepresentation (2.26 in 2024–25 vs. 2.24 in 2023–24).

**Table 1.4**

Students with Disabilities In-School Suspension—Composition Index, Risk Index, and Risk Ratio by Race/Ethnicity

	Total	Black	Hispanic	White	Other
Enrollment	5,376	810	3,915	379	272
(%)	100	15.07	72.82	7.06	5.06
ISS	398	114	243	29	12
Composition Index (%)	24.3	28.6	61.1	7.3	3.0
Risk (%)	7.4	14.1	6.2	7.7	4.4
Risk Ratio	1.73	2.26	0.59	1.04	0.58

Data Source:ISS\_Combined\_9-20-25

The use of ISS remained relatively constant compared to the 2023–24 baselines, with notable exceptions for increases in ISS events observed for SWDs and Black SWDs. These increases may be attributed to school administrators’ reliance on ISS over OSS for SWDs and Black SWDs and suggest that the impact of disability and recognition of disability-related behaviors are not being factored in the decision-making process. The suspension checklist should help guide administrators in making equitable decisions when disciplining SWDs and Black SWDs, as it requires administrators to consider other means of corrections, disability and disability-related behaviors, and students’ IEP documents to ensure students’ behaviors are being supported.

**Outcome #4: Accurate Reporting of Disciplinary Removals**

By June 30, 2028, the District will accurately report 98% of all OSS into the SIS, including maintaining corresponding documentation such as suspension notice forms and suspension checklists signed by parents/guardians, for all SWDs who are subjected to an out-of-school removal.

To measure the accuracy of suspension data, site-level documents (i.e., suspension notice forms) were compared to the discipline information maintained in the SIS. According to our analysis, 728 students were issued OSS across the general and special education population; however, 553 suspension notice forms for individual events were produced, meaning that schools failed to reproduce 175 or about one in four (24.0%) suspension notice forms. In addition, of the 675 OSS events for general education students reported, 392 suspension notice forms were produced (58.7%). Similarly, 57.1% (161 out of 282) of SWD suspension notice forms were collected.

Conversely, an additional 59 suspension notice forms (events) for 51 students were provided that did not match the suspensions maintained in the EOY OSS file (Table 3.1). These additional 6.2% of events and 7.0% of students were not reported during the 2024–25 school

Office of the Independent Monitor  
*C.B. v. Moreno Valley Unified School District*  
 October 14, 2025

year, indicating an underreporting of OSS. The District has reported that suspension notice forms are directly produced through data entered into the SIS; however, these forms, which do not correspond to SIS data, are evidence that school officials use nonstandard procedures for documenting and maintaining disciplinary removals.

Because many of the suspension notice forms were not provided, the extent of the underrepresentation of suspensions and their true impacts are unclear. These discrepancies should decrease with the implementation of the IM’s requirement to collect suspension notice forms and suspension checklists on a monthly basis, which will enable ongoing monitoring and remediation of discrepant data.

Table 1.5 shows the distribution of the number of suspension forms that were not reported in the master EOY file, presenting students and OSS events by disability status and race/ethnicity. This is likely an underestimation of unreported school removals.

**Table 1.5**  
 Distribution of Out-of-School Suspensions Not in Master File for the Population and by Disability Status and Race/Ethnicity

Race/ Ethnicity	Combined Suspensions				General Education				Special Education			
	Students		Events		Students		Events		Students		Events	
	n	%	n	%	n	%	n	%	n	%	n	%
Black	23	45.1	25	42.4	20	46.5	21	44.7	3	37.5	4	33.3
Hispanic	24	47.1	30	50.8	20	46.5	23	48.9	4	50.0	7	58.3
White	3	5.9	3	5.1	3	7.0	3	6.4	0	0.0	0	0.0
Other	1	2.0	1	1.7	0	0.0	0	0.0	1	12.5	1	8.3
Total	51	100	59	100	43	100	47	100	8	100	12	100
	(%)				84.3		79.7		15.7		20.3	

Data Source: Not in OSS Master\_9-29-25

There are more forms for documenting in-school removals than out-of-school removals, and these forms vary in structure and content. For this analysis, only forms containing sufficient information indicating that a student had received an ISS were used. The term “school uploads” refers to various documents, including suspension notice forms, site-level sign-in sheets, and documents used in the OCI rooms.

Table 1.6 shows the number of in-school removals reported within the EOY ISS master file and removals found in school uploads that were not reported in the SIS. A total of 401 ISSs were found in site-level documentation that were not maintained within the SIS. This

Office of the Independent Monitor  
*C.B. v. Moreno Valley Unified School District*  
 October 14, 2025

represents an additional 15.8% of ISS events across the District; however, this is likely an underestimation. Also note that documentation practices vary among schools.

The second half of the table shows the number of suspension notices collected and the number of events found that were provided as part of the school uploads but were not in the master EOY ISS file. Of the 2,537 ISSs reported within the SIS, only 198 or 7.8% of the events had a corresponding suspension notice form. Of these, 50 suspension notice forms were not reported in the EOY ISS master file.

These data discrepancies are of concern but should be addressed once the District completes the action items related to the development of its ISS program framework, as well as the policies and procedures for documentation and maintenance of these data. In addition, the IM’s monitoring efforts will require schools to produce all relevant documents to determine whether data are accurately entered.

**Table 1.6**  
*Number and Percentage of Reported In-School Suspensions by Data Source and Disability Status*

Source	Events Reported		General Education		Special Education	
	n	%	n	%	n	%
ISS Master	2,537	86.4	1,800	86.0	737	87.3
School Uploads	401	13.6	294	14.0	107	12.7
Total	2,938	100	2,094	100	844	100
<i>Number of Suspension Notice Forms Received and Those Not in ISS Master File by Disability Status</i>						
Suspension Notices Received	198	100	136	68.7	62	31.3
Not in ISS Master	50	25.3	25	12.6	25	12.6

Accuracy of suspension data, particularly for in-school removals, requires remediation supported by revised policies and procedures that require schools to engage in uniform practices. Accurate data on SWDs removed both out-of-school and in-school are critical for determining progress with Outcome 3, which requires schools to hold IEP meetings for the purposes of reviewing and adding behavioral and mental health supports for students who experience two or more removals (either OSS or ISS) or are removed for six or more days.

**Outcome #6: Reduction in Law Enforcement Referrals, Including SROs—SWDs and Black SWDs**

By June 30, 2028, the District will reduce the rate of law enforcement referrals for SWDs and Black SWDs to 1.2% or lower.

The District demonstrated considerable progress in lowering law enforcement referrals for all students. During the 2023–24 school year, 321 students were referred to law enforcement, representing 362 events. During the 2024–25 school year, 201 students were referred to law enforcement, constituting a reduction of 120 students, or 37.3% (Table 1.7). The number of events decreased by 137 events to 225 (a 37.8% reduction).

General education student law enforcement referrals saw notable decreases from 223 in 2023–24 to 158 in 2024–25 (a 29.1% reduction), and events decreased from 236 to 180, or by 23.6%.

This outcome requires that SWDs and Black SWDs demonstrate law enforcement referrals at a rate of 1.2% or less. During the 2024–25 school year, 43 students experienced a law enforcement referral, representing 45 events. SWDs made up approximately one-fifth (21.4%) of law enforcement referrals.

Compared to the 2023–24 school year, this reflects a considerable decrease (56%) in the number of SWDs referred to law enforcement officials (n=43 in 2024–25 vs. n=98 in 2023–24). Similarly, the number of events for SWDs decreased by 81 events or 64% (n=45 in 2024–25 vs. n=126 in 2023–24). These reductions are to be commended and show considerable progress in reducing law enforcement referrals.

**Table 1.7**

Law Enforcement Referrals for the Population by Disability Status and Race/Ethnicity

	Combined Referrals				General Education				Special Education			
	Students		Events		Students		Events		Students		Events	
Ethnicity	n	%	n	%	n	%	n	%	n	%	n	%
Black	72	35.8	87	38.7	55	34.8	68	37.8	17	39.5	19	42.2
Hispanic	114	56.7	123	54.7	94	59.5	103	57.2	20	46.5	20	44.4
White	6	3.0	6	2.7	5	3.2	5	2.8	1	2.3	1	2.2
Other	9	4.5	9	4.0	4	2.5	4	2.2	5	11.6	5	11.1
Total	201	100	225	100	158	100	180	100	43	100	45	100
	(%)				78.6		80.0		21.4		20.0	

Table 1.8 examines disparities in law enforcement referrals between student groups by disability status and by race/ethnicity. SWDs made up 21.4% of all law enforcement referrals and demonstrate a risk of 0.8% which is below the target threshold of 1.2%. This means the District is currently meeting the target for the overall SWD population.

The second target addresses the risk of Black SWDs, who constitute 39.5% of all law enforcement referrals made for SWDs. The risk of Black SWDs experiencing a law

enforcement referral is 2.1%, which continues to exceed the 1.2% target. When compared to the risk of 5.1% found during the 2023–24 baseline year, this is a decrease of 58.8%. This is considerable and commendable progress. Due to reductions in law enforcement referrals noted across all subgroups, the risk ratio continues to be consistent with significant disproportionality; however, the Black SWD risk ratio did drop from the baseline year (3.69 in 2024–25 vs. 4.11 in 2023–24).

**Table 1.8**

Law Enforcement Referrals of Students with Disabilities—Composition Index, Risk Index, and Risk Ratio by Race/Ethnicity

	Total	Black	Hispanic	White	Other
Enrollment	5,376	810	3,915	379	272
(%)	100	15.1	72.8	7.1	5.1
LE referral	43	17	20	1	5
Composition Index (%)	21.4	39.5	46.5	2.3	11.6
Risk (%)	0.8	2.1	0.5	0.3	1.8
Risk Ratio	1.3	3.69	0.32	0.31	2.47

**Outcome #7: Accurate Reporting of Law Enforcement Referrals, Including SROs**

By June 30, 2028, the District will accurately report 98% of all referrals and interventions/outcomes (searches, restraints, removals) to law enforcement, including SROs, into the SIS or other agreed upon tracking mechanism.

Various data sources were used to capture law enforcement referrals. The primary source was the file produced at the central office level, labeled Q8\_09-02-2025. This file, which contained 84 events, was the foundational source for identifying unique referral events for this analysis. As noted in previous sections, schools uploaded a variety of documents that included suspension notice forms, incident reports, and BERs that document when students are physical restrained, including the use of mechanical restraints or handcuffs.

Other data sources include the emergency incident report (EIR), a restraint master file (compiled from various sources provided), and a file of BER forms provided by central office staff (not by schools).

Table 1.9 shows the number of law enforcement referral events found in each data source. The District reported 84 total events within the SIS system; however, it is important to note that this file was submitted multiple times due to a lack of information, particularly for students who were subjected to an arrest. The first column shows the total number of events reported in each data source; subsequent columns identify the unique events found within that source. To ensure events were not counted more than once, this analysis used only events that did not show up in other sources, particularly the Q8 file submitted by central office staff.

The analysis resulted in an additional 141 events, or a 167% increase in events that were not reported in the file produced using data maintained in the SIS. These findings are concerning and are evidence of a lack of a centralized system for recording law enforcement referrals. In addition, it is concerning that there does not appear to be a designated department or individual overseeing these data. However, the District will address these systemic shortcomings as it implements its Plan, which includes the revision of policies and procedures to guide school administrators in documenting and maintaining these data. The new contract with the Riverside Sheriff’s Department includes data-sharing requirements, which should also improve accuracy.

**Table 1.9**  
 Distribution of Law Enforcement Referrals Reported by Data Source

Source	Total Events Reported		Total Unique Events		Unique Gen Ed		Unique SPED	
	n	%	n	%	n	%	n	%
Q8_09-02-2025	84	100	84	37.3	74	41.1	10	22.2
School Upload	115	100	94	41.8	76	42.2	18	40.0
EIR	49	100	42	18.7	29	16.1	13	28.9
Restraint Master	5	100	3	1.3	1	0.6	2	4.4
Q-6_MVUSD BERs	3	100	2	0.9	0	0.0	2	4.4
Total	256	100	225	100	180	80.0	45	20.0

**Outcome #9: Reduction of Restraints of SWDs**

By June 30, 2028, the District will reduce the rate of restraints for SWDs to 0.2% or lower.

During the 2024–25 school year, 91 students were subjected to a physical restraint, constituting a total of 182 events. During the 2023–24 baseline year, 101 students were restrained, with a total of 149 events. This means that, despite a decrease in the number of students restrained (n=10 fewer students) seen during the past school year, restraint events increased by 22.1% (n=33 events (Table 1.10)). This means that more students were likely to experience multiple restraint events compared to the baseline year.

For general education students, the number of students who experienced a restraint decreased by 19.2% (n=10 fewer students or from n=52 to n=42), and the number of events stayed relatively the same (55 events in 2024–25 vs. 53 events in 2023–24). The total number of SWDs who experienced a restraint in 2024–25 (n=49) was similar to the 2023–24 baseline year (n=53), whereas the number of events increased by 32.3%, or 31 events (127 events in 2024–25 vs. 96 events in 2023–24).

Office of the Independent Monitor  
*C.B. v. Moreno Valley Unified School District*  
 October 14, 2025

**Table 1.10**  
 Distribution of Restraints for the Population by Disability Status and Race/Ethnicity

	Combined				General Education				Special Education			
	Students		Events		Students		Events		Students		Events	
Race/Ethnicity	n	%	n	%	n	%	n	%	n	%	n	%
Black	32	35.2	48	26.4	16	38.1	19	34.5	16	32.7	29	22.8
Hispanic	48	52.7	106	58.2	21	50.0	28	50.9	27	55.1	78	61.4
White	6	6.6	11	6.0	2	4.8	2	3.6	4	8.2	9	7.1
Other	5	5.5	17	9.3	3	7.1	6	10.9	2	4.1	11	8.7
Total	91	100	182	100	42	100	55	100	49	100	127	100
				(%)		46.2		30.2		53.9		69.8

The outcome requires the risk of SWDs who experience a restraint to be reduced to 0.2% or less. During the 2024–25 school year, no progress was observed; the risk remained at 0.9% (Table 1.11), owing to the same number of students who experienced a restraint (n=49) and the relatively stable population of SWDs. However, the reduction in general education students who were restrained resulted in an increase in the risk ratio of SWDs, from 5.17 (2023–24) to 6.30 (2024–25). This constitutes significant disproportionality.

Black SWDs saw a 20% decrease in the number of students who were restrained (4 students), reducing the risk from 2.4% (2023–24) to 2.0% (2024–25). Although the risk ratio of Black SWDs also decreased from 3.78 to 2.73, it still constitutes disproportionate overrepresentation.

**Table 1.11**  
 Restraints of SWDs—Composition Index, Risk Index, and Risk Ratio by Race/Ethnicity

SWDs	Total	Black	Hispanic	White	Other
Enrollment	5,376	810	3,915	379	272
(%)	100	15.1	72.8	7.1	5.1
Restraints	49	16	27	4	2
Composition Index (%)	53.8	32.7	55.1	8.2	4.1
Risk (%)	0.9	2.0	0.7	1.1	0.7
Risk Ratio	6.30	2.73	0.46	1.17	0.8

The overall use of restraints decreased for all students, which can likely be attributed to the reduction in law enforcement referrals. While this is positive, some SWDs differ from their general education counterparts in that restraints may be implemented for disability-related behaviors. The data continue to indicate that some SWDs experience multiple restraint events, which may be indicative of a lack of special education supports within their IEPs or a lack of staff training on deescalating and responding to disability behaviors. The District has identified training and other efforts to address these challenges, which should produce positive results. In addition, Outcome 10 requires IEPs to be held for students who are

restrained, which should also help IEP teams focus on adding supports and services to reduce restraints.

**Outcome #11. Accurate Reporting of Restraints for SWDs**

By June 30, 2028, the District will accurately report 98% of all restraints using the behavior emergency report in the student information system, including maintaining original hard-copy forms signed and dated by parents/guardians and by the principal or designee, for all SWDs who are subjected to a restraint, including those carried out by CSOs and SROs.

An area of concern is the restraint data documentation and maintenance practices. For this analysis, restraint data were obtained from multiple sources, including centrally generated SIS reports, Q-6 MVUSD BERs, EIRs, and the Q-8 law enforcement file. Schools also provided BER forms in their school uploads that were not included in the central office-generated BER file. It is important to note that schools continue to use various versions of BER forms, including the one enabled by the incident report function within the SIS.

Table 1.12 shows the number of unique events reported by source, meaning these represent unduplicated events only. These data show that the District continues to lack a central and uniform mechanism for collecting and maintaining restraint data. This issue should improve as the District implements its Plan, including the revision of its policies and procedures in this area.

**Table 1.12**  
 Number and Percentage of Physical Restraints by Data Source

Source	Events Reported		General Education		Special Education	
	n	%	n	%	n	%
Q-6 MVUSD BERs	81	44.5	11	13.6	70	86.4
School Uploads	74	40.7	17	23.0	57	77.0
EIR	15	8.2	13	86.7	2	13.3
Q-8 Law Enforcement	10	5.5	10	100	0	0.0
BER Form	1	0.5	0	0.0	1	100
Seclusion	1	0.5	0	0.0	1	100
Total	182	100	51	28.0	131	72.0

Accuracy of restraint data requires remediation supported by revised policies and procedures that require schools to engage in uniform practices. Accurate data maintained by central office staff as well as site-level administrators will be critical to ensure SWDs who have been restrained have IEPs held within five school days to review the behavioral and mental health supports on students' IEPs. Moreover, this information should also be used to identify staff and schools that need additional support and training to staff.

## Summary

The District is to be commended for making strides in lowering the use of disciplinary removals and law enforcement referrals. The positive data trends noted are indicative of changes in practices at the site-level when considering and issuing disciplinary actions to student misconduct. It is my hope and expectation that with the implementation of the Action items specified in the District's Plan, further progress will be observed. It is important that schools continue to shift the mindset of using disciplinary measures, including law enforcement referrals, to supporting SWDs behavioral needs through additional accommodations and services within their IEPs. Moreover, training for better understanding disability-related behaviors, as well as explicit and implicit biases, should also contribute to positive results. Lastly, I want to stress the importance of developing, adopting and implementing sound policies and procedures in these areas that clearly outline the expectation for the field in the decision-making process for issuing disciplinary actions, supporting SWDs within the IEP process, as well as data collection and maintenance.

The following outcomes will be monitored and reported on during the 2025-26 school year.

### ***Outcome #3: Increase in Behavioral and Mental Health Supports, Services, and Assessments for SWDs Subjected to Disciplinary Removals***

By June 30, 2028, the District will hold an IEP meeting for 95% of all SWDs who are subjected to two or more OSS or ISS removals, or when such removals reach six or more cumulative days, to consider increasing or adding behavioral and mental health supports, services, and assessments, such as behavior intervention plans (BIPs), counseling services, and functional behavioral assessments (FBAs).

### ***Outcome #5: Compliance with Suspension Procedures and Checklist***

By June 30, 2028, the District will demonstrate 95% compliance with the elements of the suspension checklist.

### ***Outcome #8: Reduction in Campus Security Officer Referrals (TBD)***

Using end-of-year 2025–2026 CSO referral data, the IM will establish a baseline and propose an outcome aimed to reduce CSO referrals and interactions, including searches, restraints, and removals, to be met by June 30, 2028.

### ***Outcome #10: Timely Completion of IEPs for SWDs Subjected to a Restraint***

The District will schedule an IEP meeting within two days and hold it within five school days for 98% of all SWDs who are subjected to a restraint, including those carried out by CSOs and SROs, to consider increasing or adding behavioral supports, services, and assessments, such as behavior intervention plans (BIPs) and functional behavioral assessments (FBAs).

***Outcome #12a: IEP Team Consideration of Special Factors—Behavioral Interventions, Strategies, and Supports for Students with Autism***

By June 30, 2028, the percentage of students with autism, whose behavior impedes learning, with a behavior support plan or behavior intervention plan will increase to 85%.

***Outcome #12b: IEP Team Consideration of Special Factors—Behavioral Interventions, Strategies, and Supports for Students with an Emotional Disability***

By June 30, 2028, the percentage of students with an emotional disability, whose behavior impedes learning, with a behavior support plan or behavior intervention plan will increase to 95%.

***Outcome #12c: IEP Team Consideration of Special Factors—Behavioral Interventions, Strategies, and Supports for Students with Specific Learning Disabilities and Other Health Impairments***

By June 30, 2028, the percentage of students with specific learning disabilities and other health impairments, whose behavior impedes learning, with a behavior support plan or behavior intervention plan will increase to 85%.

***Outcome #13a: Increased Implementation of Positive Behavioral Interventions and Supports—Schools***

By June 30, 2028, the percentage of schools implementing the District-approved PBIS program will increase to 90%.

***Outcome #13b: Increased Implementation of Positive Behavioral Interventions and Supports—Staff***

By June 30, 2028, the percentage of school personnel, including administrators, teachers, and other related personnel as defined in the District's framework, implementing the District-approved PBIS program will increase to 85%.