



TITLE IX

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT ANNUAL TITLE IX AND SEXUAL HARASSMENT COMPLIANCE REPORT

EDUCATION CODE §66282.1

REPORTING PERIOD

January 1, 2025 – June 30, 2026

PREPARED BY:

Office of Human Resources and Title IX
Campus Safety & Human Resources Investigations Unit

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I. EXECUTIVE SUMMARY

This report is submitted pursuant to California Education Code Section 66282.1 and summarizes the district's efforts to prevent, investigate, respond to, and eliminate sexual harassment and sex discrimination throughout all District campuses.

The purpose of this report is to:

- Promote transparency
- Measure institutional effectiveness
- Demonstrate compliance
- Improve accountability
- Reduce risk
- Improve campus safety investigations
- Identify trends
- Support Board oversight



II. DISTRICT VALUES

The Shasta-Tehama-Trinity Joint Community College District is committed to maintaining an educational and employment environment grounded in **equity, safety, fairness, respect, and accountability**. These values guide the District's Title IX and civil rights compliance efforts.

DISTRICT VALUES



Equal Opportunity



Zero Tolerance



Safe Learning Environments



Prompt Investigations



Due Process



Supportive Measures



Confidentiality



Continuous Improvement



III. LEGAL & REGULATORY FRAMEWORK

The District's Title IX program operates within a framework of federal and state laws, regulations, District policies, administrative procedures, and civil rights guidance. The following authorities guide the District's prevention, reporting, investigation, resolution, training, and annual reporting responsibilities:

1  Education Code § 66282.1 Requires annual reporting to the California Community Colleges Chancellor's Office on prevention efforts, complaint data, timelines, outcomes, and institutional compliance. The report must also be presented publicly to the governing board and posted on the District website.	2  Title IX of the Education Amendments of 1972 Prohibits sex discrimination in education programs and activities receiving federal financial assistance. Protects students, employees, applicants, and participants from sex-based misconduct and unequal treatment.	3  34 C.F.R. Part 106 Provides the federal procedural framework for Title IX, including intake, supportive measures, investigations, notice requirements, evidence review, appeals, training, and recordkeeping.	4  California Code of Regulations Establishes additional state-level requirements related to nondiscrimination, equal employment opportunity, student rights, employee protections, and institutional compliance responsibilities.
5  District Board Policies Set the District's governing expectations for equal opportunity, nondiscrimination, harassment prevention, retaliation protections, due process, and accountability.	6  Administrative Procedures Translate Board Policies into operational practices for complaint intake, assessment, investigation, resolution, appeals, timelines, documentation, and record retention.	7  OCR Guidance Office for Civil Rights guidance helps inform institutional practices, training, prevention strategies, investigative standards, and compliance expectations under federal civil rights law.	8  Civil Rights Requirements Support the District's commitment to fair, equitable, and consistent protection against discrimination, harassment, retaliation, and unequal treatment across all programs and activities.

BOARD OF TRUSTEES



IV. BOARD OVERSIGHT RESPONSIBILITIES

The Governing Board provides strategic oversight of the District's Title IX and civil rights compliance efforts through:



POLICY ADOPTION

Establishes and reviews District policies.



OVERSIGHT

Monitors Title IX and civil rights compliance.



RESOURCE ALLOCATION

Provides staffing, technology, and funding.



TRAINING

Supports role-specific education and training.



COMPLIANCE

Ensures legal requirements are met.



ANNUAL REPORTING

Reviews and publicly receives the annual report.



PUBLIC TRANSPARENCY

Makes required information publicly available.

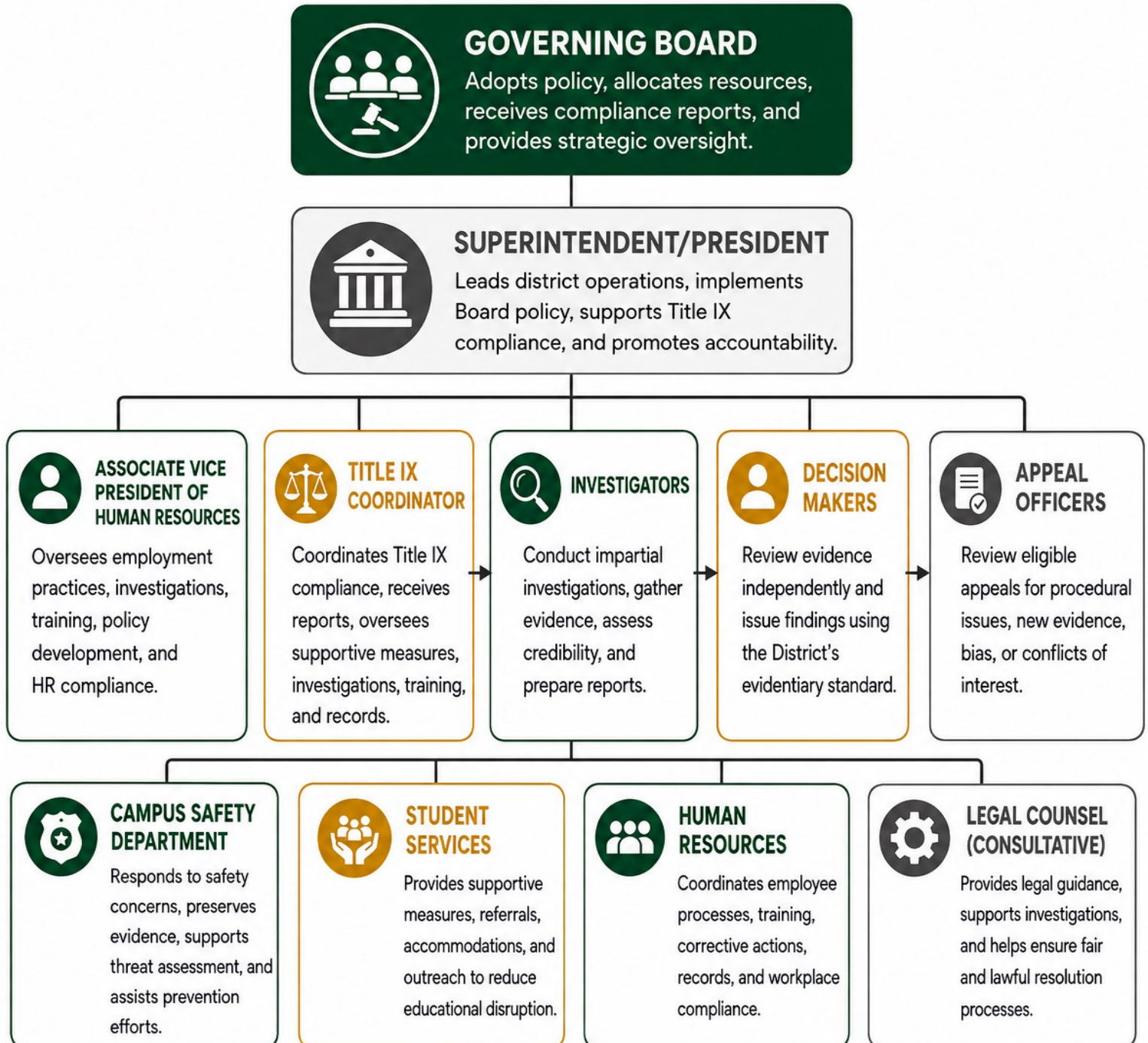


CONTINUOUS MONITORING

Uses data to strengthen effectiveness.

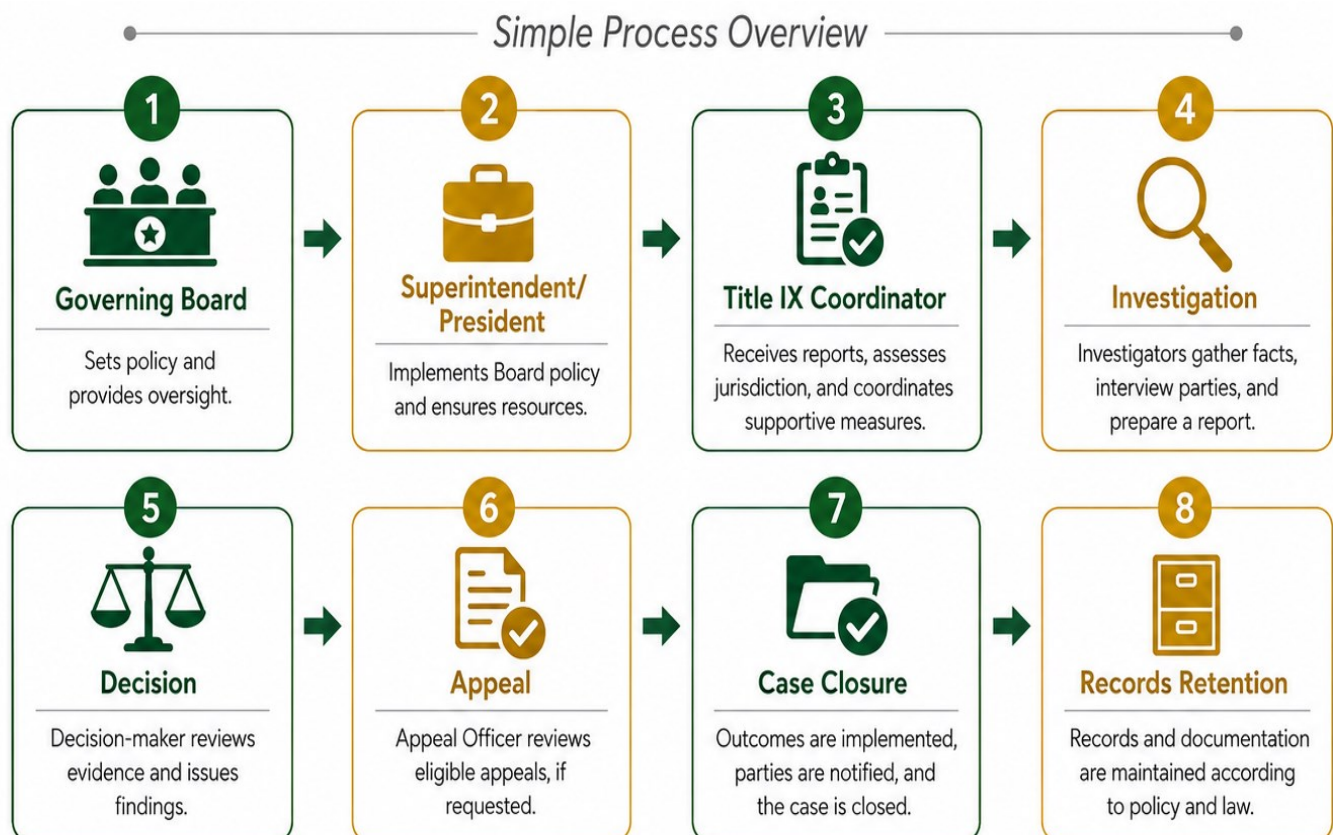
V. ORGANIZATIONAL STRUCTURE

The District's organizational structure establishes clear roles and responsibilities for administering its Title IX and civil rights compliance program. Through coordinated leadership, designated compliance personnel, and collaboration among District departments, the structure supports effective prevention, reporting, investigation, supportive measures, training, and ongoing compliance monitoring.





VI. INVESTIGATION METHODOLOGY



The Shasta-Tehama-Trinity Joint Community College District is committed to administering fair, equitable, thorough, and impartial investigations into allegations of discrimination, harassment, sexual misconduct, retaliation, and other violations of District policy. The district's investigative methodology is designed to ensure compliance with applicable federal and state laws while protecting the rights of complainants, respondents, witnesses, and the institution. Investigations are conducted using standardized investigative practices that emphasize objectivity, procedural fairness, timely resolution, comprehensive evidence gathering, and consistent application of District policies and Administrative Procedures. Throughout every stage of the investigative process, the district strives to preserve equal educational and employment opportunities, maintain institutional integrity, and promote confidence in the complaint resolution process.

Complaint Intake

○The investigative process begins when the district receives information alleging conduct that may constitute discrimination, harassment, retaliation, sexual misconduct, or another violation of District policy. Reports may be received from students, employees, applicants, responsible employees, third parties, anonymous sources, Campus Safety, or external agencies through a variety of reporting mechanisms established by the district. Upon receipt of a report, the appropriate District official, typically the Title IX Coordinator or designated administrator, promptly documents the allegation, acknowledges receipt when appropriate, and initiates an initial review of the reported information. During the intake process, the district seeks to gather sufficient preliminary information to understand the nature of the allegations, identify the individuals involved, assess immediate safety concerns, determine whether supportive measures may be necessary, and evaluate the appropriate administrative response. The district encourages prompt reporting and maintains procedures that allow reports to be submitted without fear of retaliation.

Assessment

○Following complaint intake, the district conducts an initial assessment to determine the nature of the reported conduct and identify the appropriate administrative response. This assessment is not intended to determine responsibility but rather to evaluate available information, determine whether the allegations fall within the scope of applicable District policies or Title IX, assess immediate health or safety concerns, consider supportive measures, identify potential conflicts of interest, and determine whether additional information is necessary before proceeding. During this phase, the district also evaluates whether emergency actions or interim administrative measures are warranted to preserve campus safety, protect educational access, or maintain the integrity of the investigative process. The assessment establishes the foundation for determining how the matter will proceed while ensuring that no conclusions regarding policy violations are reached before a complete investigation is conducted.

Jurisdiction

○Before initiating a formal investigation, the district evaluates whether it possesses jurisdiction under applicable federal law, California law, and District policies. Jurisdictional analysis includes consideration of whether the alleged conduct occurred within a District education program or activity, whether the respondent is subject to District authority, whether the allegations fall within the definitions established by applicable policies, and whether another District procedure more appropriately governs the matter. The district also evaluates whether parallel administrative, criminal, or regulatory proceedings exist that may affect the timing or coordination of the investigation. If Title IX jurisdiction is not established, the district may nevertheless proceed under other Board Policies, Administrative Procedures, employee conduct policies, student conduct procedures, or other applicable administrative processes to ensure that reported misconduct is appropriately addressed.

Supportive Measures	○Consistent with District policy and applicable law, supportive measures are considered throughout the investigative process to preserve equal access to educational programs and employment opportunities while protecting the rights of all parties. Supportive measures are individualized, reasonably available, non-disciplinary, and non-punitive services designed to minimize disruption, address safety concerns, and reduce the potential for continued harm during the investigation. Such measures may include academic adjustments, workplace accommodations, counseling referrals, no-contact directives, schedule modifications, safety planning, or other appropriate services based upon the circumstances of each case. Supportive measures are evaluated continuously and modified whenever necessary to address changing circumstances while maintaining fairness and neutrality throughout the investigative process.
Formal Complaint	○When appropriate under applicable District procedures, the district may initiate a formal complaint process following completion of the initial assessment. A formal complaint identifies the alleged policy violations, the parties involved, and the administrative process through which the allegations will be resolved. Appropriate written notice is provided to the parties describing the allegations, applicable policies, procedural rights, available supportive measures, the opportunity to present evidence, and the prohibition against retaliation. Initiation of a formal complaint does not constitute a finding that misconduct occurred but rather signifies the district's determination that sufficient information exists to warrant a formal administrative investigation.
Investigation	○The investigation represents the district's formal fact-finding process and is conducted by a trained investigator who is expected to remain impartial, objective, and free from conflicts of interest. The investigator develops an investigative plan, identifies relevant witnesses, gathers documentary and physical evidence, reviews electronic communications, evaluates institutional records, and obtains any other reasonably necessary information to determine the relevant facts. Throughout the investigation, the investigator applies consistent investigative methodologies, documents investigative activities, and ensures that both complainants and respondents have meaningful opportunities to present information relevant to the allegations. Investigations are conducted as promptly as reasonably possible while ensuring completeness, fairness, and compliance with applicable legal requirements.
Evidence Collection	○Evidence collection is conducted using systematic investigative practices intended to develop a complete and reliable factual record. Relevant evidence may include written statements, correspondence, electronic communications, photographs, videos, surveillance recordings, personnel records, student records, training documentation, policy documents, social media communications, access records, physical evidence, and any other information reasonably related to the allegations. The investigator evaluates the relevance, authenticity, reliability, and probative value of all evidence while excluding information that is legally protected or otherwise not appropriate for consideration under applicable law or District policy. Evidence is preserved in accordance with District record-management procedures to ensure investigative integrity throughout the complaint-resolution process.

Interviews	Interviews constitute one of the most significant components of the investigative process and are conducted with complainants, respondents, witnesses, subject-matter experts, supervisors, and other individuals possessing relevant information. Interviews are designed to obtain complete factual accounts, clarify conflicting information, identify additional evidence, and develop a comprehensive understanding of the circumstances surrounding the allegations. Investigators utilize structured interviewing techniques that promote consistency, professionalism, and procedural fairness while allowing everyone an opportunity to provide relevant information. Interview summaries are carefully documented and incorporated into the investigative record to support objective evaluation of the evidence.
Evidence Review	Following completion of evidence collection and witness interviews, the investigator conducts a comprehensive review of all relevant information obtained during the investigation. Evidence is analyzed collectively rather than in isolation, with consideration given to consistency, corroboration, credibility, documentary support, reliability, and relevance. Where conflicting evidence exists, investigators evaluate the totality of the evidence and document the basis for factual findings without relying upon speculation, assumptions, stereotypes, or personal opinions. This systematic review ensures that investigative conclusions are based upon objective evidence and consistent application of District policies.
Draft Investigative Report	Upon completion of the investigative analysis, the investigator prepares a comprehensive draft investigative report summarizing the allegations, investigative procedures, relevant evidence, witness interviews, factual findings, credibility assessments where appropriate, and applicable policy analysis. The draft report is intended to accurately summarize the evidence gathered during the investigation without reaching conclusions unsupported by the investigative record. Where required by District procedures or applicable law, parties may be provided an opportunity to review and respond to portions of the investigative evidence prior to finalization of the report. Any responses received are carefully evaluated and incorporated into the investigative record where appropriate.
Final Investigative Report	Following consideration of all relevant evidence and any permitted responses to the draft report, the investigator prepares a final investigative report. The final report provides a complete and objective summary of the investigation, including the allegations investigated, investigative methodology, evidence considered, witness summaries, factual findings, credibility determinations where appropriate, policy analysis, and conclusions supported by the evidence. The report does not serve as disciplinary action but rather provides the designated decision-maker with a comprehensive evidentiary record upon which administrative determinations may be based. Final investigative reports are prepared using standardized report-writing practices intended to promote consistency, clarity, legal sufficiency, and institutional accountability.

Decision-Maker	○Following completion of the investigation, the final investigative report is forwarded to the designated decision-maker consistent with District policy. The decision-maker independently reviews the investigative record, evaluates the evidence presented, applies the applicable evidentiary standard established by District procedures, and determines whether District policy has been violated. The decision-maker does not conduct the investigation and is expected to remain impartial throughout the decision-making process. Written determinations identify the policy provisions considered, summarize the rationale supporting the decision, and specify any administrative actions or sanctions imposed consistently with applicable District procedures.
Hearing	○When required by applicable law or District procedure, the district conducts a hearing before a qualified decision-maker or hearing officer following completion of the investigation. The hearing process provides an opportunity for consideration of the investigative record in accordance with procedural requirements established by applicable regulations and District procedures. Hearings are conducted in a manner that protects fairness, preserves due process, and promotes respectful participation by all parties. The decision-maker considers the evidence presented during the investigative process and issues a written determination following completion of the hearing.
Appeal	○The district provides parties with the opportunity to appeal eligible determinations on grounds established by applicable District procedures. Appeals are reviewed by an independent appeal officer who was not involved in the original investigation or decision-making process. Appeal review is generally limited to issues such as procedural irregularities, newly discovered evidence, conflicts of interest, bias, or other grounds specifically authorized by District policy. The appeal officer reviews the investigative record, evaluates the issues presented, and issues a written decision affirming, modifying, remanding, or reversing the original determination as appropriate under District procedures.
Case Closure	○A case is considered administratively closed upon completion of all required investigative, adjudicative, and appellate processes, or when the district determines that no further administrative action is warranted under applicable policy. Prior to closure, the district verifies that all required notices have been provided, supportive measures have been evaluated, corrective actions have been implemented where appropriate, and all required documentation has been completed. Case closure signifies the conclusion of the administrative process but does not prevent the district from taking additional action should new information become available or future concerns arise.
Record Retention	○The district maintains investigative records in accordance with applicable federal regulations, California law, District record-retention schedules, and Board Policies governing the preservation of official records. Investigative files typically include complaints, notices, correspondence, evidence, interview documentation, investigative reports, hearing records, appeal determinations, supportive-measure documentation, and related administrative records. Records are maintained in secure systems with access restricted to individuals who possess a legitimate educational, administrative, or legal need to know. Proper record retention supports institutional accountability, facilitates future compliance reviews and audits, preserves the integrity of investigative proceedings, and demonstrates the district's ongoing commitment to transparency, legal compliance, and responsible records management.



VII. UNDERSTANDING THE STATISTICAL REPORTING CATEGORIES

The statistical information presented throughout this report reflects the various stages of the district's response to allegations of sexual harassment and sex discrimination. While the categories of **Sexual Harassment Reports**, **Formal Title IX Complaints**, **Hearings**, and **Appeals** are closely related, each represents a distinct phase within the district's complaint resolution process and serves a separate reporting purpose under California Education Code Section 66282.1. As a result, the statistical totals reported within each category should not be expected to correspond directly, as they measure different procedural milestones rather than the same population of cases.

The **Sexual Harassment Reports** section reflects the total number of reports received by the district alleging conduct that may constitute sexual harassment or other prohibited sex-based misconduct. Reports may be received from students, employees, responsible employees, supervisors, Campus Safety personnel, third parties, anonymous sources, or other established reporting mechanisms. Receipt of a report does not necessarily mean that a formal complaint has been filed, that the allegations fall within the District's Title IX jurisdiction, or that a formal investigation will occur. Every report received by the district is documented, assessed for jurisdiction and immediate safety concerns, evaluated for appropriate supportive measures, and reviewed to determine the appropriate administrative response in accordance with applicable law and District procedures.

The **Formal Title IX Complaints** section reflects those matters that advance beyond the initial reporting stage and proceed through the district's formal complaint resolution process. These complaints have undergone an initial assessment by the Title IX Coordinator or designated administrator and have been determined to warrant formal processing under the District's Title IX Administrative Procedures or other applicable nondiscrimination

procedures. This section includes statistical information regarding complaints involving students or employees, anonymous or third-party reports, complaints that were withdrawn or dismissed, and those that remained pending at the conclusion of the reporting period.

The **Hearings** section reflects those formal complaints that progressed to a hearing or other adjudicative process as required by applicable law or District procedures. Not every formal complaint results in a hearing. Some matters may be resolved through informal resolution, voluntary withdrawal, dismissal based on jurisdiction or procedural requirements, or other administrative means authorized by District policy. Hearing statistics provide the Governing Board with information regarding the number of cases that require formal adjudication and demonstrate the District's commitment to providing a fair, impartial, and procedurally sound decision-making process.

The **Appeals** section reflects those cases in which an eligible party exercised the right to seek review of a final determination in accordance with District policy and applicable law. Appeals represent the final stage of the district's administrative complaint resolution process and are limited to the grounds established by District Administrative Procedures, such as procedural irregularities, newly discovered evidence, conflicts of interest, bias, or other authorized bases for review. Because only a limited number of cases meet the criteria for appeal, and because many parties elect not to exercise appellate rights, the number of appeals is typically substantially lower than the number of formal complaints or hearings.

Accordingly, the statistical information contained within this report should be viewed as representing the progressive stages of the district's comprehensive complaint resolution process rather than a series of matching numerical totals. A single sexual harassment report may not result in a formal complaint; a formal complaint may not proceed to a hearing; and a hearing decision may never be appealed. Conversely, some reports may be resolved through supportive measures, informal resolution, referral to another District policy, or a determination that the allegations fall outside the jurisdiction of Title IX while remaining subject to other District administrative procedures.

VIII. REPORTING DATA

Shasta-Tehama-Trinity Joint Community College District (District) consists of five campuses, including:

- Community Leadership Center (CLC) located at 1401 California Street, Redding, CA
- Health Sciences and University Center (HSUC) Downtown Campus located at 1400 Market St, Redding, CA 96002
- Intermountain Campus (Burney Campus) located at 37581 Mountain View Road, Burney, CA 96013
- Main Redding Campus located at 11555 Old Oregon Trail, Redding, CA 96003
- Tehama Campus located at 770 Diamond Avenue, Red Bluff, CA 96080

Each campus is committed to preventing and effectively responding to sexual harassment as defined by California Education Code Section 212.5. The District addresses reports and complaints of alleged sexual harassment under BP 3430 - Prohibition of Harassment, AP 3430 - Prohibition of Harassment, BP 3433 - Prohibition of Sexual Harassment Under Title IX, AP 3433 - Prohibition of Sexual Harassment Under Title IX, AP 3434 - Responding to Harassment Under Title IX, AP 3435 - Discrimination and Harassment Complaints and Investigations, BP 3540 - Sexual and Other Assaults on Campus, AP 3540 - Sexual and Other Assaults on Campus and in Campus Programs.

Pursuant to California Education Code Section 66282.1, each California Community College district is required to publish an annual report detailing specific data related to its efforts to prevent and address sex discrimination. This report includes:

- Number of sexual harassment reports and complaints received
- Actual timelines for institutional responses
- Process outcomes
- Names of any personnel who are exempt from reporting requirements

The data in this report represents the period of January 1, 2025 through June 30, 2026. Statistics reflect the status of each report or complaint as of June 30, 2026, and are separated into topical sections with each campus represented alphabetically.

SEXUAL HARASSMENT REPORTS AND COMPLAINTS

For purposes of this report, sexual harassment includes Title IX Sexual Harassment (quid pro quo, hostile environment, sexual assault, dating violence, domestic violence, and stalking) and sexual harassment as defined by California Education Code (which includes sexual violence, rape, sexual battery, and sexual exploitation).

A report is any report received by the District alleging sexual harassment, whether made verbally, in writing, by email, through a complaint form, or through another reporting channel, even if no official investigation has been commenced.

Sexual Harassment Reports and Complaints from January 1, 2025 through June 30, 2026

Campus	Reports Received	Complaints Received	Complaints Under Investigation
Community Leadership Center (CLC)	0	0	0
Health Sciences and University Center (HSUC) Downtown Campus	1	1	0
Intermountain Campus (Burney Campus)	0	0	0
Main Redding Campus	14	9	1
Tehama Campus	0	0	0

SEXUAL HARASSMENT COMPLAINT DISMISSAL APPEALS

The District may dismiss a sexual harassment complaint if it does not meet the requirements for investigation specified in District policy. Both complainants and respondents may appeal a decision to dismiss a sexual harassment complaint. An appeal decision-maker for a dismissal of a sexual harassment complaint may either uphold the original dismissal decision or reinstate the complaint, thus overturning the original dismissal decision.

Sexual Harassment Complaint Dismissal Appeals

Campus	Total Dismissals	Dismissals Appealed	Dismissals Upheld	Complaints Reinstated
Community Leadership Center (CLC)	0	0	0	0
Health Sciences and University Center (HSUC) Downtown Campus	0	0	0	0
Intermountain Campus (Burney Campus)	0	0	0	0
Main Redding Campus	5	0	0	0
Tehama Campus	0	0	0	0

SEXUAL HARASSMENT INVESTIGATIONS

The District fairly and objectively investigates sexual harassment complaints. If a student complainant requests confidentiality when reporting sexual harassment, or that no investigation or disciplinary action be pursued to address alleged sexual harassment, the District takes the request seriously, while at the same time considering its responsibility to provide a safe and nondiscriminatory environment for all students, including for the complainant. The District shall normally grant the request when possible.

An official investigation commences upon notice of the investigation to all involved parties. Data included in the following Figure does not account for formal complaints resolved prior to the completion of a final investigative report.

Length of Time to Commence an Official Investigation After Complaint Received

Campus	Less than 2 Weeks	2-4 Weeks	1-3 Months	3-6 Months	6-12 Months	12-18 Months	Greater than 18 Months
Community Leadership Center (CLC)	0	0	0	0	0	0	0
Health Sciences and University Center (HSUC) Downtown Campus	1	0	0	0	0	0	0
Intermountain Campus (Burney Campus)	0	0	0	0	0	0	0
Main Redding Campus	7	1	1	0	0	0	0
Tehama Campus	0	0	0	0	0	0	0

Investigations involve interviews with the parties and any relevant witnesses, as well as collecting any additional available relevant evidence. Upon completion of the investigation, investigators compile a final investigative report. An investigation is complete upon finalization of the investigative report. Factors that contribute to the length of an investigation include, but are not limited to, party and witness availability and responsiveness, number of parties and witnesses, allegation complexity, and concurrent law enforcement or other agency investigations.

Length of Time to Complete Each Investigation

Campus	Less than 6 Months	6-12 Months	12-18 Months	Greater than 18 Months
Community Leadership Center (CLC)	0	0	0	0
Health Sciences and University Center (HSUC) Downtown Campus	1	0	0	0
Intermountain Campus (Burney Campus)	0	0	0	0
Main Redding Campus	9	0	0	0
Tehama Campus	0	0	0	0

SEXUAL HARASSMENT HEARINGS

Sexual harassment complaints may be resolved through Informal Resolution, a Hearing, or other means (e.g., dismissal, complaint withdrawal, referral to another process) as determined by District policy and parties' requests.

Sexual Harassment Complaint Resolution Processes and Hearing Outcome Statuses

Campus	Informal Resolutions	Complaints Resolved without Informal Resolution or Hearing	Total Hearings	Determination Reached	Determination Pending
Community Leadership Center (CLC)	0	0	0	0	0

Campus	Informal Resolutions	Complaints Resolved without Informal Resolution or Hearing	Total Hearings	Determination Reached	Determination Pending
Health Sciences and University Center (HSUC) Downtown Campus	0	0	0	0	0
Intermountain Campus (Burney Campus)	0	0	0	0	0
Main Redding Campus	0	0	1	1	0
Tehama Campus	0	0	0	0	0

SEXUAL HARASSMENT HEARING OUTCOME APPEALS

Any party may appeal the District's determination regarding responsibility for sexual harassment. Employee Respondents may also appeal a determination pursuant to a collective bargaining agreement or statutory appeal process (Education Code Sections 87669, 88013, and 88124), as applicable.

Appeals Requested by Either a Complainant or Respondent

Campus	Total Appeals	Appeals Eligible for Consideration	Appeals Denied on Procedural Grounds	Appeals Granted on Substantive Grounds	Appeals Denied on Substantive Grounds
Community Leadership Center (CLC)	0	0	0	0	0
Health Sciences and University Center (HSUC) Downtown Campus	0	0	0	0	0
Intermountain Campus (Burney Campus)	0	0	0	0	0
Main Redding Campus	0	0	0	0	0
Tehama Campus	0	0	0	0	0

Outcomes of Granted Appeals

Campus	Investigation Reopened	Hearing Reopened	Initial Finding or Sanction Reversed	Initial Finding or Sanction Modified
Community Leadership Center (CLC)	0	0	0	0
Health Sciences and University Center (HSUC) Downtown Campus	0	0	0	0
Intermountain Campus (Burney Campus)	0	0	0	0
Main Redding Campus	0	0	0	0
Tehama Campus	0	0	0	0

Respondents Appealing Under a Collective Bargaining Agreement or Statutory Appeal Process (Education Code Sections 87669, 88013, and 88124)

Campus	Total Appeals	Appeals Eligible for Consideration	Appeals Denied on Procedural Grounds	Appeals Granted on Substantive Grounds	Appeals Denied on Substantive Grounds
Community Leadership Center (CLC)	0	0	0	0	0
Health Sciences and University Center (HSUC) Downtown Campus	0	0	0	0	0
Intermountain Campus (Burney Campus)	0	0	0	0	0
Main Redding Campus	0	0	0	0	0
Tehama Campus	0	0	0	0	0

Appeal Outcomes for Respondents Appealing Under a Collective Bargaining Agreement or Statutory Appeal Process (Education Code Sections 87669, 88013, and 88124)

Campus	Investigation Reopened	Hearing Reopened	Initial Finding or Sanction Reversed	Initial Finding or Sanction Modified
Community Leadership Center (CLC)	0	0	0	0
Health Sciences and University Center (HSUC) Downtown Campus	0	0	0	0
Intermountain Campus (Burney Campus)	0	0	0	0
Main Redding Campus	0	0	0	0
Tehama Campus	0	0	0	0

RESPONSIBLE EMPLOYEE EXEMPTIONS

A responsible employee is any employee who has the authority to take action to redress sexual harassment or provide supportive measures to students, or who has been given the duty of reporting incidents of sexual harassment to an appropriate District official who has that authority.

District Employees Exempt from Responsible Employee Reporting Requirements

Campus	Title	Department
Community Leadership Center (CLC)	None reported	
Health Sciences and University Center (HSUC) Downtown Campus	None reported	
Intermountain Campus (Burney Campus)	None reported	

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Campus	Title	Department
Main Redding Campus	Clinical Social Worker and Registered Nurse	Health and Wellness
Tehama Campus	None reported	



IX. EMPLOYEE COMPLIANCE

One of the fundamental components of the District's Title IX and civil rights compliance program is the designation and training of **Responsible Employees**. California Education Code Section 66282.1 requires community college districts to report information regarding Responsible Employees as part of the District's annual sexual harassment and Title IX compliance report because these employees serve as the institution's primary reporting network for allegations of sex discrimination, sexual harassment, sexual misconduct, retaliation, and other prohibited conduct. Under District Board Policies and Administrative Procedures, Responsible Employees are designated officials who, by virtue of their position or assigned responsibilities, are required to promptly notify the District's Title IX Coordinator when they become aware of conduct that may constitute a violation of District policy or applicable federal or state law. Their timely reporting enables the district to assess jurisdiction, implement supportive measures, evaluate potential safety concerns, preserve evidence when appropriate, and determine the appropriate administrative response. Responsible Employees do not investigate allegations or determine whether policy violations have occurred; rather, they ensure that reports are immediately referred to the appropriate District officials responsible for administering the complaint resolution process. Reporting Responsible Employee compliance to the Governing Board provides an important measure of the district's institutional readiness to identify and respond promptly to allegations of prohibited conduct, evaluate the effectiveness of mandatory training programs, and ensure that employees entrusted with these responsibilities understand and fulfill their legal and policy obligations. As such, Responsible Employee compliance serves as a key performance indicator demonstrating the District's commitment to maintaining a safe, equitable, and legally compliant educational and employment environment through early reporting,

consistent institutional response, and continuous organizational accountability.

Responsible Employee Classification	Number of Employees	Training Completed	Compliance Rate
Academic & Classified Administrators	137	127	93%
Campus Safety Officers	17	17	100%
Title IX Coordinator	1	1	100%
Residential Advisors	51	35	69%
Housing Directors	1	1	100%
Athletic Directors	1	1	100%
Coaches	42	14	33%
Faculty / Associate Faculty / Instructors	506	317	63%
Internship / Externship Coordinators	2	2	100%
Study Abroad Coordinators	N/A	N/A	N/A
District Total	758	515	68%



X. CONTINUOUS IMPROVEMENT PLAN

The Shasta-Tehama-Trinity Joint Community College District recognizes that an effective Title IX and civil rights compliance program requires ongoing evaluation and improvement. Through its Continuous Improvement Plan, the District assesses its policies, procedures, investigations, training, reporting systems, prevention efforts, and supportive measures. This structured approach helps the District identify opportunities for improvement, monitor performance, maintain compliance with applicable laws and District policies, and promote a campus culture grounded in safety, equity, accountability, and respect.

Goals

The District's goals are to strengthen legal compliance, improve the quality and timeliness of investigations, expand prevention and education efforts, increase access to supportive measures, and promote transparency and confidence in complaint-resolution processes. The District also seeks to improve coordination among responsible departments and ensure equal access to educational and employment opportunities.

Objectives

The District establishes measurable objectives focused on legal compliance, operational effectiveness, and service delivery. Key objectives include maintaining current policies and procedures, resolving complaints promptly, providing required training, standardizing investigative practices, improving interdepartmental coordination, strengthening data collection, expanding outreach, and evaluating the effectiveness of supportive measures.

Performance Measures

Program effectiveness is evaluated through measures such as complaint-response times, investigation completion timelines, compliance with required deadlines, implementation of supportive measures, training completion rates, policy reviews, corrective-action status, and annual reporting compliance. The District also

evaluates investigative quality, procedural consistency, prevention participation, and implementation of audit recommendations.

Responsible Departments

Continuous improvement requires collaboration throughout the District. The Governing Board provides strategic oversight, while the Superintendent/President ensures executive leadership and appropriate resources. Human Resources, the Title IX Coordinator, investigators, Student Services, Campus Safety, Information Technology, and District Legal Counsel support compliance, investigations, training, student and employee services, records management, prevention, and legal guidance within their respective areas.

Target Completion Dates

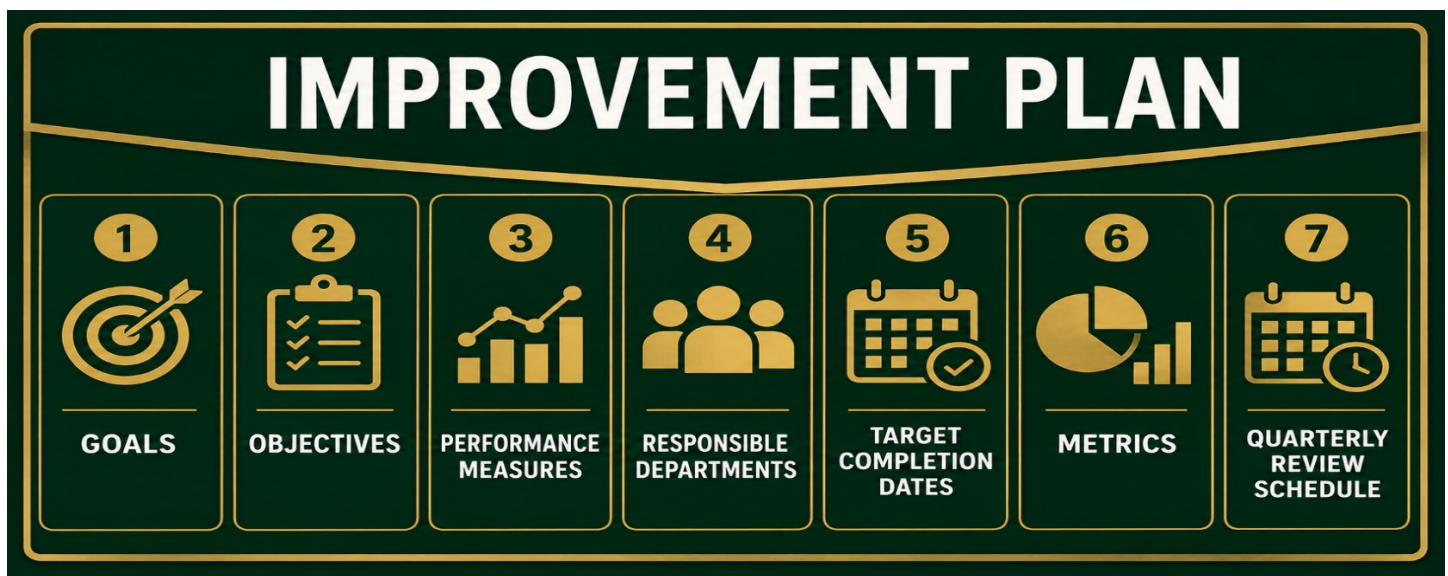
The District establishes target completion dates, responsible parties, and measurable milestones for significant compliance initiatives. Policies and procedures are reviewed annually or when legal changes require revision. Training, technology improvements, corrective actions, and operational recommendations are assigned documented timelines and monitored until completion.

Metrics

The District uses quantitative and qualitative metrics to evaluate program performance. These include complaint and investigation activity, case-processing times, supportive measures, hearings and appeals, training completion, policy revisions, corrective actions, repeat complaints, participant feedback, investigative quality, awareness of reporting resources, campus climate information, and institutional responsiveness.

Quarterly Review Schedule

The District conducts quarterly reviews of complaint activity, investigative timelines, supportive measures, training, policy implementation, corrective actions, legal developments, and institutional risks. Representatives from Human Resources, the Title IX Office, Campus Safety, and other appropriate departments review performance, identify challenges, and establish follow-up actions. Review findings are documented, incorporated into the annual compliance assessment, and summarized for the Governing Board as part of the Annual Title IX and Civil Rights Compliance Report.





XI. RECOMMENDATIONS TO THE GOVERNING BOARD

The Shasta-Tehama-Trinity Joint Community College District has made significant progress in strengthening its Title IX and civil rights compliance program during the current reporting period. Through continued evaluation of investigative practices, policy implementation, training initiatives, and organizational accountability, the district has demonstrated measurable improvements in the quality, consistency, timeliness, and professionalism of its response to complaints involving discrimination, harassment, retaliation, and other prohibited conduct. While the District has established a strong foundation for compliance, continuous improvement remains essential to ensuring that institutional practices evolve alongside changing legal requirements, emerging best practices, and the expectations of the campus community. Accordingly, the following recommendations are presented to the Governing Board to further strengthen the district's compliance program, improve organizational accountability, and reinforce public confidence in the integrity of the district's complaint resolution processes.

Dedicated Investigator Model

One of the most significant improvements realized during the current reporting period has been the district's decision to assign a dedicated investigator to oversee administrative investigations involving employee misconduct, Title IX matters, discrimination, harassment, retaliation, and other sensitive personnel complaints. This organizational change has substantially improved the consistency, professionalism, quality, and overall effectiveness of the district's investigative and accountability program.

The dedicated investigator model has also strengthened institutional accountability by ensuring that investigations are conducted independently of departmental management whenever appropriate, thereby reducing the potential for perceived conflicts of interest while reinforcing confidence in the fairness and integrity of investigative outcomes. The investigative process now incorporates standardized investigative protocols, uniform evidence reviews procedures, consistent application of District policies, comprehensive documentation practices, and objective analysis that supports informed administrative decision-making.

Dedicated Investigator Model Continued...

Additionally, assigning a dedicated investigator has significantly enhanced the quality of investigative reports presented to District leadership. Reports now include detailed factual findings, clearly articulated evidence summaries, objective credibility assessments, comprehensive policy analysis, well-supported conclusions, and actionable recommendations. This increased level of professionalism provides decision-makers with a complete evidentiary record upon which to base administrative decisions while reducing institutional risk and improving legal defensibility.

The district has also experienced improvements in communication with complainants, respondents, witnesses, supervisors, and legal counsel throughout the investigative process. Standardized investigative procedures have increased transparency regarding investigative expectations while promoting consistency in the application of District policies across all departments. These improvements have strengthened confidence in the district's ability to respond fairly, objectively, and professionally to reports of prohibited conduct.

As the District continues to mature its investigative program, it is recommended that the Governing Board continue supporting the dedicated investigator model as a long-term institutional best practice. Continued investment in professional investigative standards, specialized training, standardized reporting methodologies, and ongoing evaluation of investigative performance will further strengthen the district's commitment to fairness, accountability, and compliance.

Annual Campus Climate Assessments

The district should continue implementing annual campus climate assessments designed to evaluate employee and student perceptions regarding safety, reporting confidence, institutional fairness, awareness of available resources, and overall confidence in the district's complaint resolution process. Climate assessment data provides valuable information that cannot be obtained solely through complaint statistics and enables District leadership to identify emerging concerns before they develop into systemic issues. Survey results should be analyzed annually, incorporated into strategic planning initiatives, and utilized to strengthen prevention efforts, educational programming, and institutional communication.

Case Management Software

The district should continue developing and utilizing a comprehensive case management system capable of securely tracking complaints from initial intake through final resolution. A centralized case management platform should document investigative milestones, supportive measures, statutory deadlines, communications, evidence management, hearing outcomes, appeals, corrective actions, and reporting requirements. Enhanced case management capabilities will improve consistency, facilitate compliance monitoring, strengthen institutional documentation, and simplify preparation of annual compliance reports required under California Education Code Section 66282.1.

Quarterly Board Updates

In addition to the annual compliance report required by California law, the district should consider providing quarterly informational updates to the Cabinet regarding the overall status of the District's Title IX and civil rights compliance program. These updates should focus on aggregate data, program performance, policy implementation, training initiatives, emerging legal developments, technology projects, prevention efforts, and organizational improvements rather than individual case details. Regular updates will enhance Cabinet oversight, promote transparency, and allow the Cabinet to monitor progress toward strategic compliance objectives throughout the year.

Policy and Administrative Procedure Review

The district should continue conducting systematic reviews of Board Policies and Administrative Procedures to ensure ongoing consistency with federal regulations, California Education Code, California Community Colleges Chancellor's Office guidance, judicial decisions, and nationally recognized best practices. Regular policy evaluation ensures that District procedures remain current, legally compliant, operationally effective, and responsive to changes in the regulatory environment. Any recommended revisions should be presented to the Governing Board in a timely manner following legal review and administrative evaluation.

Conclusion

Collectively, these recommendations are intended to build upon the substantial progress achieved during the current reporting period. Of particular significance is the measurable improvement resulting from the district's establishment of a dedicated investigator responsible for administrative investigations. This organizational enhancement has elevated the professionalism, consistency, objectivity, and legal defensibility of the district's investigative process and represents one of the most important advancements in the district's overall compliance program. By continuing to invest in training, technology, performance measurement, policy evaluation, and quality assurance, the Governing Board will further strengthen the district's ability to provide a fair, equitable, transparent, and legally compliant process for addressing reports of discrimination, harassment, retaliation, and other forms of prohibited conduct, while reinforcing the district's commitment to serving.