

PUBLIC NOTICE & MEETING AGENDA
California State Summer School for the Arts

Wednesday May 20th, 2026

1:00 pm – 2:30 pm (end time approximate)

In-Person Meeting Location

Cal Poly Pomona Enterprises
Foundation Administrative Offices
3801 W. Temple Ave. Bldg 55, Pomona CA 91768
East of Bronco Bookstore (Bldg. 66) and South of University Plaza (Bldg. 26)

Join Virtual Meeting

Zoom Link: [Click Here](#)
Meeting ID: 886 2627 4050
Passcode: 020474
Phone Number:
+16694449171,,88626274050#,,, *020474# US

Agenda

1. Call to Order and Quorum Call
2. Public Comment – an opportunity for members of the public to address the Board of Trustees regarding items not on the agenda

Consent Agenda

3. Approval of Draft Meeting Minutes, March 17, 2026 [Page 4](#)

Regular Agenda

4. 2025 Student Survey Reports – Discussion [Page 15](#)

CSSSA collected survey data from enrolled students following the 2025 summer sessions. The results of the surveys will be presented to the Board of Trustees. Reports will include the 2025 Summer Bridge Program and the 2025 CSSSA Main Session.

5. 2025 Neurodiversity Training – Discussion [Page 38](#)

CSSSA initiated a new neurodiversity training curriculum for all faculty during the 2025 session. CSSSA will present on the training curriculum, session outcomes, and future planning for 2026.

6. 2027/2028 and 2028/2029 Budget Projections – Discussions and Potential Approval [Page 40](#)

CSSSA will present projections for future fiscal years, including anticipated State and private funding sources. CSSSA will also present the Board's past advocacy initiatives with members of the legislature.

7. Strategic Planning – Discussion and Potential Approval [Page 49](#)

CSSSA embarked on a joint strategic planning initiative in 2021 with the CSSSA Foundation. The project was paused in 2023, and the Board shall discuss resuming strategic planning efforts.

8. 2026/2027 Proposed Board of Trustees Meeting Schedule – Discussion and Potential Approval [Page 99](#)

The Board of Trustees shall review the proposed meeting schedule for the next fiscal year.

9. Architecture & Environmental Design (AED) and Theater Curricular Overview - Discussion [Page 101](#)

Newly hired Department Chairs Rohan Guyot-Sutherland and Jeremy Guskin will present on the new curricula for AED and Theater.

10. Summer Calendar of Events – Discussion [Page 104](#)

CSSSA will highlight several events for Board of Trustees to attend during the upcoming summer session.

11. Adjournment

Meeting Information

The agenda items listed above may be considered in a different order at the Board of Trustees meeting, subject to the discretion of the Board Chair. At the discretion of the Board of Trustees, all items appearing on the agenda, whether expressly listed for action, may be deliberated upon and may be subject to action. For each agenda item, the Board of Trustees will invite public comment; comments will be limited to three minutes per person, or more time at the discretion of the Board Chair.

All scheduling and orders of business are subject to change within 10 days prior to the scheduled meeting.

Questions, Comments, and Requests

Questions or requests for reasonable modifications or accommodations due to a disability may contact California State Summer School for the Arts at comments@csssa.ca.gov or (916) 413 - 0607. Additional information can be found on the CSSSA website: csssa.ca.gov.

Comments submitted to comments@csssa.ca.gov at least 12 hours in advance of the scheduled meeting will be shared with the Board of Trustees prior to the meeting, to the extent possible. Public comments on each agenda item will follow the order of: 1) emailed comments, 2) verbal comments after notice offered the Board Chair during the meeting.

California State Summer School for the Arts, Board of Trustees

Liza Asner

Dr. Merryl Goldberg

Noelle Bonner

Roxanne Messina Captor

Kim Pattillo Brownson

Mark Morikawa

Mike Cannone

Jeffrey Jorge Penichet

Donna Miller Casey

Laura C. Romero, Ph.D

Alexander Cruz de Ocampo

Teri Schwartz

Moctesuma Esparza, Chair

EX OFFICIO MEMBERS:

Melissa Draper, Chair Emeritus

Emeritus Alan Sieroty, Emeritus

DRAFT - Board of Trustees Meeting – Proposed Meeting Minutes

March 17, 2025 – 1:00 PM

Agenda:

1. Call to Order and Quorum Call
2. Public Comment - an opportunity for members of the public to address the Board of Trustees regarding items not on the agenda

Consent Agenda

3. Approval of Draft Meeting Minutes, February 17, 2026

Regular Agenda

4. 2026/27 CSSSA Foundation Scope of Work – Discussion and Potential Approval
CSSSA contracts with the CSSSA Foundation each year for fundraising and general support services. The 2026/27 scope of work is pending review by the Board of Trustees.

5. 2026/27 Budget Year Projection – Discussion and Potential Approval

CSSSA will present a proposed budget for FY 2026/27, including an overview of revenues and expenditures.

6. General Updates – Discussion

CSSSA will provide general updates in preparation for the 2026 session, including:

- Office Move from Sacramento + Storage Move from CalArts
- 2026 Student Applications
- CSSSA Program Updates

7. Adjournment

(All scheduling and orders of business are subject to change within 10 days prior to the scheduled meeting. Any agenda item is subject to potential action by the Board of Trustees.)

Board Members in Attendance: Alex Cruz de Ocampo, Jeffrey Penichet, Kim Pattillo Brownson, Laura Romero, Liza Asner, Mark Morikawa, Merryl Goldberg, Mike Cannone, Moctezuma Esparza, Noelle Bonner, Teri Schwartz

CSSSA Staff in Attendance: Matthew Gallagher, Debra Waltman, Ellie Lien, Sindy Arreola

Others in Attendance: David Barton, Jessica Hemingway, Linda Horner

Agenda Items 1-3: Open Session, Minutes and Public Comments

1. The meeting was called to order at 1:02 pm and a quorum was present.
2. The agenda for the current meeting and the minutes from the prior meeting were presented to the Board of Trustees.

Board member Schwartz motioned to approve meeting agenda. Board member Asner seconded. The motion passed.

Board member Schwartz motioned to approve the prior meeting minutes. Board member Cannone seconded. The motion passed.

3. There were no public comments for items not listed on the agenda.

4. 2026/27 CSSSA Foundation Scope of Work

The following was presented to the Board of Trustees:

Section 8953.5 of CSSSA's Education Code mandates that the Board of Trustees shall:

(f) Establish a nonprofit foundation to develop and receive private support for the summer school.

(g) Establish a permanent endowment fund for the summer school.

Section 8957 states:

(e) The Foundation for the California State Summer School for the Arts, which has been established as a nonprofit foundation to support the CSSSA, may raise funds from the private sector that may be used by the summer school for general program operating costs, scholarships, program augmentation, public relations, recruitment activity, or special projects. Private support may include, but not be limited to, direct grants to the summer school from private corporations or foundations, individual contributions, in-kind contributions, or fundraising benefits conducted by any entity.

The CSSSA Foundation has historically provided a variety of services, including but not limited to student financial aid funding, state-wide recruitment and outreach, funding and logistics for the visiting artist series, and general administrative support.

CSSSA has been engaged in negotiations with the CSSSA Foundation for the 2026/27 Scope of Work for support services, including fundraising, recruitment and outreach, and other services. CSSSA met with Trustee and Foundation Board Member, Mike Cannone, to discuss next steps for the pending proposal. As the Foundation has recently begun a search for their new Executive Director, the question was raised if CSSSA and the CSSSA Foundation should wait for the new hire to be part of the negotiations. They are expected to

join the Foundation at the start of the 2026/27 fiscal year. The following was determined for consideration by CSSSA's Board of Trustees.

2026/2027 CSSSA Foundation SOW - Proposed Next Steps

1. The new Executive Director should be starting by mid-July if all goes according to plan with the hiring committee. It would be best for this position to review the proposed scope and assess the inner workings of the foundation during their first few months in the position. Allowing for their input on the SOW sets them up for greater success for the remainder of the year.
2. Because the contract will be delayed, CSSSA and the Foundation will not be on contract during the first few months of the fiscal year. The Foundation will be asked to maintain general support services, which can be observed and reviewed by the new ED. The new ED can make edits to the scope of work by the end of October, pending approval of the Board of Trustees.
3. Once submitted to the State for approval, the contract is likely to start by early November.
4. The contract amount of \$85,000 will remain the same. What is subject to change are the services outlined in the proposed SOW.
5. The revised schedule is meant to support the new ED as they begin their new role and ensure that both the State and the Foundation are set up for success in the new fiscal year.

The following were comments made by the Board of Trustees:

Board member Esparza - In favor of bringing the Foundation contract to the Board of Trustees on an annual basis.

Director Gallagher - CSSSA is always on contract with the Foundation, and it is renewed annually. Going forward, CSSSA will bring the contract and scope of work to the Board for approval prior to signing the contract.

Board member Esparza – This would bring the Board closer in alignment to Board's legislative responsibilities. The Board looks forward to providing guidance for the CSSSA / CSSSA Foundation partnership.

Board member Cannone – Agrees that this approach will open up lines of better communication between the Board and the two organizations.

Board member Goldberg motioned to approve the revised timeline for the 2026 / 2027 Foundation Scope of Work. Board member Asner seconded. All were in favor. The motion carried.

5. 2026/27 Budget Year Projection

The following was presented to the Board of Trustees:

Following the Governor's budget announcement on January 8, 2026, CSSSA's FY 2026/26 budget is expected to increase temporarily by \$1.5 million. Final approval is expected in June 2026. The additional funding has been allocated for host site costs, including student health / safety services, in the amount of \$500,000. The remaining funding of \$1 million is allocated for financial aid to support low-income students.

This additional state funding, in combination with \$220,000 in private funds from the CSSSA Foundation, will enable CSSSA to restore enrollment to 500 students, up from 428 students in 2025. It will also enable CSSSA to award 60% of students with full-tuition scholarships for the 2026 session, up from 20% of students in 2025.

The Department of Finance indicated that that this funding is temporary. CSSSA's public / private partnership with the CSSSA Foundation should provide a long-term solution for increased funding. They are expecting the CSSSA Foundation to increase private funding for host site and scholarship needs in future years.

FY 2026/2027 Budget Projection Highlights:

- CSSSA anticipates collecting \$1,561,614 in private funds. This is a combination of student tuition and \$220,000 in financial aid funds from the CSSSA Foundation.
- CSSSA anticipates receiving \$2,870,000 in State General Funds. This amount, plus the private funds totals \$4,431,614.
- Anticipated expenses leave a narrow margin of \$3,641.
- CSSSA expects to award up to 300 full-tuition scholarships to low-income students. This will comprise 60% of the student body.
- CSSSA expects host site costs at Cal Poly Pomona to total \$2,072,712. This considers possible overages in student enrollment, up to 520 students in total.
- Each Academic Department has been allocated a budget for supplies and equipment as well as contracted faculty. Select Academic Departments, historically underenrolled at CSSSA, have been allocated recruitment and outreach masterclasses to boost summer 2027 enrollment.

Recommended Action

CSSSA is seeking to hear the Board's discussion and consideration of the proposed FY 2026/27 budget projection. Note, an updated and final projection will be presented to the Board of Trustees in the early fall, following the 2026 session. Once summer program expenditures have been reconciled, CSSSA will present those actuals and remaining, anticipated expenses for the remainder of the fiscal year for potential approval. The Board of Trustees shall discuss and hear public comments before proceeding with potential approval.

The following were comments made by the Board of Trustees:

Board member Esparza: Noted that the Board of Trustees achieved this budget augmentation through lobbying and working with members of the legislature.

Board member Penichet: Questioned if the budget augmentation is permanent and what happens if it is temporary.

Director Gallagher: Indicated that it is temporary for two years.

Board member Esparza: Noted that if it is reduced, scholarships would need to be reduced.

Board member Romero: Questioned if CSSSA can reallocate this additional funding to future years?

Deputy Director Waltman: Noted that expenses need to be encumbered in same fiscal year. The budget hasn't been approved yet, and this is just what's been told to us by DOF. This budget should be approved by June 15.

Board member Schwartz: Would like to see the breakdown of the \$2 million paid to the host site.

Director Gallagher: Showed the cost sheet from the contract with host site expenses.

Board member Romero: Asked about ways to conduct masterclasses for additional disciplines.

Director Gallagher: Noted that CSSSA has done masterclasses where there is need in the application numbers. Other departments receive many more applicants, so the budget for masterclasses is allocated to those that are under enrolled.

(Board Member Romero left the meeting at 1:31pm.)

Board Member Goldberg motioned to approved the 2026/2027 Budget Projection. Board member Schwartz seconded. All were in favor. The motion carried.

6. General Updates

The following was presented to the Board of Trustees:

Office Move from Sacramento

The Sacramento Office move is scheduled to occur from April 1 – April 3. Staff have examined and scanned over 1000 documents to keep digitally. Historical documents will be retained in paper form. CSSSA is also keeping all student work and photos and will be organizing them over the summer session.

CSSSA’s new permanent office will be spread over 2 adjacent offices on the Cal Poly Pomona campus. Permanent storage spaces have been allocated across many of the buildings where the summer classes take place.

Below is a chart of the differences in costs and square footage between Cal Poly Pomona and the expenses to operate the Sacramento office.

	Pomona		Sacramento	
Office	\$	18,000.00	\$	70,482.36
Storage	\$	18,250.00	\$	416.00
Internet	\$	-	\$	4,608.00
Land Lines	\$	-	\$	3,204.00
Total Annual Cost	\$	36,250.00	\$	78,710.36
Total Sq Footage		1700		2246
Annual Cost per Sq ft	\$	21.32	\$	35.04
Monthly Cost per Sq ft	\$	1.78	\$	2.92

Storage Move from CalArts

At the same time as the office move from Sacramento, April 1 to April 3, CSSSA will be moving out of all storage units at CalArts. This includes all state-owned supplies, furniture, and equipment that the CalArts campus has stored since the 2025 summer session.

Though Cal Poly Pomona is much larger and will be spread across multiple buildings, the campus has cleared several storage spaces for CSSSA’s use in each of the buildings where classes are located. This storage is provided year-round.

The dates were chosen because Cal Poly Pomona is on Spring Break, and the campus will be very quiet during the move-in dates.

2026 Student Applications

The application deadline for the 2026 session closed on February 28. Overall, application numbers are down this year. Each department has more than enough applications to run at full capacity. All but one department will be implementing an application waitlist.

The following chart details total applications (incomplete and submitted), submitted applications, and in-progress applications (incomplete) over the past 3 years:

Number of Applicants	2023	2024	2025	2026
Total (Submitted + In Progress)	3411	2786	3089	3034
Submitted	1216	1418	1440	1307
In Progress	2195	1368	1649	1727

The following chart details submitted applications by department. Film, Music, and Writing have been steadily increasing each year since 2023. The new Architecture and Environmental Design discipline has a strong applicant pool with 46 applications for approximately 20 to 25 spaces in the program. Animation and Visual Arts are both down from last year. Nonetheless, both departments will have competitive invitation rates ranging from 40 to 42%.

Submitted by Department	2023	2024	2025	2026
Animation	266	221	192	154
Architecture + Environmental Design	-	-	-	46
Dance	46	64	47	36
Film	102	135	141	145
Music	92	117	135	144
Theater	125	139	160	147
Visual Arts	412	534	549	408
Writing	173	208	216	227

Total	1216	1418	1440	1307
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The following chart details the number of applications received from each county. CSSSA received applicants from 46 out of 58 counties this year. 3 counties have not been represented at CSSSA for the past several, including Glen, Modoc, and Tuolumne.

County	# of submitted applicants
Los Angeles	371
Orange	136
Santa Clara	135
Alameda	104
San Diego	66
Sacramento	43
Contra Costa	37
San Bernardino	37
San Mateo	35
Kern	29
Madera	22
Riverside	21
Ventura	19
Marin	15
San Francisco	15
Fresno	14
Yuba	13
Monterey	12
Stanislaus	12
Merced	10
Humboldt	8
Sonoma	8
Napa	7
Imperial	6
Nevada	6
San Joaquin	6
Santa Barbara	6
Santa Cruz	6
Yolo	6

Mendocino	5
Placer	5
Kings	4
Solano	4
Butte	3
Mariposa	3
Sutter	3
Tulare	3
Del Norte	2
Lake	2
San Luis Obispo	2
Siskiyou	2
Tuolumne	2
Calaveras	1
Glenn	1
Modoc	1
Shasta	1

CSSSA Program Updates

Dance Facilities

Cal Poly Pomona has limited dance facilities. Therefore, CSSSA is in the process of procuring sprung flooring, marley, mirrors, and ballet barres through two SoCal vendors which will be installed in existing architecture studios on campus. The studios have tall ceilings and ample light. Once provisioned, they will be well equipped to host the CSSSA dance program. To mitigate some costs, Cal Poly Pomona has offered an in-kind contribution of approximately \$30,000 for the materials as well as temperature-controlled storage space in the same building year-round. CSSSA will be covering the additional one-time expenses, and the materials should last for several decades.

Other Facilities

CSSSA has reserved all classrooms, studios, offices, and other facilities for the 2026 session. This was a significant undertaking, and the campus has been very accommodating and responsive to CSSSA's needs. Individual departments will be providing specific room set-up instructions by the end of March. In general, CSSSA is confident that the campus will meet all required needs in the lead up to the start of the session.

Health Services

Students will have two options for medical services on campus:

CSSSA will set-up its own Health Services center. CSSSA will hire contracted health personnel to collect and administer all daily prescription medications. They will be stationed in the main student residence hall with a reception room, and an exam room. Monday through Friday, CSSSA Health Services will have a nurse practitioner or physician's assistant on staff who can write prescriptions. Student Affairs personnel will then take students to a local pharmacy if needed. Monday through Sunday, CSSSA Health Services will have EMT's on staff to administer medications and offer basic first aid services.

In addition, Monday through Friday, students may access the Cal Poly Pomona Health Services Center for basic first aid services and nonprescription medications. The CPP Health Center is located on the opposite end of campus from the student residence hall. It is near several academic facilities which will be in full-time use by CSSSA. Therefore, students will be able to access whichever facility is closest and provides the appropriate services to suit their health needs.

CSSSA 2028

Cal Poly Pomona will be hosting Olympic Village personnel in the summer of 2028. All college campuses, particularly within the UC's and CSU's with residential housing, have been mandated to reserve on-campus housing for the Olympics.

Cal Poly Pomona has recommended that CSSSA plan to run the session 2 weeks earlier than usual. With this recommendation, the program is slated to begin mid-June. By the time CSSSA ends mid-July, the Olympics will have just begun.

Campus housing in 2028 remains a challenge. CSSSA has written to the Chancellor's Office of the CSU to advocate for CSSSA's placement in the traditional student residence halls. Cal Poly Pomona has partnerships with other nearby dorm facilities; however, they offer suite-style living with suites, kitchens, and single rooms. This set up would add 10 to 15 minutes of extra walking time to access the academic facilities. It would also compromise student dorm safety. The Chancellor's Office has informed CSSSA that they are in support of CSSSA receiving priority for the on-campus residence hall. CSSSA is currently awaiting final confirmation from The Chancellor's Office and/or Cal Poly Pomona regarding next steps.

The following comments were made by the Board of Trustees:

Board Member Goldberg – Offered to provide contacts and outreach to the Chancellor's Office to ease discussions regarding 2028.

7. Adjournment

Board member Schwartz motioned to adjourn the meeting. Board member Asner seconded. All were in favor. The meeting was adjourned at 1:44 pm.

California State Summer School for the Arts

May 20th, 2026

Agenda Item 4: 2025 Student Survey Reports

Prepared by: Ellie Lien, Specialist, and Matthew Gallagher, Director

Presented by: Ellie Lien, Specialist

Recommended Action: Discussion of Survey Reports

Action Type: Discussion

Background

CSSSA facilitates a student survey at the conclusion of each session. Staff Specialist, Ellie Lien, completed survey reports based on student feedback from the 2025 Summer Bridge Program and 2025 CSSSA Main Session. The following are data highlights:

2025 Summer Bridge Program

32% of the student body completed the survey.
75% of students described their Summer Bridge experience as Excellent or Very Good.
96% of students believed CSSSA helped them think about educational and career goals.
82% of students felt CSSSA exposed them to artists of diverse cultural perspectives.
83% of students valued the student activities programming.
89% of students were very satisfied or satisfied with the variety of discipline-specific workshops and classes.

2025 CSSSA Main Session

46% of the student body completed the survey.
93% of students described their 2024 experience as Excellent or Very Good.
99% of students believed CSSSA helped them think about educational and career goals.
91% of students described learning from CSSSA faculty as Excellent or Very Good.
91% of students reported an increase in technical artistic skills
91% of students reported an increase in knowledge of themselves as a person.

2026 Surveys

The 2025 surveys were sent to students by email following the graduation ceremony. This summer, CSSSA plans to administer the survey on the final day of classes, July 31. Faculty will be granted class time to ensure that all students complete the survey, and the response rate should be near 100% of students.

Recommended Action

The Board of Trustees shall discuss the survey results and provide guidance based on the student feedback.

CSSSA's 39th Summer: A Quantitative Summary of Student Reactions to the 2025 CSSSA Summer Program

September 22, 2025

Report completed by Ellie Lien

SSMI, California State Summer School for the Arts

Information and correspondence concerning this document can be sent to CSSSA by email at comments@csssa.ca.gov or telephone at 916-413-0607.



7801 Folsom Blvd, Ste. 104
Sacramento, CA 95826
916.413.0607 | 916.229.5170 Fax
csssa.ca.gov

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Executive Summary

The 2025 student evaluations of the California State Summer School for the Arts (CSSSA) demonstrate overwhelmingly positive feedback from participants. A total of 198 students, or 46%, completed the CSSSA Student Survey, providing insights into their experiences.

Overall, 93% of respondents rated their CSSSA experience as either “Excellent” or “Very Good”, marking an 8-percentage point improvement over the previous year. Notably, nearly all respondents, or 99%, indicated that the program helped them consider their future educational and career goals.

Students also gave high marks on key program aspects:

- 91% rated learning from instructors as “Excellent” or “Very Good”
- 86% felt that learning from peers was similarly strong
- 80% valued the Evening Student Activities
- 78% were satisfied with the materials provided by CSSSA

In terms of skill and personal development, a large majority reported significant improvements.

Notable increases included:

- 91% reported an increase in technical artistic skills
- 83% reported boosted confidence in their artistic abilities
- 86% reported an increase in their ability to think of new and creative ideas
- 91% reported an increase in knowledge of themselves as a person

Additional metrics, such as exposure to diverse cultural perspectives (97%) and satisfaction with discipline-specific workshops (98%) further underscore the program’s success.

Procedure

Student evaluations of CSSSA's 39th summer program were assessed using the Modified CSSSA Student Survey, a questionnaire that was electronically distributed by the CSSSA staff to the 429



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members of the CSSSA class of 2025 immediately following the conclusion of the program and completed by 198 (46%) of those students. These 198 students will be referred to as the “respondents” in this report.

Evaluations of the Overall Program

The respondents evaluated the overall 2025 summer program very positively. 93% of respondents described their overall experience as ‘Excellent’ (65%) or ‘Very Good’ (29%). This is an 8-percentage point increase from 2024. No respondents described their experience as ‘Poor’, and only three respondents described their experience as ‘Fair’.

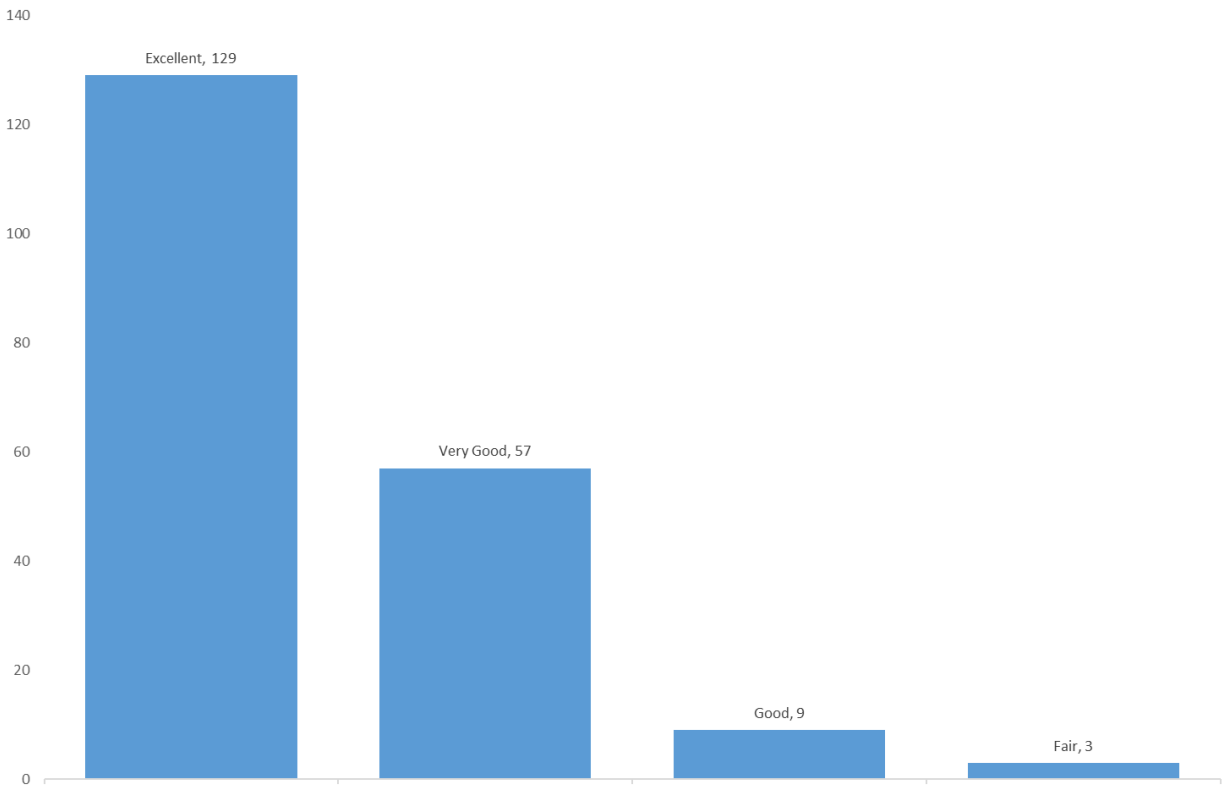


Figure 1: Overall 2025 CSSSA Experience



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Helping Students Think About Their Educational or Career Goals

One of CSSSA’s legislative goals is “to provide a training ground for future artists...to pursue careers in the major performing arts companies and the commercial and fine arts institutions in California” (EDC 8950). Students were asked how well their CSSSA experience helped them think about their educational or career goals.

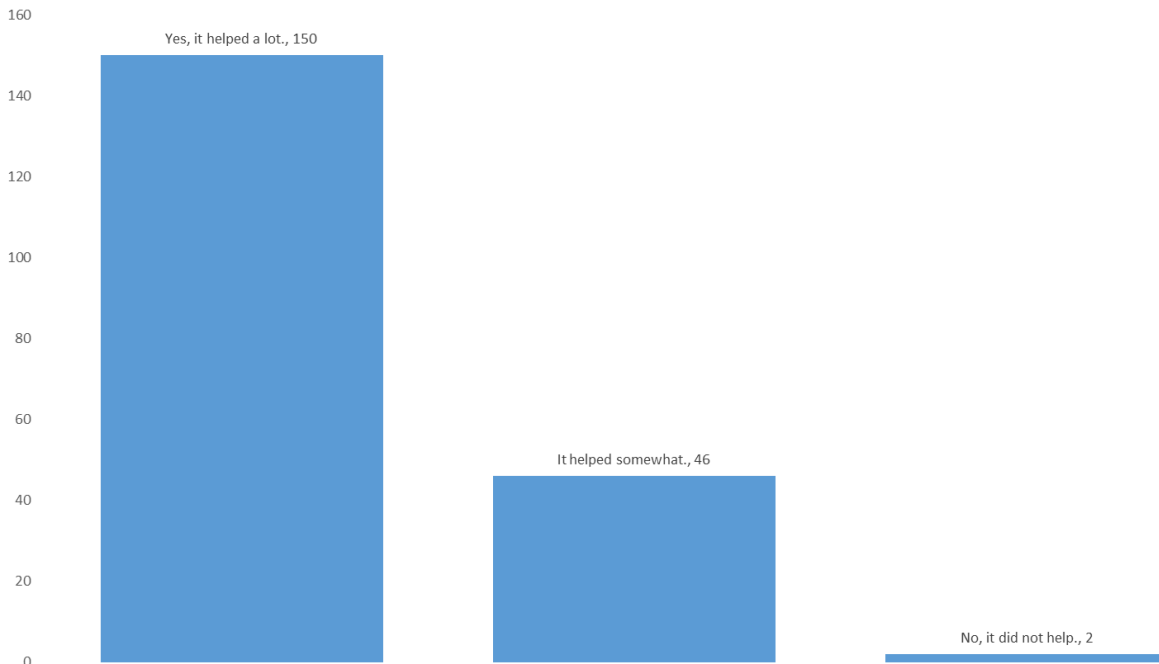


Figure 2: CSSSA's role in students' future educational or career goals

76% respondents felt that attending CSSSA helped them “a lot” in terms of thinking about future education or career goals. 23% of respondents felt that attending CSSSA helped them “somewhat”, and two respondents answered that CSSSA “did not help” in thinking about future education and career goals. 60% of respondents felt that CSSSA helped “a lot” in educating students about where to get advanced training in their discipline and 36% felt CSSSA helped “somewhat”.



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Evaluations of Key Facets of the Program

The students were asked to use a 5-point rating scale which ranged from “Excellent” to “Poor” to evaluate the quality of several facets of the summer program, such as learning from instructors, learning from other students, the Visiting Artist Series, the supplies provided by CSSSA, and the evening student activities.

91% of respondents felt that learning from their **teachers** was Excellent or Very Good.

86% of respondents felt that learning from **other students** was Excellent or Very Good.

72% of respondents felt that the **Visiting Artist Series** was Excellent or Very Good.

78% of respondents felt that **supplies received from CSSSA** were Excellent or Very Good.

80% of respondents felt that the **Evening Student Activities** were Excellent or Very Good.

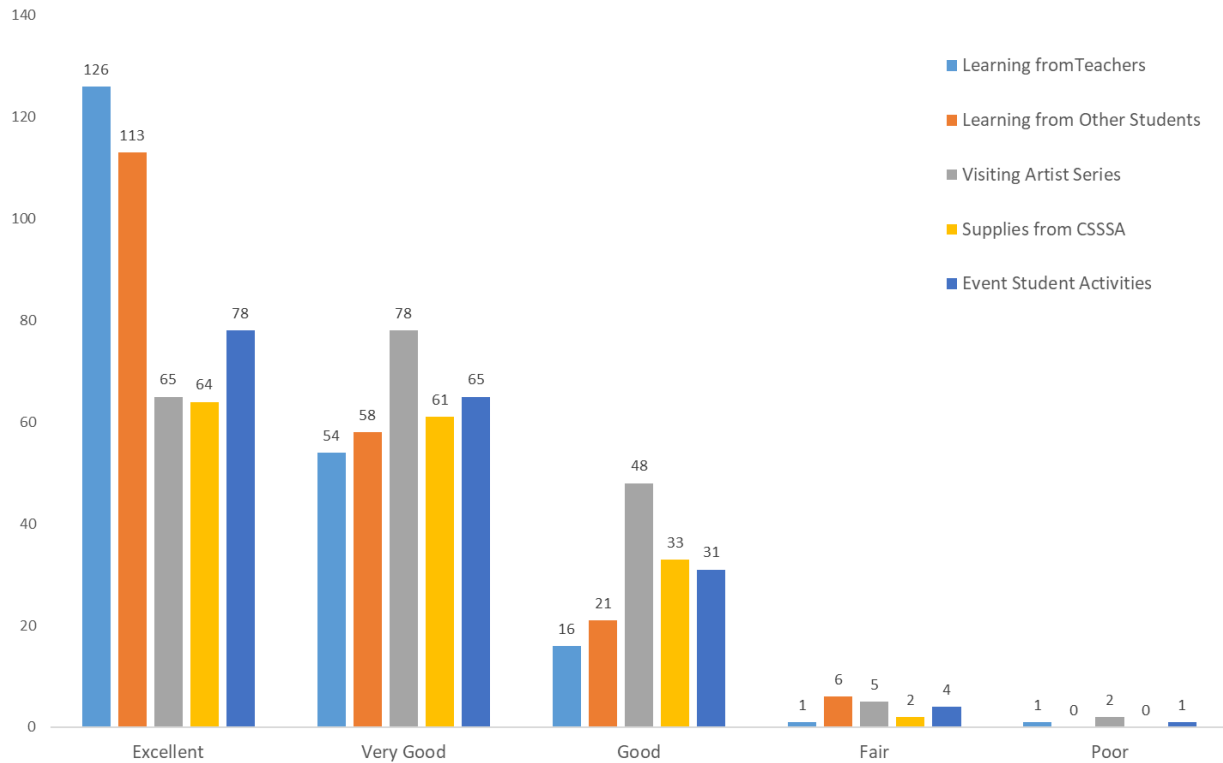


Figure 3: Student ratings on key facets of the program



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In other parts of the Survey:

Exposure to cultural perspectives:

97% of the respondents reported being exposed to artists of diverse cultural perspectives.

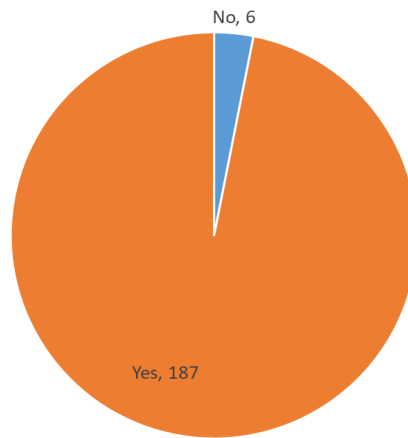


Figure 4: Exposure to cultural perspectives

Discipline-specific workshops:

98% reported being very (60%) or somewhat (38%) satisfied with the variety of classes and workshops available in their disciplines.

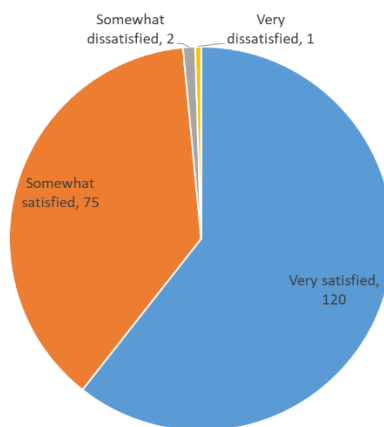


Figure 5: Satisfaction with the variety of classes and workshops.



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Interdisciplinary experiences:

55% of the students recommended more opportunities for future sessions. 44% were satisfied with the amount of interdisciplinary experiences and would recommend the same amount for future sessions.

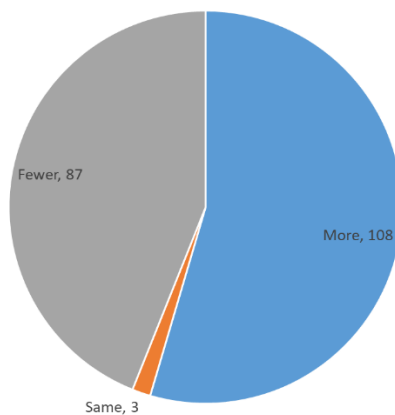


Figure 6: Student recommendation for amount of interdisciplinary experiences.



Coursework Level of Difficulty:

41% of students responded that the classes were appropriate for their skill levels, 44% of students responded that the classes were somewhat challenging, 12% of students responded that the classes were somewhat too easy, 3% of students responded that the classes were much too easy, and Less than 1% of students responded that classes were much too challenging.

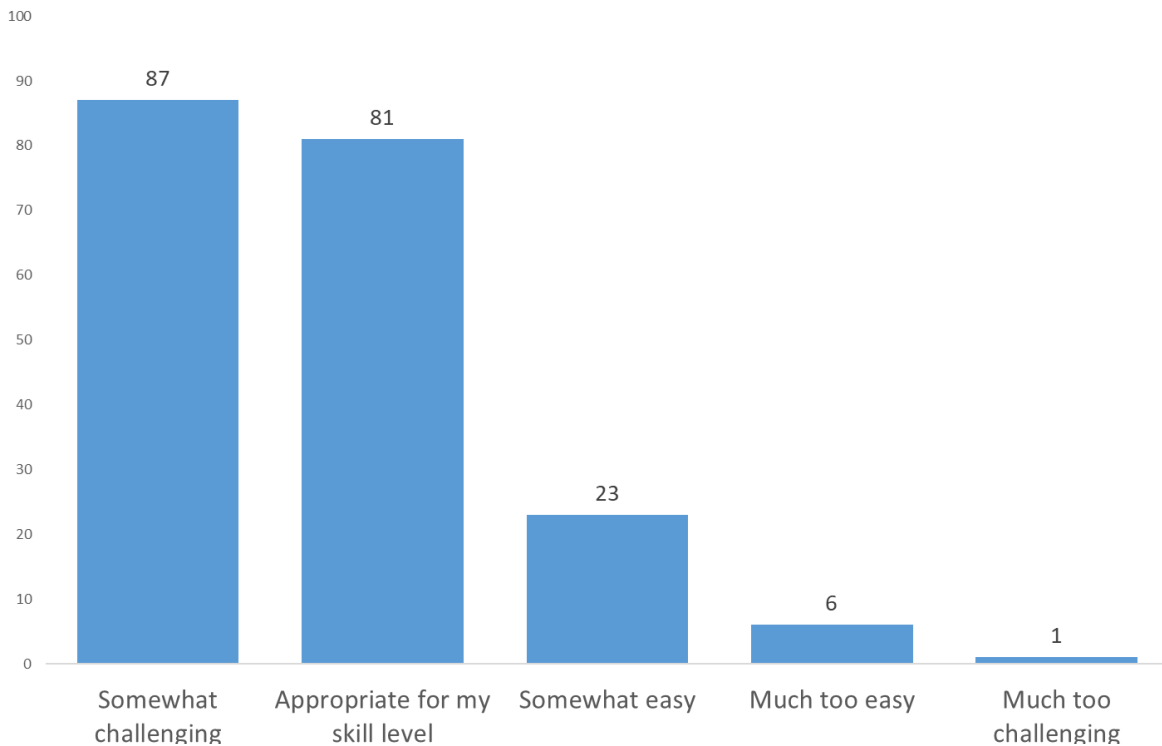


Figure 7: Student rating of class difficulty level



How Students Changed During the Program:

Students also used a five-point scale to report whether they believed they had “increased a lot”, “increased somewhat”, “did not change”, “decreased somewhat”, or “decreased a lot” with respect to the artistically relevant personal qualities described in Figure 8.

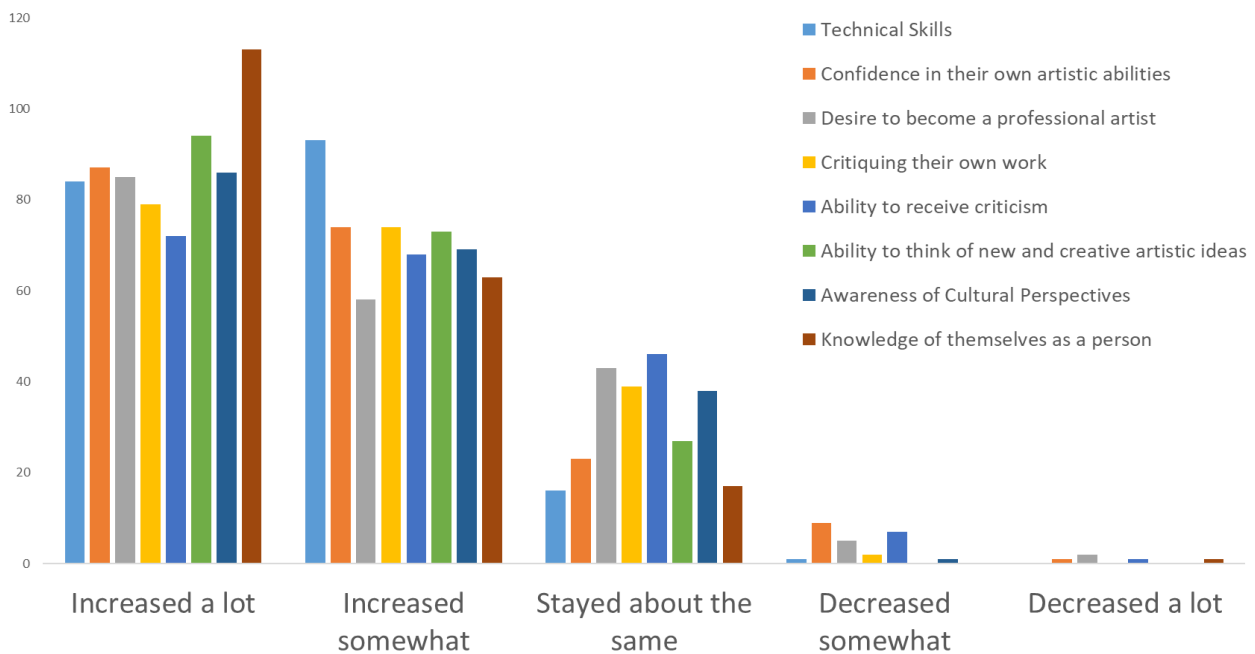


Figure 8: Student ratings on skill and personal development.

The data reported in Figure 8 indicate that majority of the students have benefitted artistically and personally from the 2025 CSSSA summer program. Indicators, such as confidence in their artistic abilities, awareness of cultural perspectives, and their knowledge of themselves as a person experienced 2-5 percentage point increase from the previous year (2024) survey responses.

- 91% reported that their **technical artistic skills** had increased a lot (43%) or somewhat (48%).



- 83% reported that their **confidence in their own artistic abilities** had increased a lot (45%) or somewhat (38%). 5 percentage point increase from 2023.
- 74% reported that their **desire to become a professional artist** had increased a lot (44%) or somewhat (30%).
- 78% reported that their **ability to critique their own work** had increased a lot (40%) or somewhat (38%).
- 72% reported that their **ability to receive criticism without doubting themselves** had increased a lot (37%) or somewhat (35%).
- 86% reported that **their ability to think of new and creative artistic ideas** had increased a lot (48%) or somewhat (38%).
- 80% reported that **their awareness of diverse cultural perspectives** had increased a lot (44%) or somewhat (36%).
- 91% reported that **their knowledge of themselves as a person** had increased a lot (58%) or somewhat (32%).

The Value of Supplementing this Report with Other Evaluations and Perspectives

As has been noted in previous reports, people attempting to assess the full impact of this or any CSSSA program are encouraged to integrate the quantitative student evaluations presented here with additional sources of information. For example, this data could be supplemented with the students' descriptions of their CSSSA experiences in the open-ended sections of the CSSSA Student Survey and with the observations and perspectives of CSSSA administrators, faculty and staff. The informed impressions of parents, friends, and home-town teachers can also supplement the information reported here, as could the views of the CSSSA graduates themselves a few years after attending CSSSA.



7801 Folsom Blvd, Ste. 104
Sacramento, CA 95826
916.413.0607 | 916.229.5170 Fax
csssa.ca.gov

Summary

Student reactions to CSSSA's 2025 summer program were very positive. Approximately 93% of respondents described the overall program as either excellent or very good. Nearly all respondents, or 99%, reported that CSSSA had helped them think about their career and educational plans. In addition, at least 83% of the students reported that their CSSSA experiences had increased their ability to think of new and creative artistic ideas; their confidence in their own artistic abilities; and their knowledge of themselves as a person.

The student evaluations of the 2025 CSSSA summer program suggest that CSSSA provided invaluable and enthusiastically received opportunities for artistic and personal growth to hundreds of California's artistically and creatively talented high school students, as it has throughout its extremely impressive history.



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The Summer Bridge Program
2nd Summer Session:
A Quantitative Summary of Student Reactions
to the 2025 Summer Bridge Program

October 6, 2025

Report completed by Ellie Lien

SSMI, California State Summer School for the Arts

Information and correspondence concerning this document can be sent to CSSSA by email at comments@csssa.ca.gov or telephone at 916.413.0607.



7801 Folsom Blvd, Ste. 104
Sacramento, CA 95826
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csssa.ca.gov

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Executive Summary

The 2025 student evaluations of the Summer Bridge Program demonstrate overwhelmingly positive feedback from participants. A total of 44 students, or 32%, completed the Summer Bridge Student Survey, providing insights into their experiences. Overall, 75% of respondents rated their Summer Bridge experience as either “Excellent” or “Very Good”. 96% of respondents indicated that the program helped them consider their future educational and career goals.

Students also gave high marks on key program aspects:

- 75% rated learning from instructors as “Excellent” or “Very Good”
- 75% felt that learning from peers was similarly strong
- 83% valued the Evening Student Activities
- 77% were satisfied with the materials provided by CSSA

In terms of skill and personal development, a large majority reported significant improvements. Notable increases included:

- 65% reported an increase in technical artistic skills
- 72% reported boosted confidence in their artistic abilities
- 68% showed greater desire to pursue professional art careers
- 70% improved their ability to critique their own work

Additional metrics, such as exposure to diverse cultural perspectives (85%) and satisfaction with discipline-specific workshops (89%) further underscore the program’s success.

Procedure

Student evaluations of the first Summer Bridge Program were assessed using the Summer Bridge Student Survey, a questionnaire that was electronically distributed by the CSSA staff to the 134 members of the 2025 Summer Bridge cohort immediately following the conclusion of the program and completed by 44 (32%) of those students. These 44 students will be referred to as the “respondents” in this report.



Evaluations of the Overall Program

The respondents evaluated the overall 2025 Summer Bridge Program very positively. 75% of respondents described their overall experience as ‘Excellent’ (45%) or ‘Very Good’ (30%).

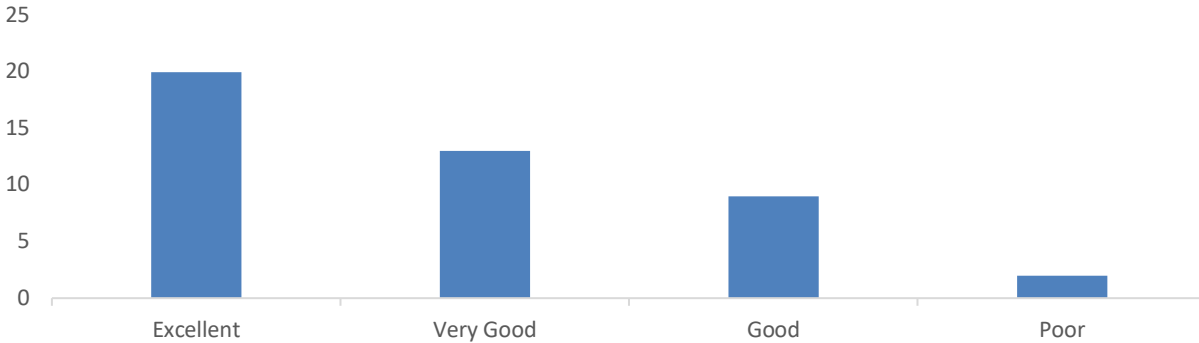


Figure 1: Overall 2025 Summer Bridge experience

Helping Students Think About Their Educational or Career Goals

One of CSSA’s legislative goals is “to provide a training ground for future artists...to pursue careers in the major performing arts companies and the commercial and fine arts institutions in California” (EDC 8950). Students were asked how well their Summer Bridge experience helped them think about their educational or career goals.

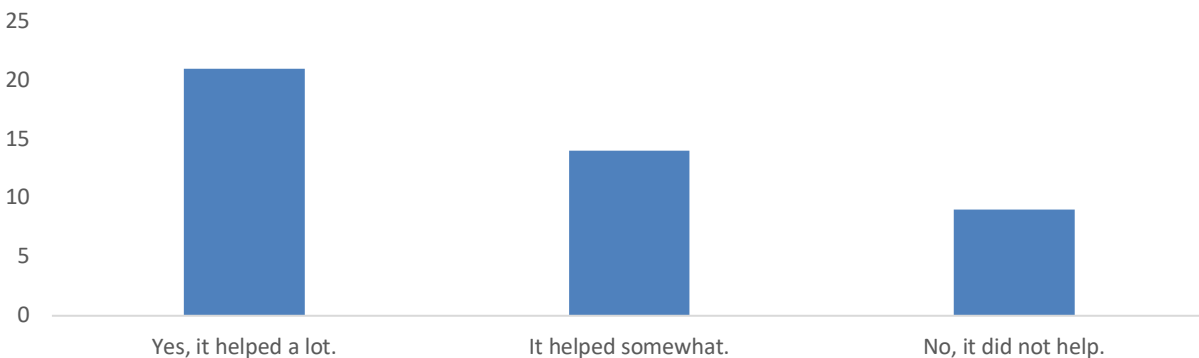


Figure 2: Summer Bridge Program's role in students' future educational or career goals



66% respondents felt that attending the Summer Bridge Program helped them “a lot” in terms of thinking about future education or career goals. 30% of respondents felt that attending Summer Bridge helped them “somewhat” in thinking about future education and career goals. 48% of respondents felt that CSSSA helped “a lot” in educating students about where to get advanced training in their discipline and 32% felt CSSSA helped “somewhat”.

Evaluations of Key Facets of the Program

The students were asked to use a 5-point rating scale which ranged from “Excellent” to “Poor” to evaluate the quality of several facets of the summer program, such as learning from instructors, learning from other students, the supplies provided by CSSSA, and the evening student activities.

75% of respondents felt that learning from their **teachers** was Excellent or Very Good.

75% of respondents felt that learning from **other students** was Excellent or Very Good.

77% of respondents felt that **supplies received from CSSSA** were Excellent or Very Good.

83% of respondents felt that the **Evening Student Activities** were Excellent or Very Good.

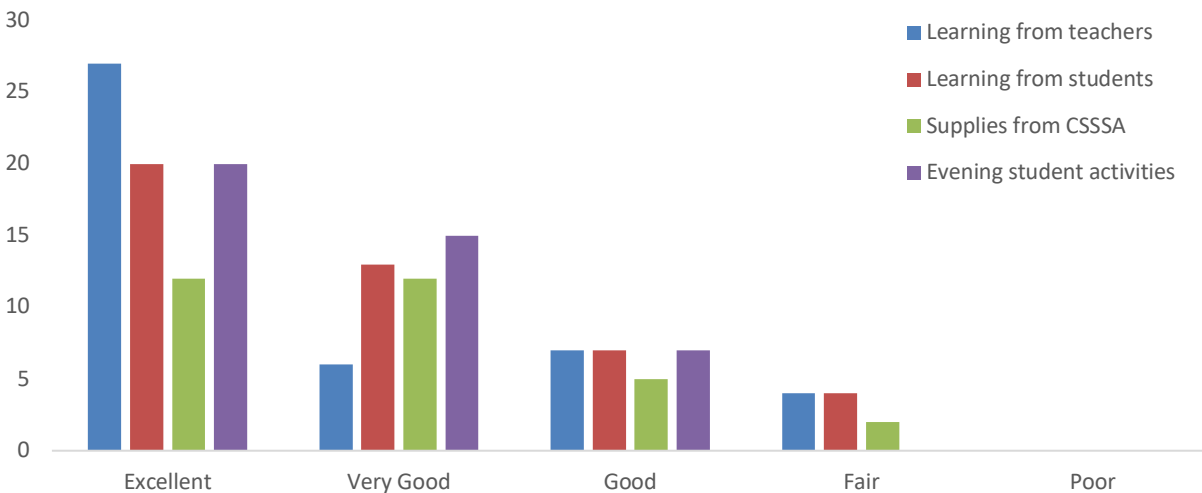


Figure 3: Student ratings on key facets of the program



In other parts of the Survey:

Exposure to cultural perspectives:

85% of the students reported being exposed to artists of diverse cultural perspectives.

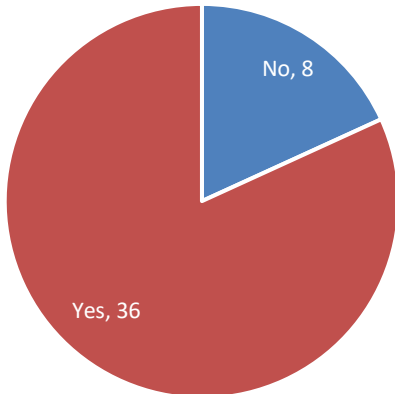


Figure 4: Exposure to cultural perspectives

Discipline-specific workshops:

89% reported being very (52%) or somewhat (37%) satisfied with the variety of classes and workshops available in their disciplines.

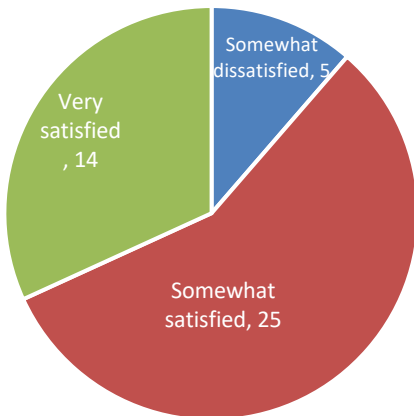


Figure 5: Satisfaction with variety of classes and workshops



Coursework Level of Difficulty:

- 34% of students responded that the classes were somewhat too easy,
- 27% of students responded the classes were appropriate for their skill levels,
- 27% of students responded that the classes were somewhat challenging,
- 9% of students responded that the classes were much too easy, and
- 2% of students responded that classes were much too challenging.

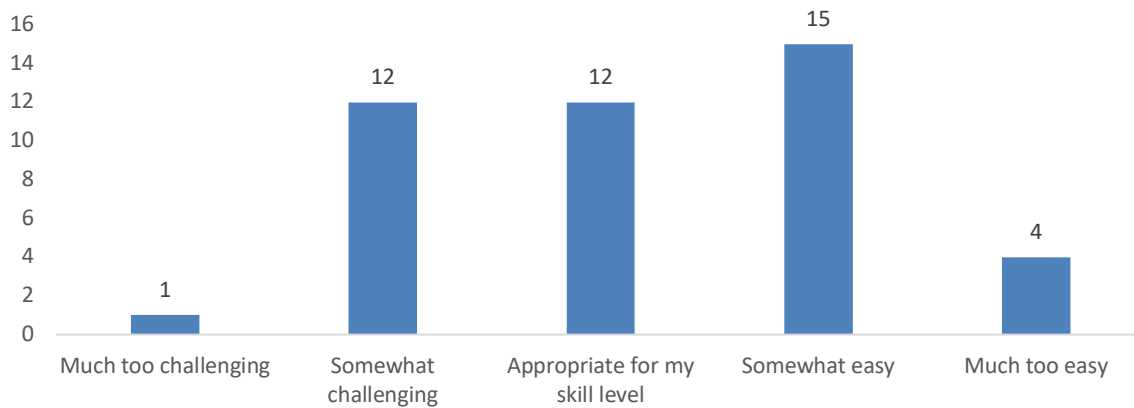


Figure 6: Student rating of class difficulty level

How Students Changed During the Program:

Students also used a five-point scale to report whether they believed they had “increased a lot”, “increased somewhat”, “did not change”, “decreased somewhat”, or “decreased a lot” with respect to the artistically relevant personal qualities.

The data reported in Figure 8 indicate that majority of the students have benefitted artistically and personally from the 2025 Summer Bridge Program.

- 65% reported that their **technical artistic skills** had increased a lot (27%) or somewhat (39%).
- 72% reported that their **confidence in their own artistic abilities** had increased a lot (37%) or somewhat (35%).



- 68% reported that their **desire to become a professional artist** had increased a lot (50%) or somewhat (18%).
- 70% reported that their **ability to critique their own work** had increased a lot (30%) or somewhat (41%).
- 64% reported that their **ability to receive criticism without doubting themselves** had increased a lot (36%) or somewhat (27%).
- 61% reported that **their ability to think of new and creative artistic ideas** had increased a lot (43%) or somewhat (18%).
- 55% reported that **their awareness of diverse cultural perspectives** had increased a lot (23%) or somewhat (32%).
- 66% reported that **their knowledge of themselves as a person** had increased a lot (34%) or somewhat (32%).

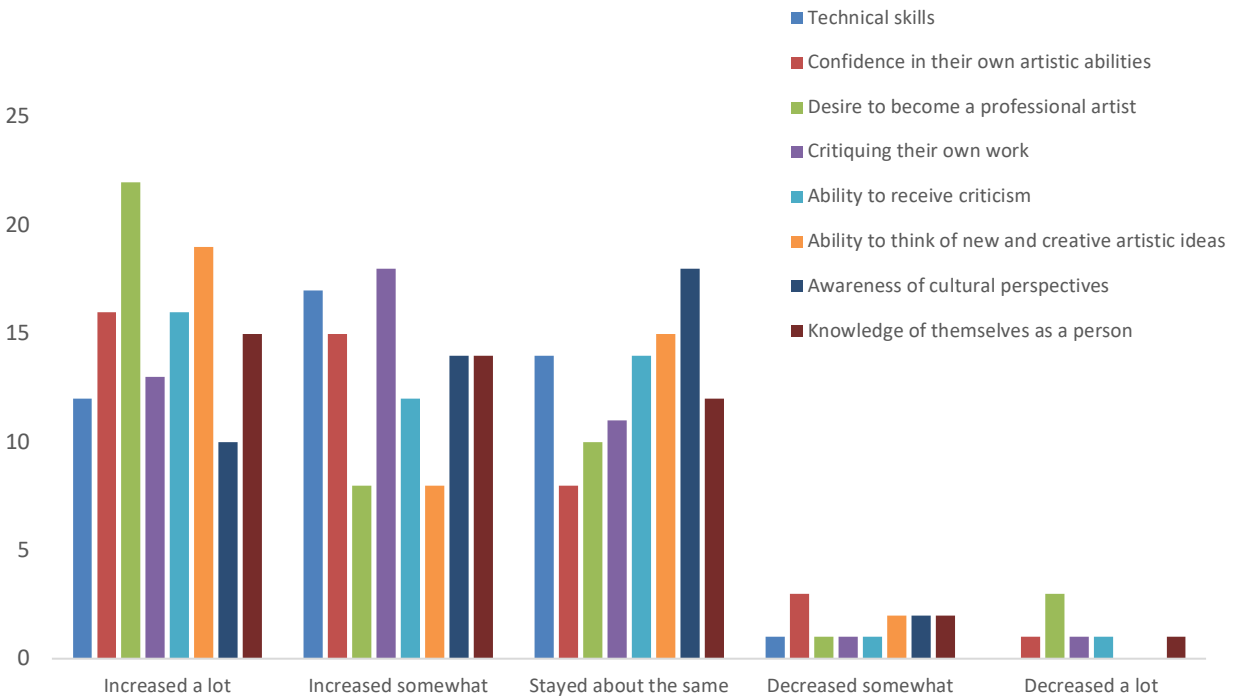


Figure 7: Student ratings on skill and personal development



The Value of Supplementing this Report with Other Evaluations and Perspectives

As has been noted in previous reports, people attempting to assess the full impact of this or any CSSA program are encouraged to integrate the quantitative student evaluations presented here with additional sources of information. For example, this data could be supplemented with the students' descriptions of their Summer Bridge experiences in the open-ended sections of the Summer Bridge Student Survey and with the observations and perspectives of CSSA administrators, faculty and staff. The informed impressions of parents, friends, and home-town teachers can also supplement the information reported here, as could the views of the Summer Bridge graduates a few years after attending Summer Bridge.

Summary

Student reactions to 2025 Summer Bridge Program were very positive. Approximately 75% of the students who completed a survey described the overall program as either excellent or very good. 96% reported that Summer Bridge had helped them think about their career and educational plans. In addition, at least 70% of the students reported that their Summer Bridge experiences had increased their confidence in their own artistic abilities and their ability to critique their own work.

The student evaluations of the 2025 Summer Bridge Program suggest that CSSA provided an invaluable and enthusiastically received opportunity for artistic and personal growth to many of California's artistically and creatively talented high school students, as it has throughout its extremely impressive history.



California State Summer School for the Arts

May 20th, 2026

Agenda Item 5: 2025 Neurodiversity Training

Prepared by: Matthew Gallagher, Director

Presented by: Matthew Gallagher, Director

Recommended Action: Discussion of Neurodiversity Training

Action Type: Discussion

Background

CSSSA enrolls 500+ students with a variety of learning styles and individual needs. In recent years, it became clear that more in-depth training and improved resources were needed to support CSSSA's diverse student body, particularly for neurodivergent students.

CSSSA's faculty and staff come from a variety of professional backgrounds. While some are teaching high school students year-round, others are primarily focused on professional industry work outside of the summer sessions. Even year-round educators receive varied training opportunities in schools when working with neurodivergent students. As the field of neurodiversity is ever evolving, best practices for classroom instruction and holistic student development also continue to evolve.

To better support neurodiverse students, and to facilitate greater expertise and knowledge among CSSSA's faculty, CSSSA established a neurodiversity training program this past session. This was a mandatory training series for all faculty and staff.

2025 Neurodiversity Training Resources

1. Heidi Kershaw, Founder of the Global Autism Coalition and former Executive Director of the CSSSA Foundation, led the first introduction of two training sessions. Key training topics included:

- History of an Evolving Field
- Defining Neurodiversity
- Examples of Neurotypes
- Classroom Needs and Learning Styles
- Creating Neurodiverse Affirming Spaces

2. Kylie Russel, a Board Certified and Licensed Behavior Analyst, and Co-Founder of Radiant Behavior Solutions, led the second in-depth training session. The training was recorded for long-term use, and included:

- Definition of Terms – Developing a Shared Language
- Common Assumptions
- Why Neurodiversity Matters in Education
- Affirming Language and Communication
- Support Strategies for Success
- Classroom and Co-Curricular Accommodations
- Different vs. Deficient Mindset

The recorded session can be found [here](#).

3. Kylie Russel also prepared a CSSSA-specific packet of at-a-glance materials for faculty and staff use as they implement new strategies for success. Templates and worksheets including the following topics:

- Reasonable Accommodations
- Support Strategies
- Using Strength Based Language
- Building Connection
- Connection and Follow Through
- “ABC” Behavior Data and Data Sheet

4. Kylie Russel was available for one-on-one virtual consultations with faculty as needed. During the 2025 session, 7 faculty requested additional coaching for specific student accommodations.

Recommended Action

The Board of Trustees shall discuss the 2025 neurodiversity training curriculum and provide further guidance to CSSSA as they prepare for future faculty training sessions.

California State Summer School for the Arts

May 20th, 2026

Agenda Item 6: 2027/2028 and 2028/2029 Budget Projections

Prepared by: Matthew Gallagher, Director, Debra Waltman, Deputy Director, Ellie Lien, Specialist, Sindy Arreola, Specialist

Presented by: Matthew Gallagher, Director

Recommended Action: Discussion of Budget Projections and Potential Approval of Future Planning Steps

Action Type: Discussion and Potential Approval

Background

CSSSA presented the FY 2026/27 Budget Projection at the previous Board of Trustees meeting on March 17, 2026. CSSSA presented that, following the Governor's budget announcement on January 8, 2026, CSSSA's FY 2026/27 budget is expected to increase temporarily by \$1.5 million. Final approval is expected in June 2026. The additional funding has been allocated for host site costs, including student health / safety services, in the amount of \$500,000. The remaining funding of \$1 million is allocated for financial aid to support low-income students.

The 2026/27 Budget Projection was approved by the Board of Trustees. CSSSA informed the Board that projections for two additional years would be presented at the next meeting.

FY 2027/2028 Budget Projection

The temporary budget augmentation of \$1.5 million is expected to renew in FY 2027/28. This is the last year of the two-year budget augmentation.

This additional state funding, in combination with \$220,000 in annual private funds from the CSSSA Foundation, will enable CSSSA to maintain enrollment over 500 students. It will also enable CSSSA to award up to 60% of students with full-tuition scholarships for the 2027 session.

As a reminder, the Department of Finance indicated that that this funding is temporary. CSSSA's public / private partnership with the CSSSA Foundation should provide a long - term solution for increased funding. They are expecting the CSSSA Foundation to increase private funding to bear the increase in expenses and scholarship needs in future years.

FY 2027/28 Projection Summary

- The model assumes that tuition will increase by 5% for both in-state and out-of-state students. This is the maximum increase allowed per CSSSA's Ed Code.
- The model assumes that 2027 enrollment will be 520 students, based on current enrollment projections.
- Expenses have been increased by the rate of inflation for all goods and equipment.
- Expenses have remained the same for many service contracts, such as faculty and chair salaries.
- CSSSA projects collecting \$1,633,299 in private funds. This is a combination of student tuition and \$220,000 in financial aid funds from the CSSSA Foundation.
- CSSSA projects receiving \$2,870,000 in State General Funds, the same as the 2026/27 General Fund allocation.
- Total revenues are \$4,503,299.
- Projected expenses leave narrow balance of \$3,994 in the budget.
- CSSSA projects to award up to 300 full-tuition scholarships to low-income students. This will comprise approximately 60% of the student body.

2027/28 Expense Reductions

To maintain student enrollment and scholarships with a balanced budget, CSSSA needs to reduce expenses by approximately \$200,000. The following are the proposed expense reductions:

- Host site services at Cal Poly Pomona increase by 5% each year. This includes all equipment, personnel services, and facilities rentals. To maintain all of the 2026 services in 2027, the host site services budget would need to increase by approximately \$100,000. The 2027/28 projection model only increases the services by \$50,000 to balance the budget. Therefore, some services will be adjusted or discontinued to reach this target.
- CSSSA will transition to a new database before the start of the 2027/28 budget year, resulting in long term cost savings. However, some prior database services may be needed to complete the transition. Therefore, the projection includes half of the services allocated in the 2026/27 budget model.
- Print and mail services for the CSSSA poster campaign have been discontinued. All marketing will be digital going forward unless other print funding becomes available.
- Outreach Masterclasses have been discontinued. The Dance and Music Chairs visited CA high schools in prior years to recruit students. Those salaries and travel expenses are removed from the projection model.
- CSSSA T-Shirts, typically given to students the final week of the session, have been discontinued. Students will still receive medals and certificates on graduation day.

FY 2028/2029 Budget Projection

- The model assumes that tuition will increase by 5% for both in-state and out-of-state students from the prior year. This is the maximum increase allowed per CSSSA's Ed Code.
- The model assumes that 2028 enrollment will be 520 students, based on current enrollment projections for the upcoming 2026 session and 2027 sessions.
- Expenses have been increased by the rate of inflation for all goods and equipment.
- Expenses have remained the same for many service contracts, such as faculty and chair salaries.
- CSSSA projects collecting \$1,698,068 in private funds. This is a combination of student tuition and \$220,000 in financial aid funds from the CSSSA Foundation.
- CSSSA anticipates receiving \$1,357,000 in State General Funds, the same as the budget allocation in FY 2025/2026. This is less than the General Fund allocation in FY 2005/2006.
- Total revenues are \$3,055,058.
- Anticipated expenses leave a **negative balance of \$1,545,858.**
- The projection maintains that 300 full-tuition scholarships are granted to low-income students. This will comprise 60% of the student body.

2028/29 Expense Reductions

If no additional state or private funding becomes available, CSSSA will need to reduce enrollment by several hundred students to make up for the budget deficit. The percentage of students with financial aid will also need to be reduced significantly. With the CSSSA Foundation's annual financial aid funding of \$220,000, CSSSA will only be able to offer full-tuition scholarships to approximately 38 students. This is an 87% decrease from the 2026 and 2027 budget projections. With such limited financial aid funding, CSSSA will be unable to fulfill its legislative mandate of representing the economic demographics of the State in the student body.

CSSSA is developing enrollment and financial aid scenarios to balance this challenging budget deficit. This will also include significant reductions to host site facilities and services, and reductions to the number of contracted faculty and staff. The scenarios will be presented at a future Board of Trustees meeting.

Future Budget Planning and Advocacy

The Department of Finance has made clear that the CSSSA Foundation is expected to raise additional funding to make up for the agency's funding needs. Therefore, recent budget augmentations granted through the State are temporary.

Historically, CSSSA's Trustees have engaged with members of the legislature on an ongoing, annual basis to advocate on behalf of CSSSA. This included in-person engagements with state representatives. Trustees would present the valuable work and State-wide impact of CSSSA and present the needs and interests of the program and its students – including funding. CSSSA's Board of Trustees may resume this work to achieve greater awareness of the program successes and future funding needs.

The CSSSA Foundation also supported additional State advocacy work early in CSSSA's history. The following is a summary provided by CSSSA Trustee / CSSSA Foundation Board Member and Chair / CSSSA Co-Founder Donna Casey and CSSSA Foundation Board Member / Former CSSSA Trustee Janice Pober:

1. Annual Student Receptions: The CSSSA Foundation would sponsor student recognition events during the month of May in each local county office and invite local representatives to attend. Each county would receive a stipend to host the events which were funded through a BP Natural Gas donation. In some cases, the events were hosted by local arts agencies. They also hosted recognition events for members of the legislature. The funding was discontinued by 2008.

2. Education Committee Agendas: CSSSA would be on the agenda of Senate Education and Assembly Education Committees annually. Individual representatives would inquire about the presence of their own constituents in the CSSSA program.

3. Board Meetings in Sacramento: The Board of Trustees would meet once a year in Sacramento for an in-person meeting, typically in April. Following the meeting, they would visit approximately 12 to 20 legislative offices, meeting with representatives or members of their staff. Meetings would rotate to new representatives each year.

4. District Meetings: Trustees would also meet with representative in their district offices throughout the year. This also included meetings with the appointing bodies of the Board of Trustees.

5. Lobbyist Mike Burns: Appointments with representatives in Sacramento were typically scheduled through lobbyist Mike Burns, who is still in touch with the CSSSA agency. In 2023, he indicated that he would still be available to assist with the Board of Trustees in Sacramento. CSSSA's Director has recently contacted Mike Burns to inquire further.

Foundation Member Janice Pober indicated that it was crucial to follow through with information about CSSSA each year, sharing the successes of the program and its students on an annual basis. Otherwise, district representatives, county offices, and other funding organizations would not know of CSSSA's deepening State-wide impact for California's young artists. The CSSSA agency is committed to producing an annual report, which is already mandated by CSSSA's legislation. The report and other ad hoc materials will aid the Trustees and the CSSSA Foundation's Board with future advocacy work.

Most recently, CSSSA's Board of Trustees Chair, Moctesuma Esparza, has been instrumental in gaining awareness and support from members of the legislature. Such efforts have resulted in temporary budget augmentations that have allowed CSSSA to better achieve its legislative mission, particularly through the state-wide representation of California's economically, culturally, and geographically diverse students.

Recommended Action

CSSSA is seeking to hear the Board's discussion of the proposed FY 2027/28 and 2028/29 budget projections. Note, updated projections will be presented to the Board of Trustees for approval leading up to the budget years. CSSSA is also seeking guidance for future advocacy and budget planning efforts.

The Board of Trustees shall discuss and hear public comments before proceeding with potential approval.

2027 BUDGET SUMMARY

Overview		% of Total Rev
Special Deposit Fund (Tuition, CSSSAF, etc.)	\$ 1,633,299	36%
General Fund (State) with 185K REDUCTION	\$ 2,870,000	64%
Total Revenue		\$ 4,503,299
Total Expenses		\$ (4,499,305)
Balance		\$ 3,994

Revenues	2027 Enrollment	
Total Full Pay Students	\$ 1,097,405	202
Total Out of State	\$ 197,978	18
Total Full Aid	\$ -	300
Total Partial Aid	\$ -	0
Total Field Trip and Transportation (Sales)	\$ 47,916	520
Special Deposit Fund (SDF) Prior Year Balance	\$ -	
Interest of SDF	\$ 70,000	
CSSSA Foundation Scholarship	\$ 220,000	
FY 27-28 State General Fund	\$ 2,988,000	
FY 27-28 State General Fund REDUCTION	\$ (118,000)	
Total Revenues	\$ 4,503,299	

Expenses

Monthly Exp

Agency Staff Salaries and Wages	\$ 789,039
Other (Utilities, Cell Phones, etc.)	\$ 53,097

Operational Costs

Other (Software, Translation, etc.)	\$ 104,160
CSSSA Foundation	\$ 85,000
Printing	\$ -
Advertising	\$ -

Program Costs

Admin

Host Site (2027)	\$ 2,176,348
Field Trips Expenses (2027)	\$ 50,000
Contracted Faculty (2027)	\$ 200,065
Arts Advocay Day (2027)	\$ 1,800
Supplies and Equipment	\$ 2,200
Transportation	\$ 73,664
Rental, Computers & Printers	\$ 106,770
Rental, Production Equipment	\$ 9,996
Faculty Training	\$ 3,000
Videographer	\$ 3,000

Other (T-Shirts, Medals, Medical, etc..)	\$	77,060
Animation		
Supplies and Equipment	\$	25,610
Contracted Faculty (2027)	\$	76,511
Architecture and Enviromental Design		
Supplies and Equipment	\$	20,530
Contracted Faculty (2027)	\$	20,371
Dance		
Supplies and Equipment	\$	2,510
Masterclasses,Dance	\$	-
Masterclasses, Travel	\$	-
Contracted Faculty (2027)	\$	40,301
Film		
Supplies and Equipment	\$	18,060
Rentals, Film	\$	29,116
Contracted Faculty (2027)	\$	63,871
Music		
Supplies and Equipment	\$	2,010
Masterclasses,Music	\$	-
Masterclasses, Travel	\$	-
Rentals, Gamelan	\$	880
Rentals, African Drumming	\$	700
Contracted Faculty (2027)	\$	95,481
Theater		
Supplies and Equipment	\$	2,010
Contracted Faculty (2027)	\$	63,371
Visual Arts		
Supplies and Equipment	\$	63,029
Equipment Mtce	\$	169
Contracted Faculty (2027)	\$	191,500
Writing		
Supplies and Equipment	\$	1,595
Printing Student Work	\$	2,010
Masterclasses,Writing	\$	-
Masterclasses, Travel	\$	-
Contracted Faculty (2027)	\$	44,471
Program Costs Total	\$	3,468,009
Total Expenses	\$	4,499,305

2028 BUDGET SUMMARY

Overview		% of Total Rev
Special Deposit Fund (Tuition, CSSSAF, etc.)	\$ 1,698,068	56%
General Fund (State) with 185K REDUCTION	\$ 1,357,000	44%
Total Revenue		\$ 3,055,068
Total Expenses		\$ (4,600,926)
Balance		\$ (1,545,858)

Revenues	2028 Enrollment	
Total Full Pay Students	\$ 1,152,276	202
Total Out of State	\$ 207,876	18
Total Full Aid	\$ -	300
Total Partial Aid	\$ -	0
Total Field Trip and Transportation (Sales)	\$ 47,916	520
Special Deposit Fund (SDF) Prior Year Balance	\$ -	
Interest of SDF	\$ 70,000	
CSSSA Foundation Scholarship	\$ 220,000	
FY 28-29 State General Fund	\$ 1,475,000	
FY 28-29 State General Fund REDUCTION	\$ (118,000)	
Total Revenues	\$ 3,055,068	

Expenses

Monthly Exp

Agency Staff Salaries and Wages	\$ 828,491
Other (Utilities, Cell Phones, etc.)	\$ 10,086

Operational Costs

Other (Software, Translation, etc.)	\$ 97,996
CSSSA Foundation	\$ 85,000
Printing	\$ -
Advertising	\$ -

Program Costs

Admin

Host Site (2028)	\$ 2,279,983
Field Trips Expenses (2028)	\$ 50,000
Contracted Faculty (2028)	\$ 200,065
Arts Advocay Day (2028)	\$ 1,800
Supplies and Equipment	\$ 2,210
Transportation	\$ 76,611
Rental, Computers & Printers	\$ 111,041
Rental, Production Equipment	\$ 9,996
Faculty Training	\$ 3,000
Videographer	\$ 3,000

Other (T-Shirts, Medals, etc..)	\$	77,060
Animation		
Supplies and Equipment	\$	25,720
Contracted Faculty (2028)	\$	76,511
Architecture and Enviromental Design		
Supplies and Equipment	\$	20,560
Contracted Faculty (2028)	\$	20,371
Dance		
Supplies and Equipment	\$	2,520
Masterclasses,Dance	\$	-
Masterclasses, Travel	\$	-
Contracted Faculty (2028)	\$	40,301
Film		
Supplies and Equipment	\$	18,120
Rentals, Film	\$	29,116
Contracted Faculty (2028)	\$	63,871
Music		
Supplies and Equipment	\$	2,020
Masterclasses,Music	\$	-
Masterclasses, Travel	\$	-
Rentals, Gamelan	\$	880
Rentals, African Drumming	\$	700
Contracted Faculty (2028)	\$	95,481
Theater		
Supplies and Equipment	\$	2,020
Contracted Faculty (2028)	\$	63,371
Visual Arts		
Supplies and Equipment	\$	63,269
Equipment Mtce	\$	169
Contracted Faculty (2028)	\$	191,500
Writing		
Supplies and Equipment	\$	1,595
Printing Student Work	\$	2,020
Masterclasses,Writing	\$	-
Masterclasses, Travel	\$	-
Contracted Faculty (2028)	\$	44,471
Program Costs Total	\$	3,579,352
Total Expenses	\$	4,600,926

California State Summer School for the Arts

May 20th, 2026

Agenda Item 7: Strategic Planning

Prepared by: Matthew Gallagher, Director, Debra Waltman, Deputy Director

Presented by: Matthew Gallagher, Director

Recommended Action: Discussion of Strategic Planning and Potential Approval of Future Planning

Action Type: Discussion and Potential Approval

Background

CSSSA's last strategic plan was published in 2004. The CSSSA Foundation published a combined strategic plan with CSSSA in 2013. Both strategic plans are copied in the meeting packet notes below.

In 2020, CSSSA's Board of Trustees discussed creating a five-year strategic plan in partnership with the CSSSA Foundation. The CSSSA Foundation budgeted for \$45,000 for the project, and CSSSA budgeted for \$5,000. A total of \$50,000 was therefore allocated for consulting services to support the completion of a new joint strategic plan.

Due to effects of the Covid-19 pandemic on planning for the 2021 and 2022 sessions, CSSSA's resources were severely limited to focus on the strategic plan. Both CSSSA and the CSSSA Foundation experienced several significant leadership transitions which further limited resources to complete the project.

Arts Consulting Group

In 2021, CSSSA Foundation contracted with Arts Consulting Group (ACG), a consulting firm based in Boston, Massachusetts. The kick-off meeting took place in 2021 and ACG began collecting documents and resources to begin Phase 1 of the project.

The original contract with the CSSSA Foundation divided the project into four phases, quoted here:

Phase 1: Prepare and Align - Months 1-2

During this key initial phase, CSSSAF and ACG will ensure that there is a mutual understanding and alignment around project purpose, process, roles, and responsibilities, and conduct internal dialogues and investigations, building from ACG's current knowledge of CSSSAF's operations, positions and objectives.

Phase 2: Ask, Listen and Learn - Months 3-4

With guidance and support from the SPC (Strategic Planning Committee), ACG will continue to gather information and assess CSSSAF to support the development of the strategic plan. This process shall engage key organizational stakeholders to better understand stakeholder needs and preferences for CSSSAF's future development. Gathering essential information for the planning process is an essential tool to create buy-in with important individuals to support CSSSAF in the future.

Phase 3: Understand and Strategize - Month 5

In Phases 3 and 4, ACG will provide direct facilitation and planning support to the SPC and staff to facilitate the generation of the Strategic Planning primary components and the structure for the eventual final document.

Phase 4: Plan and Lead - Month 6

ACG will work closely with the staff and SPC to create the full Draft Strategic Plan, including all budget plans, implementation steps, and accountability and change mechanisms. This Phase also includes presentation to the full board, and advising on the public roll-out.

Board of Trustees Engagement - July 2022

During the 2022 CSSSA session, ACG led an Organizational Planning Summit with the Board of Trustees. This was a four-hour, in-person engagement at the CSSSA host-site California Institute for the Arts. The goal was to assist CSSSA in developing a deeper evaluation of its community, technology, facility, and financial resource requirements for future growth, stability, and impact.

Current acting members of the Board of Trustees who were in attendance included:

Moctesuma Esparza, Chair
Donna Casey,
Mike Cannone
Alex de Ocampo
Kim Patillo Brownson
Dr. Laura Romero

Current ACG Project Status

Arts Consulting Group and the CSSSA Foundation agreed to halt the project in July of 2023. The project lead at the CSSSA Foundation vacated their role, and the new Interim Executive Director assumed other responsibilities as assigned by the Foundation's Board. Phase One and Phase Two of the project were marked complete.

The CSSSA Foundation has recently shared the existing documentation completed by ACG for Phase One and Two, including some of the raw data collected from internal and external surveys. The external survey data may be useful for future strategic planning efforts though the internal survey data included many staff and faculty contractors who left shortly after the survey was completed in 2022.

The contract between the CSSSA Foundation and ACG has expired. CSSSA has new staff and several new members of the Board of Trustees. Similarly, the CSSSA Foundation has several new Board Members, and their new permanent Executive Director is expected to begin in the summer of 2026. There are currently no plans to resume the project with ACG.

Future Strategic Planning Options

CSSSA presents the following strategic planning options for discussion and consideration of the Board of Trustees. Next steps may include one or a combination of the following options:

1. Joint Strategic Plan with the CSSSA Foundation – Estimated Timeframe 1 to 2 Years

Await the hire of the CSSSA Foundation's new Executive Director. Begin strategic planning discussions and work towards a joint strategic plan. Note: The CSSSA Foundation does not currently have funds in their budget to contribute to the project. Funding would need to be secured before moving forward with an external consulting firm.

2. Establish Board of Trustees Committee – Estimated Timeframe 1 Year

Create a new Board of Trustees committee to review existing documentation from Phase One and Two of the ACG project. In addition, review Board of Trustees committee reports, and data reports created by the agency. Also review examples of strategic plans completed by other state agencies. Propose planning steps to the Board of Trustees at a future meeting.

3. CSSSA Staff to Develop a Strategic Plan – Estimated Timeframe 8 to 10 Months

Utilize existing reports and documentation from ACG, Board of Trustees Committees (Student Accessibility, Site Selection, Chair Appointments, CSSSA Application), Board Meeting Minutes, Data Dashboards, and other research projects to develop a strategic plan aligned with State standards and goals identified by the Board of Trustees. The following are two examples from other State agencies:

[CA Department of Food and Agriculture](#)

[CA Department of FI\\$Cal](#)

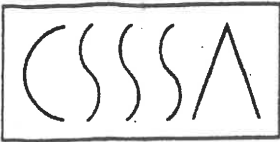
4. Solicit California-based Consulting Services – Estimated Timeframe 6 Months

Solicit consulting services from a California Small Business. CSSSA used this procurement option for consulting services from 2023 to 2025 while revamping the agency's administrative operations. Each scope of work was completed by the designated deadline. Though this would be a fast-track option, CSSSA does not have funding for consulting services and would need to rework the budget for this purpose.


Recommended Action

CSSSA seeks guidance from the Board of Trustees to develop a new strategic plan. The Board of Trustees shall discuss the report and past CSSSA and CSSSA Foundation strategic plans and provide further guidance.

The Board of Trustees shall discuss and hear public comments before proceeding with potential approval.



March 23, 2000

Peter Cervinka 
Department of Finance
915 L Street, 7th Floor
Sacramento, CA. 95814


RE: CSSSA STRATEGIC PLAN

The California State Summer School for the Arts is providing you with five copies of the Strategic Plan: California State Summer School for the Arts 2000-2003. The Board of Trustees adopted this plan on January 28, 2000.

I realize that this may no longer be a requirement for all departments, however the Board has determined that this has become a very useful management tool. The Board also would like to ensure that your office is informed of the mission, vision, goals and objectives of CSSSA.

Please contact me at 227-9464 if you have any comments or questions.

Sincerely,


Joseph Alameida
Deputy Director



4825 J STREET, ROOM 120
SACRAMENTO, CA 95819

916.227.9320
FAX 916.227.9455
www.csssa.org

**The Strategic Plan:
California State Summer
School for the Arts**

2000 – 2003

Adopted on January 28, 2000

The Strategic Plan: California State Summer School for the Arts

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I. THE CSSSA MISSION

To annually provide a select number of California high school students of the visual, literary, performing and media arts with an intensive learning experience conducted by distinguished arts professionals, designed to enhance the students' artistic skills and to develop their understanding as individuals of their potential for growth as creative artists.

II. CSSSA VISION

By fulfilling its mission CSSSA will:

- Provide recognition, distinction and professional training in the arts to a broadly recruited student body of talented high school students in a scope and manner not available anywhere else in California.
- Establish an educational community of professional artists and talented students that offers opportunities for creative risk taking, imaginative discipline, critical thinking, collaborative problem solving and leadership.
- Ensure that the school's student body, faculty and curriculum are truly representative of, and sensitive to, California's diverse cultural heritages.
- Support and encourage each student's singular capacity for creative accomplishment.
- Provide an educational link with institutions of higher learning, major performing arts companies, commercial and fine arts institutions, and the film, television, information, telecommunication and recording industries in California for students wishing to pursue careers in the arts.
- Establish models for excellence in arts education and direct attention to the need for high quality arts programs in all California schools.
- Enhance the overall cultural climate of California by training future artists, who will contribute to, and become advocates for the arts.
- Help to ensure the long-term development of artists for the arts and entertainment industries which comprise California's second largest business sector.
- Position California, home to 20% of America's artists, as a leader in striving for excellence in the arts.

III. THE ENVIRONMENT FOR CSSSA

The arts are not an integral part of the education received by all of California's children. Although there is a societal awareness of the value of arts education and there are some efforts being made to address the curricular deterioration experienced in recent years, a quick turnaround is unlikely. This situation has direct implications for CSSSA. They include the following:

- The CSSSA student body will be representative of the uneven and inconsistent distribution of arts education resources throughout the state. On the other hand, there is evidence that there may be stronger interest in CSSSA among parents, students and teachers because there are fewer opportunities for similar high quality instruction in some areas.
- CSSSA will need to direct student recruitment efforts to community arts organizations, independent music teachers and other arts education providers working outside of the public education system.
- The CSSSA curriculum will continually need to be evaluated and adjusted to reflect the realities of arts education in California. This is particularly true in the area of dance where the number of interested students seems to have diminished.
- CSSSA must maintain a high public profile to assure that the support it has received from students, teachers, parents, artists, individual, corporate, and foundation donors and government continues to grow.

IV. ORGANIZATIONAL ASSESSMENT OF CSSSA

A. Strengths

I. Program Excellence

- A. CSSSA has established an excellent reputation and track record among students, parents and educators.
- B. CSSSA has an ethnically diverse faculty internationally recognized for artistic excellence and teaching ability.
- C. CSSSA has a highly motivated and skilled professional staff.
- D. The CSSSA curriculum is a nationally recognized model for innovation.

- E. CSSSA is one of the few programs at which high school students can earn California State University course credit.

II. Public/Private Partnership

- F. CSSSA has a unique mechanism of support, and is not totally dependent on the state's General Fund for its operations.
- G. CSSSA's public/private partnership links the school to the entertainment industry, and other segments of California's business community.
- H. The public/private partnership has enabled CSSSA to seek resources from the private sector to develop and sustain innovative programming.
- I. CSSSA's public image has been enhanced because of its association with national foundations, corporations, and the cultural leadership of California.
- J. It was the intent of the Legislation that created CSSSA that between 50% and 75% of the costs of the program would come from the State's General Fund.
- K. The commitment of California's Governors, and the Legislature, in approving public funding for CSSSA since 1986 is the catalyst for private sector donations.

III. Quality and Diversity of Students

- L. CSSSA enjoys widespread student representation from urban, suburban and rural communities in all fifty-eight California counties.
- M. Minority representation in the CSSSA student body increased from 22% of all students in 1987, to 48% of all students in 1999.
- N. In the opinion of the faculty, the talent level of the students attending CSSSA has risen over the school's history.
- O. As the enabling legislation envisioned, many of the students who attend CSSSA continue their educations at colleges, art schools, and conservatories with specific ambitions of acquiring the training necessary to achieve successful careers in the arts and entertainment, information and telecommunications industries.

- P. Many of CSSSA alumni who have remained in contact with the school work in the arts and entertainment industries; successful alumni represent important long-term resources for CSSSA student recruitment, advocacy, program and fundraising support.

IV. Volunteers and Trustees

- Q. CSSSA has dedicated volunteer leaders with experience in governance on its Board of Trustees.
- R. Civic, business and entertainment industry leaders who are associated with the CSSS Arts Foundation provide their time and raise funds and bring resources to the program.

V. Community Stakeholders

- S. There are more than 5,500 alumni and their families who can be called upon to support CSSSA.
- T. The hundreds of teachers who have recommended students for the CSSSA program since 1987 are a valuable resource for student recruitment and promotion.
- U. County Arts Commissions and other local arts agencies throughout California are an important network for student recruitment and public recognition of CSSSA's students and program.

VI. Educational and Governmental Leadership Support

- V. CSSSA has enjoyed the public endorsement and support of three California governors.
- W. Many members of the California Legislature have taken part in student recognition activities in their home communities. CSSSA enjoys bipartisan support among legislators.
- X. The California Board of Education supports CSSSA. The California Department of Education and CSSSA have a good working relationship.
- Y. CSSSA has gained the support of the Getty Institute of the Arts, the Museum of Contemporary Art, the Los Angeles County Museum of

Art and many more of the state's leading arts institutions in fundraising and programmatic activities.

- Z. CSSSA has also received the endorsement of the California Arts Council and other organizations which advocate the role of the professional artist in arts education.

B. WEAKNESSES

I. Income and Expenses

- A. Expenses for CSSSA's host campus have exceeded the expectations of the legislators and citizens who created CSSSA, who presumed that a public college or university would host the school at little or no cost.

II. Competition for Revenue Sources

- B. The number of organizations and projects competing for the same private sector dollars as CSSSA has steadily increased in recent years.
- C. There is intense competition for public funds at the state and federal levels.

III. Marketing and Student Recruitment

- D. The student population eligible to apply to CSSSA changes each year, requiring CSSSA to spend enormous energy and resources reintroducing itself to its target market.
- E. CSSSA has not been able to depend on the California Department of Education (CDE) to effectively disseminate application information to students through school districts as envisioned in CSSSA's enabling legislation, due to the CDE's budgetary constraints.
- F. Centralized student recruiting efforts through school districts have been ineffective in promoting local awareness of CSSSA.
- G. CSSSA cannot conduct a statewide marketing campaign without government or corporate support provided expressly for this purpose.

IV. Student Body Composition

- H. CSSSA's enabling legislation mandates admission of high school seniors who meet acceptance criteria; in that these graduating students do not return to their schools of origin, they contribute minimally to student recruitment efforts and have little impact on local high school arts programs.
- I. Eighteen-year-old students are socially more suited to college or arts conservatory programs with less restrictive student behavior requirements than CSSSA.
- J. Students from core urban areas have historically been underrepresented in the CSSSA student population.

V. **POTENTIAL FOR ORGANIZATIONAL DEVELOPMENT**

A. **Opportunities**

I. Out-of-State Students

- A. The twenty non-subsidized spaces available for students from outside of California, made possible through 1992 legislation, represent a potential source of increased tuition revenue. In addition, they enhance the national reputation for the school, provide opportunities for international exchange, and diversify the student body.

II. Business Sector Support for Education

- B. An increase in foundation giving, the rise in private family foundations and the new breed of entrepreneurial philanthropists present funding opportunities for CSSSA.
- C. A renewed commitment in the corporate community to support precollege educational programs represents opportunities for new linkages with the corporate sector.
- D. The increase in corporate educational partnerships in general, and to CSSSA in particular, can result in long-term funding relationships with state and national corporations involved in banking, financial service institutions, airlines and public utilities.

- E. California's technology manufacturers and software publishers have recognized the role of the artist in the development and use of their products, and they could become an increasingly important source of product and funding support for the school's program.

III. The Arts and Entertainment Industry

- F. CSSSA's association with the Arts and Entertainment industries has the potential to continue to generate resources and funds for curriculum, faculty, public relations and other purposes.

B. **Threats**

I. Economic Trends

- A. The current trends in corporate restructuring and mergers and acquisitions can affect corporate strategic program priorities and geographic distribution of grants.
- B. Volatility in the stock market can lower the value of the CSSS Arts Foundation Endowment and diminish the school's ability to derive significant scholarship revenue from this asset.
- C. CSSSA's General Fund appropriation can be jeopardized during times of economic recession when State of California revenues are subject to shortfall.

II. Vulnerability to Crises

- D. Accidents, illnesses, pregnancies, drug and alcohol abuse and other personal crises experienced by teenagers in coeducational, residential high schools can negatively affect the operation of the summer school in session. Although these incidents are rare, they can create serious long-term public relations problems for the organization if mishandled.
- E. Like every other organization, CSSSA is vulnerable to crises arising from natural disasters, crime and social unrest.

VII. GOALS, OBJECTIVES AND STRATEGIES

GOAL I: Make the CSSSA experience available and attainable for as many of California's young people as possible.

Three-Year Objectives/Milestones:

1. Increase the number of California resident students applying to CSSSA.
2. Increase the number of economically disadvantaged students applying to CSSSA.

Strategies:

- A. Focus school recruiting visits by staff, faculty, trustees and foundation directors to high schools and arts programs in urban core neighborhoods in 2001 and 2002.
- B. Develop relationships with community arts centers, private schools, music teachers, PTA's, dance schools, etc. which have the potential to generate increased numbers of applications.
- C. Concentrate recruitment activities towards dancers to strengthen the Dance department.
- D. Seek specialized grants for scholarships for economically disadvantaged inner-city students and promote them through press releases, public service announcements and advertisements.
- E. Conduct a public relations campaign in the print and broadcast media to heighten awareness of CSSSA in California.
- F. Update promotional materials used for student recruitment (i.e., brochures, video and website).

GOAL II: Provide the most innovative, contemporary, high-quality program possible for CSSSA students, with conceptual and practical training in technologically advanced methods and techniques for creating art.

Three-Year Objectives/Milestones:

1. Increase the amount of participation of artists of international stature in artist/company residencies at the school.
2. Increase the active participation in CSSSA programs of professionals from California's entertainment and high technology industries.
3. Provide training in digital processes for art-making in all appropriate disciplines and genres.
4. Maintain teacher/student ratio of less than one teacher per ten students, which assures excellence of learning experience.

Strategies:

- A. Seek foundation grants to continue the Surdna Foundation Guest Artist Residency Program to bring important contemporary artists in all disciplines from throughout the world to perform, teach and share their creative approaches at CSSSA.
- B. Maintain and expand current training and product relationships with Yamaha, Disney Feature Film Animation, Sony Pictures Entertainment, Ilford Film, Agfa, etc.
- C. Develop new training and product relationships through Trustee and Foundation Director contacts.
- D. Solicit computer and software producers for sponsorship and support of programs.

**Goal III: Improve the stability and predictability of
income and maintain the Public-Private
Partnership that supports CSSSA.**

Three-Year Objectives/Milestones:

1. Increase earned income through receipt of out-of-state tuitions and applicant fees.
2. Seek increases in General Fund appropriation to cover growth in programmatic and administrative costs up to the maximum of 75% of total budget.
3. Increase the amount of CSSSA Foundation permanent endowment funds by 2001 (from \$750,000 to \$1,000,000).
4. Increase special events revenue from new collaborative projects.
5. Retain the corporate sponsorships already developed.
6. Develop new corporate and foundation sponsorships for special projects, endowment and instructional programs.

Strategies:

- A. Maintain bipartisan support for the goals of CSSSA.
- B. Identify and contact corporations and foundations with strategic goals relating to education and the arts. Involve them in CSSSA programs.
- C. Maintain and increase staff and board relationships with current donors.
- D. Seek event underwriting and develop special CSSSA programs which acknowledge corporate sponsors.
- E. Involve Trustees and Foundation Directors in the identification of potential funding sources.
- F. Recruit new Trustees and Foundation Directors who can support fundraising activities.
- G. Develop new donors in Silicon Valley and Northern California.
- H. Utilize web site opportunities for sponsor acknowledgment.
- I. Update promotional materials used for fundraising (i.e., brochures and video).

GOAL IV: Impact arts education and arts educators on the local, state and national levels.

Three-Year Objectives/Milestones:

1. Increase awareness of CSSSA among educators.
2. Develop opportunities for CSSSA to affect education policy.

Strategies:

- A. Staff should join and participate in the activities of state and national arts and arts education associations.
- B. Reports on CSSSA should be given at official meetings of the public agencies which appoint CSSSA Trustees or otherwise hold a stake in the work of CSSSA, i.e., the California Board of Education, the Regents of the University of California, the Board of Trustees of the California State University, the California Arts Council, and the Joint Legislative Committee on the Arts.
- C. State/Local Partners of the California Arts Council and other community agencies should be asked to host meetings of local arts educators for staff presentations about CSSSA.
- D. Public relations efforts should be made to increase teacher awareness of CSSSA.
- E. Staff, Trustees and Directors should invite national leaders in education and the arts to visit the school while it is in session.

THE STRATEGIC PLAN:

CALIFORNIA STATE SUMMER SCHOOL FOR THE ARTS



MARCH 2013

With Thanks to:

The CSSSA Board of Trustees and the CSSSA Foundation Board of Directors

Developing Development Program:

Executive Service Corps, Los Angeles: Beverly Froelich and Larry Kaplan, Consultants
Arts Consulting Group, Los Angeles: Laurie Dowling and Edwina Brandon, Consultants
Michael Fields, Peggy Burt and Addie deHilster, CSSSA and CSSSA Foundation Staff

Special Thanks to Mel Swope, head of the Strategic Planning Committee Members.
Strategic Planning Committee: Mel Swope, Melissa Draper, Janice Pober, Lucy Larson, Michael Fields.



The Strategic Plan: California State Summer School for the Arts:

An Introduction

An evolving and living document, it is our hope that this CSSSA Strategic Plan 2013 will continually inform the organization, stretching us beyond our comfort zones and driving us to reach beyond perceived boundaries.

The mission of the California State Summer School for the Arts is to educate and empower the next generation of creative artists, innovators and arts leaders of California. Structured as a public/private partnership, the California State Summer School for the Arts (CSSSA) is an agency of the State of California, founded through enabling legislation in 1986. Alongside the School, the CSSSA Foundation was incorporated as a 501 (c) 3 nonprofit to raise a diverse array of private sector funds for the School and to ensure equitable access and opportunity for all students. A statewide organization, the School is headquartered in Sacramento, and the CSSSA Foundation is based in Pasadena. Currently the Summer School program takes place on the campus of CalArts in Valencia.

CSSSA enjoyed a long period of consistent and stable leadership under the direction of Rob Jaffe, the Director of CSSSA and Joan Newberg, Executive Director of the CSSSA Foundation. Rob Jaffe passed away suddenly in the summer of 2010. The Board selected long-time faculty member and Theatre department chair, Michael Fields to be the next leader of CSSSA. CSSSA has continued to thrive under Michael's visionary leadership. On the Foundation side, Adrienne Luce was the Executive Director of the Foundation for two years. In March of 2012, Peggy Burt became the Executive Director of the Foundation. Despite all of these changes, CSSSA remained strong, under the leadership and guidance of two boards: the CSSSA Board of Trustees and the CSSSA Foundation Board of Directors.

One of the first opportunities that arose for the Executive Director, Peggy Burt, was an invitation to join a professional workshop series, entitled the "Developing Development Program". Sponsored by the Weingart Foundation, and presented by the Executive Service Corps, the 18-month professional development program offered a combination of individual coaching and training seminars on fund development approaches. Both Peggy and Addie deHilster, Grants and Development Associate, attended all the sessions. Within this *CSSSA Strategic Plan 2013*, are observations and recommendations taken directly from the work done by Foundation staff and ESC Consultants in the Developing Development program.

Early in 2012, another milestone was reached with the awarding of the multi-year grant to the CSSSA Foundation by the William and Flora Hewlett Foundation. Funds from this grant were allocated to a Strategic Planning effort. The Foundation is so grateful to the Hewlett Foundation for this critical and visionary gift, without which, we could not have embarked upon this year-long journey of discovery.

After considering four different consulting firms, the Arts Consulting Group was chosen to lead the CSSSA planning process. Since we were already focusing in on development quite carefully with the "Developing Development program" this effort was focused on Board Governance, Identity/Definition and Futuring. Foundation Board Member, Mel Swope chaired the Strategic Planning Committee. The Committee met in December of 2012 at the San Jose Museum of Art, thanks to Board of Trustees Member, Lucy Larson. The committee developed the agenda for a two-day planning summit where we would focus on Board Governance, especially as it applied to our By-laws and Enabling Legislation, "Organizational Architecture", looking at where we are today "Identity", and Futuring - beginning to articulate our goals and strategies for long-term sustainability.

The format of this Strategic Plan is based on the blueprint of the 1993 Strategic Plan for CSSSA, with updates for 2001/2 and information gleaned from the 2 day Board Summit, Jan. 31-Feb. 1, 2013.

In the original Strategic Plan (1993), and the Revised Plan (2002) three core areas were discussed:

- I) Program - *Training*
- II) Recruitment and Marketing-*Search*
- III) Development-*Funding Sources*

As a result of new insights and information from the recent Board Summit two new goal areas were identified

- IV) Profile/Identity: *Raising Awareness*
- V) Board Governance: *Managing the Two Board Structure*

In summary, the following information is a culmination of previous strategic plans, information from Developing Development (ESC), the Arts Consulting Group, and the CSSSA and CSSSA Foundation leadership.

An evolving and living document, it is our hope that this CSSSA Strategic Plan 2013 will continually inform the organization, stretching us beyond our comfort zones and driving us to reach beyond perceived boundaries. We are two governing Boards, plus an Advisory Board. We are a State Agency, a School and a Foundation. We are CSSSA.

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...to develop their understanding as individuals of their potential for growth as creative artists.

THE CSSSA MISSION

The mission of CSSSA is to annually provide a select number of California high school students of the visual, literary, performing and media arts with an intensive learning experience conducted by distinguished arts professionals, designed to enhance the students' artistic skills and to develop their understanding as individuals of their potential for growth as creative artists.

THE CSSSA VISION By fulfilling its mission CSSSA will:

- Provide recognition, distinction and professional training in the arts to a broadly recruited student body of talented high school students in a scope and manner not available anywhere else in California.
- Establish an educational community of professional artists and talented students that offers opportunities for creative risk taking, imaginative discipline, critical thinking, collaborative problem solving and leadership.
- Ensure that the school's student body, faculty and curriculum are reflective and sensitive to California's diverse cultural heritage.
- Support and encourage each student's singular capacity for creative accomplishment.
- Provide an educational link with institutions of higher learning, major performing arts companies, commercial and fine arts institutions, and the film, television and recording industries in California for students wishing to pursue careers in the arts.
- Establish models for excellence in arts education and direct attention to the need for high quality arts programs in all California schools.
- Enhance the overall cultural climate of California by training future artists, who will contribute to and become advocates for the arts.
- Help to ensure the long-term development of artists for the arts and entertainment industries, which is currently one of California's largest business sectors.
- Position California, home to 20% of America's artists, as a leader in striving for excellence in the arts.

It is our expectation that some CSSSA graduates will become professional artists. Others will go on to apply their creative skills in other professions. The goal of CSSSA is to provide an educational experience that goes beyond the practice and improvement of aesthetics and technique. We want to broaden our students' understanding of their creative potentials, regardless of their eventual life paths.



THE ENVIRONMENT FOR CSSSA

Americans value the arts. Despite the economic headwinds that our country faced in 2010, the results are impressive. Nationally, the creative arts industry generated \$135.2 billion of economic activity—\$61.1 billion by the nation's nonprofit arts and culture organizations in addition to \$74.1 billion in event-related expenditures by their audiences. This economic activity supports 4.1 million full-time jobs. Our industry also generates \$22.3 billion in revenue to local, state, and federal governments every year—a yield well beyond their collective \$4 billion in arts allocations.

Arts and culture organizations are resilient and entrepreneurial businesses. They employ people locally, purchase goods and services from within the community, and market and promote their regions. Arts organizations are rooted locally; these are jobs that cannot be shipped overseas. Like most industries, the Great Recession left a measurable financial impact on the arts—erasing the gains made during the pre-recession years and leaving 2010 expenditures 3 percent behind the 2005 levels. The biggest effect of the recession was on attendance and audience spending. Inevitably, as people lost jobs and worried about losing their homes, arts attendance—like attendance to sports events and leisure travel—waned as well. Yet, even in a down economy, some communities saw an increase in their arts spending and employment. As the economy rebounds, the arts are well poised for growth. They are already producing new and exciting work—performances and exhibitions and festivals that entertain, inspire, and increasingly draw audiences. (Source: Americans for the Arts)

Arts Education in California

Americans also value arts education. **However, California is falling behind.** For the past thirty years arts education in California's schools has been disappearing at an alarming rate. Between 1999 and 2004, student enrollment in music education declined by 47%. The state's recent fiscal crisis has resulted in still more dramatic cuts to visual and performing arts education programs.

Extensive research has demonstrated that arts education engages students in learning, contributes to higher test scores and reduces truancy and dropout rates.

Teaching creativity and the arts contributes to higher test scores across the board in every subject area. **Arts education helps prepare our students for the expectations of the twenty- first century workforce**, which include the ability to innovate, communicate and collaborate. California industries like film and entertainment, software and design all require workers who are well-educated and creative.

CSSSA students are the critical thinkers and creative leaders of tomorrow.

A recent Harris Poll shows that a resounding **93% of Americans consider the arts to be vital to providing a well-rounded education** for children and a critical link to learning and success. As schools have felt increasing pressure from standardized tests and federal mandates to spend more time on reading and math, school curricula is narrowing in focus, leading to a **22% reduction in the amount of time spent on arts and music instruction.**

Arts education is mandated in our State Education Code for pupils in grades 1-12, in the disciplines of dance, music, theater and visual arts. The code does not mandate schools to follow these content standards, which leaves implementation of arts education to the discretion of each school district.

Due to the efforts of parents who value arts programs, **privately funded high quality programs have been maintained in wealthier school districts.** But a child's access to arts education should not be predicated by where they happen to live.

Until school districts have confidence that new arts education funding is ongoing, they will be reluctant to invest in hiring and training teachers. **CAAE is promoting the effort to secure ongoing funding for sequential, standards-based arts education for all children in grades K-12.** (Source: California Alliance for Arts Education www.artsed411.org)

As we move forward with increased momentum and understanding that **21st century skills are all about creativity**, CSSSA is well-positioned to build on the success of local, state and national efforts to bring the arts into the spotlight. CSSSA students are the critical thinkers and creative leaders of tomorrow.

There is clear evidence of the reputation of CSSSA in the education and arts education community. Each year, CSSSA receives over 1500 applications from all over the state of California. In some programs, the acceptance rate is only 1 out of 4 students. Teachers, parents and guidance counselors promote CSSSA to dedicated and motivated high school students. The newly re-launched CSSSA Arts Scholar Network builds on outreach efforts to reach an even broader audience of students. Every high school receives posters and postcards, and the increasing social media presence extends our reach even further.

Impact on CSSSA

As the arts are seen more and more at the center of the conversation on creativity and 21st century skills, demand will continue to rise for high quality arts education.

In the current environment, we have an adequate number of applications on an annual basis, but we strive continually to expand our ethnic and geographic diversity.



Currently held on the campus of CalArts in Valencia, CSSSA is constrained to an enrollment of 500 students due to housing accommodations. The Board and Staff feel that keeping CSSSA at this level, with an ideal student teacher ratio of 9:1 has helped to maintain the high quality of the program. The program has been assessed on an annual basis by Professor David Harrington of UC-Santa Cruz for 26 years. The evaluation shows high levels of student satisfaction in all areas. In addition, recruiting and retaining CSSSA faculty demonstrates that the loyalty and affiliation among faculty is at an all-time high. Under the direction of Michael Fields, CSSSA is well-positioned to continue the excellence, creativity and rigor of an artistic laboratory where process is valued over product and all California students are provided an opportunity to move beyond perceived boundaries.

Philanthropic trends and Outlook: Key Nonprofit Sector Trends in 2013:

Increase in charitable giving will not be dramatic

Charitable giving in 2012 was relatively flat, according to The Blackbaud Index, and given the slow economic recovery, is not likely to dramatically increase in 2013. For the past 40 years, fundraising in the United States has remained fairly static at around 2 percent of GDP; and that's not expected to change over the next few years. There will be a "flight to quality" with donors choosing to support fewer organizations in 2013. To be successful, nonprofits **must increase their focus on donor retention** while also investing in cost-effective donor acquisition.

The nonprofit sector will go through a revaluing process

There are cultural shifts occurring in how nonprofits are being viewed, which will ultimately benefit the sector. The debate about the charitable deduction puts the value of the sector's contribution squarely in the public consciousness. A growing number of people are seeking careers with meaning as Baby Boomers start second careers in the nonprofit sector, and Millennials seek degrees in nonprofit management. "Nonprofit" is increasingly being viewed as just a tax status, not a business model. There is a merging of nonprofit and for-profit business practices-bringing together sustainability and effectiveness in operations along with mission-driven passion.

Technology will play a major role for both nonprofits and their supporters

Mobile, cloud computing, and CRM will steal the spotlight in 2013 from a technology perspective and provide nonprofits a full 360-degree view of supporters. This will be the year nonprofits go from testing the mobile experience to delivering the mobile experience, as **most nonprofits plan to double their use of mobile technologies in 2013** according to Blackbaud's recent State of the Nonprofit Industry report. Today's mobile and "in the cloud" experiences are driving a transformational change in what people expect from organizations in terms of response and interaction. Delivering a tailored experience to each supporter-enabled by these technologies will be essential for success.

Source: Philanthropy Journal.org

Implications for CSSSA Development Programs – overall fund development

- Individual Giving needs to be developed and technology/social media will continue to expand
 - Alumni Network Development will strengthen the Foundation moving forward. The oldest CSSSA alumni are now 44 years of age, and are squarely mid-career in their success and giving ability. A strong annual giving campaign is essential. With over 7,000 CSSSA Alumni and Parents in our Donor Database, we have a large pool of prospects for "alumni give-back" campaigns. ***With access to comprehensive alumni data, we could extend our reach even further.***
 - Social Media will continue to develop as a viable platform for individual giving
 - The CSSSA Foundation currently participates in Crowdrise/Network for Good, along with specific campaigns such as Allen Helbig's "Mud for Art" and Lewis Sharpstone's Marathon Runs.
- Board Members continue to be not only a substantial source of annual funds, but provide matching gifts, in-kind and corporate support.
- Corporate Giving should continue to trend upward, including matching gifts
- While we continue to seek new and varied Foundation contributors, over-reliance on Foundation support needs to be managed, with more emphasis placed on developing diversified funding

streams.

- More sophisticated approaches of cultivating Major Gifts, and opportunities for Planned Giving will be explored.
- The Endowment, now at nearly \$3 million should be analyzed as a key asset. The Board has managed the investment wisely, but it may be time to expand the spending policy and broaden the support base for CSSSA beyond annual scholarships. Endowment typical practice: 4-5% annual spending policy, the current CSSSA Foundation has an annual 2% spending policy, which has never been implemented – funds are immediately re-invested. *Please see funding priorities outlined in CSSSA Foundation Development Plan.*

ORGANIZATIONAL ASSESSMENT OF CSSSA

Strengths



Program Excellence

- CSSSA has established an excellent reputation and track record among students, parents, and educators.
- CSSSA is considered an innovative, contemporary, and cutting edge program.
- CSSSA has a highly motivated and skilled professional staff.
- CSSSA has a highly-respected, diverse faculty widely recognized for artistic excellence and teaching ability
- CSSSA has a highly motivated and skilled professional staff.
- The nationally recognized CSSSA curriculum, emphasizing “process over product,” provides a laboratory environment that promotes creativity and risk-taking.
- CSSSA provides students with a rigorous pre-college environment, providing California State University course credit, and the designation of “California Arts Scholar.”

Public Private Partnership

- CSSSA has a unique mechanism of support receiving approximately half of the funds from the private sector: student tuition/fees along with contributions raised by the CSSSA Foundation, and the other half from an annual allocation from the state’s General Fund.
- The CSSSA Foundation raises funds from philanthropists, the entertainment industry, foundations, corporations and individuals, providing funds for scholarships, visiting artists and operating support.
- The public/private partnership has enabled CSSSA to gain resources from the private sector to develop and sustain innovative programming such as the CSSSA Arts Scholar Network and the CSSSA Bridge to College. The Herb Alpert Emerging Young Artists Scholarships program is funded through 2017.
- CSSSA’s public credibility and image are enhanced because of the association with national funders such as the Surdna Foundation and The William and Flora Hewlett Foundation.
- The vision and commitment of the California Legislature in assuring public funding for CSSSA since 1986 is a catalyst for private sector donations.

Quality and Diversity of Students

- Throughout its history CSSSA has had widespread student representation from nearly all of the 58 California counties, including the state’s most rural, and inner-city urban areas.
- Ethnic diversity has increased from 46% in 1993 to 57% in 2012 (non-white students).

- In the opinion of the faculty, the talent level of the students attending CSSSA has always been high and has steadily risen throughout the school's history.
- As the enabling legislation envisioned, many of the students who attend CSSSA continue their education at colleges, art schools and conservatories with specific ambitions of acquiring the training necessary to achieve successful careers in the creative industries.
- An increasing number of CSSSA alumni have achieved great fame in their chosen fields of endeavor, including some famous celebrities/stars. Successful alumni represent important long-term resources for CSSSA student recruitment, advocacy, program and fundraising support.

Two Boards: CSSSA Board of Trustees and CSSSA Foundation Board of Directors:

(included here are direct Board Member comments from DDP interviews)

Each of the interviewees essentially stated that their strong friendships, respect for each other, and camaraderie are the "heart" of the success of the organization

Summary from ESC Consultants: Larry Kaplan and Beverly Froelich. "After conducting numerous interviews, it is important to point out that the two CSSSA Boards -Directors and Trustees—are comprised of very committed, engaged individuals. Each of the interviewees essentially stated that their strong friendships, respect for each other, and camaraderie are the "heart" of the success of the organization. From the perspective of the consultants, this has been a surprisingly rewarding experience and unusual situation. Staff members, both recent hires, work seamlessly in close quarters and are highly qualified. Both the boards and staff are complimentary of each other and are effectively working toward a common goal. That's half the battle." Executive Service Corps 6/20/12

- CSSSA has dedicated Board leadership with longevity, loyalty and commitment. Board members have excellent business connections and contacts, the Board runs efficiently and the Board is cohesive with extensive history.
- The Board of Trustees and the Board of Directors work well together as a joint body to oversee the operations of the school and development efforts of the Foundation.
- Geographic Diversity continues with key leadership positions held by Northern California Board members and Trustees.

Community Stakeholders

- The alumni network now totals nearly 13,000 CSSSA students. These former students and their families are increasingly called upon to support CSSSA.
- CSSSA Parents have also shown great interest in the program, and some have become annual fund donors. Parent engagement and support could be a high-potential area for exploration.
- Teachers in California High Schools are a resource for CSSSA recruitment and recommendation and



should be engaged, recognized and honored on a regular basis.

- County arts commissions, local arts agencies and county offices of education can be further engaged to recruit and recognize outstanding students. Further development of the CSSSA Arts Scholar Network will strengthen the network providing public recognition of CSSSA students.
- CSSSA Faculty. Opportunity for honoring them to recognize the outstanding level of quality, commitment and achievement, which is in turn, is a tribute to the students, and leadership of the Board and School.

Educational and Governmental Leadership Support

- CSSSA has enjoyed the public endorsement and political support of a number of California's Governors, including former Governor Deukmejian, former Governor Wilson and current Governor Jerry Brown.
- Many members of the California Legislature have taken part in student recognition activities in their home communities in the past, and will be invited to do so again this year in June of 2013.
- Governmental appointments on the Board of Trustees come from the Governor (4 trustees), the Speaker of the Assembly and the Senate Committee on Rules. The State Board of Education provides two trustee appointments.

Financial Leadership of Foundation

- Board members have a clear picture of where the contributed dollars are spent on programs and scholarships – finances are transparent.
- CSSSA Foundation Board and staff members practice good management of assets and temporarily restricted funds.
- Fundraising goals are realistic and attainable, and the CSSSA Foundation fundraising capacity has increased with the addition of a half-time Development Associate, thanks to the Hewlett Foundation.

CHALLENGES

Areas of limited financial control

- Inability to raise faculty salaries (connected to the pay levels of CSU professors).
- Inability to pay student assistants with state funds.
- Historically, faculty have not been provided travel stipends.
- The Endowment has grown – but earnings have not been tapped to expand programs/capacity.

Managing Two Board Structure

The Endowment has grown – but earnings have not been tapped to expand programs/capacity

- The dual board structure for CSSSA and the CSSSA Foundation, mandated in the school's enabling act and revised in subsequent legislation, has made it complex to define the governance roles and fundraising responsibilities of Trustees and Foundation Directors.
- Board goal of 100% contribution (give or get) has not been reached.
- Board has identified the need for succession planning for board and officer positions.
- Board has identified that "new blood" is needed, but has found it challenging to recruit, mentor and support younger members into leadership roles.
- Some Board members are disengaged, and feel that decision-making takes too long.
- Some Board member have stated that, Board member connections are not used optimally.
- Some Board members are in favor of term limits, while others are not (consensus has not been reached).
- Some would like to see long-term Board Members stay connected by joining the Advisory Board.

Marketing and Public Relations

- *A recurring theme of all Strategic Plans to date have stated the need for "more PR". However, there is no evidence to support that either the recruiting or the fundraising efforts have been hampered by the "lack of" dedicated PR. Recommendation to build consensus about "need for more PR".*
- Methods of marketing are changing rapidly due to social media and internet platforms.
- Geographic and Demographic Expanse. Reaching the target audiences: students, parents and teachers, require different strategies. The funding has not been prioritized for outreach on a consistent basis, even though we are charged with serving the whole state of California.
- Only limited staffing is currently available for outreach or promotional efforts.
- It is unclear as to what role the CSSSA Foundation should have in outreach efforts. This presents an opportunity to understand the mutual support needed in this and how collaboration can develop.
- The CSSSA Arts Scholar Network - the re-launch of working with local arts councils and local arts education advocacy networks through the CSSSA Foundation may extend the reach and public awareness.
- Alumni have not been engaged in recruiting efforts in a systematic way.
- E-blast marketing is proving to be effective, but needs to be expanded to include more students and alumni.
- Identity: Many people assume that CSSSA is a CalArts program because it is held there.



Development

- Disproportionate number of Los Angeles based funders. Working to develop funders from other regions, especially the Bay area, Orange County, San Diego and Central Valley.
- Though we serve the entire state, many funders have told us they will only fund programs

that take place or are headquartered in their region.

- Because the Foundation is a 509(a)3 and because CSSSA is a State Agency, there are several prominent Foundations that consider us ineligible.
- Many of our Board Members and Donors are travelling while CSSSA is in session during the summer, and therefore do not have an opportunity to visit the program.
- Many alumni and parents are not aware that the CSSSA Foundation exists. We need to explore more ways to educate them on the mission and programs of the Foundation.

Donor Recognition

- We are not a brick and mortar program . . . Recognition is a challenge.
- Day for Donors at CSSSA is effective – but small in scope.
- Another Donor Recognition could be developed in both Northern and Southern California.

POTENTIAL FOR ORGANIZATIONAL DEVELOPMENT

Moving well beyond "a 4-week program" CSSSA becomes the launching pad for a students' aspirations for college and career.

Opportunities

Recruitment and Outreach can be improved to reach the students who are right for CSSSA

- Focus

New partners such as community schools, after school programs and conservatories may be developed to extend the recruiting efforts.
- Out of State/International students diversify the student body, and provide increased recognition for CSSSA as a national program, potentially increasing the pool of funders who are interested in supporting programs of national rather than state-wide scope.
- CSSSA Bridge to College. By building out the *CSSSA Bridge to College*, the impact of CSSSA is magnified for students and families. Moving well beyond "a 4-week program" CSSSA becomes the launching pad for a students' aspirations for college and career. Gaining access to connections with colleges, internships, mentorships, and working professionals, CSSSA students become part of the larger network of arts professionals worldwide. The CSSSA Bridge to College program offers lasting value and long-term impact for every CSSSA student. It raises the profile of CSSSA as well, giving voice to our commitment to arts education in the state of California.
- CSSSA Arts Scholar Network recognition
 - As the CSSSA Arts Scholar network develops, some agencies may produce showcase events for the returning CSSSA students in the Fall of the next academic year – providing a state-wide platform for celebrating CSSSA with visual art and digital art exhibitions along with performances.
 - Each year, new agencies will be added to the network, increasing local publicity throughout the state, developing statewide advocacy allies, and improving our ability to recruit a geographically diverse student body.
- State-level and National-level Influence
 - Due to funding from the Hewlett Foundation, CSSSA is now considered to be an important element of the state-wide conversation on the value and delivery of arts education
 - Due to national conference appearances by CSSSA's director, CSSSA is now gaining a voice in the important conversations going on at the national level around arts education
 - Due to relationship-building with the California Alliance for Arts Education, the CSSSA Foundation is developing connections with local advocacy networks, and

collaboration on projects like “Student Voices”.

- As the relationship with Young Arts develops, there may be opportunities for more national recognition of CSSSA students moving through to the level of Presidential Scholar.

Due to the relationship with Governor Jerry Brown, the Governor’s Awards in the Arts will be re-launched in 2014, honoring and recognizing artists at every level of development in the State of California from the emerging to the established...

- The Arts and Entertainment Industry/Corporate Support
 - CSSSA’s long-term association with the Arts and Entertainment industries will continue to be a tremendous resource for visibility, visiting guest artists, publicity and promotion.
 - If CSSSA can recruit new Board Members from corporations with philanthropic Foundations, our likelihood of receiving support increases dramatically.
- Annual Event
 - Due to the relationship with Governor Jerry Brown, the Governor’s Awards in the Arts will be re-launched in 2014, honoring and recognizing artists at every level of development in the State of California from the emerging to the established, enhancing state-wide recognition
- Opportunities for Board Engagement
 - Board has expressed an interest in a deeper understanding of nonprofit best practices, how to go about “making the ask” and Board Governance responsibilities.
 - Formal Board Member welcome/orientation is needed, formal board thank you and departure ritual is recommended.
 - Board Member Cultivation: Opportunity to diversify skill sets and professional backgrounds represented on the Boards, beyond the entertainment industry – looking for a “good fit” with the person, not just their “job title”. Board members would like more “financial people” on the Board.

Threats

Perceived threat that annually, CSSSA could be cut from the State budget's general fund, or that the budget could be substantially

Financial Control

- Perceived threat that annually, CSSSA could be cut from the State budget's general fund, or that the budget could be substantially reduced.
- Expenses for CSSSA's host campus have steadily increased over time, and we are only able to lock in a contract for 3 years at a time.
- Trickle down effect of decreased public funding for the arts may affect CSSSA.
- Major economic crises could impact our endowment, as well as the endowments of Foundations that support us (as in 2008). In such a case, overall giving will be impacted negatively.

Program:

- Competing Programs: Competition from summer school programs conducted by conservatories, colleges and universities impacts recruitment of the best and brightest, to some extent.
- Diminished in-school arts programs in California, especially in high poverty school districts make it more difficult to recruit a qualified and diverse student body.
- Managing Crises on Campus:
 - Accidents, illnesses, pregnancies, drug and alcohol abuse and other personal mental health crises experienced by teenagers can negatively impact the public perception of the program is not handled with utmost care.
 - CSSSA is vulnerable to crises arising from natural disasters such as the 1994 earthquake which impacted the Cal Arts campus.
- Site Control: CSSSA is vulnerable to site issues such as maintenance and construction. CSSSA has managed to stay on the CalArts campus due to the *exclusive use of campus* stipulation, but CalArts has threatened to bring other programs to campus during the same time that CSSSA is in residence.

GOALS, OBJECTIVES AND STRATEGIES

GOAL I: *Training*: Provide the most artistically innovative, contemporary and high-quality program possible for CSSSA students.

Objectives/Milestones:

1. Increase the participation of artists of international stature in artist/company residencies at the school, based on availability of budget.
2. Expand the opportunities in every department for students to experience culturally diverse artistic traditions.
3. Maintain current teacher-student ratio of 1:9 or better.
4. Continue to hire and retain top faculty and department chairs.

Strategies

1. Maintain and expand current level of support for Artist-in-Residence programs, by diversifying revenue streams to build on the almost \$60,000 annual budget (Currently Surdna, Weisman, AMPAS)
2. Maintain and expand relationships with arts, entertainment and creative industry professionals.
3. Work with the Advisory Board as needed, to identify visiting artists/guest lecturers.
4. Invite professionals from California's various creative industries to participate in the program as artists-in-residence or lecturers. Actively engage alumni as artists and faculty members.
5. Work with the Professor David Harrington to include additional questions on the exit survey to measure student's perception of quality.

GOAL II: *Search.* Refine Recruitment and Outreach

Increase awareness of CSSSA so that every high school student who could benefit from CSSSA has the opportunity to apply to CSSSA.

Objectives/Milestones

1. Increase geographic diversity: increase the number of students applying from target geographic areas by 10% - Bay Area, Central Valley, Orange County, San Diego, Inland Empire by 2016.
2. Increase socioeconomic diversity: increase the overall number of students applying who qualify for financial aid each year – target 5% growth in number of scholarship students.

Strategies:

1. Build upon the relationship with the Herb Alpert Foundation to increase awareness of the Emerging Young Artist Awards, incentivizing more students to apply to CSSSA.
2. Cultivate relationships with university affiliates to promote an increased awareness of college scholarships which may increase the number of highly motivated students applying to CSSSA.
3. Increase the number of CSSSA Arts Scholar Network affiliates by 20 each year (conducting outreach and recognition events in target areas of the State)
2013 = 13 affiliates, 2014 = 33 affiliates, 2015 = 53 affiliates
4. Focus school recruiting visits (especially in underserved and disadvantaged areas) by staff and alumni in targeted counties in 2014 and 2015. Cultivate relationships with community arts centers, afterschool programs, conservatories, private schools, etc. Identify the high schools in California that are underrepresented/not yet sending students to CSSSA.
5. Develop a teacher recognition program, in conjunction with the CSSSA Arts Scholar recognition program, to honor gifted and dedicated teachers who have sent students to CSSSA beginning in 2014.
6. Continue to develop social media outreach efforts, increasing likes/fans on both the CSSSA page and the CSSSA Foundation page, and Twitter profile.

GOAL III: *Funding*. Ensure Financial Stability and Sustainability.

Maintain the Public-Private Partnership which supports CSSSA . Improve the stability and predictability of income for CSSSA. Develop a contingency plan if State funding is decreased.

Objectives/Milestones

1. Broaden the definition of support provided to the School by the Foundation, continuing to raise funds for scholarships and Visiting Artists, but also other needs identified by CSSSA's Boards and Directors.
2. Continue to develop corporate, foundation and individual giving to provide consistent, predictable funding to CSSSA. Ensure a diverse set of funders and a pipeline for small donors (including alumni) to increase their giving commitment over time.
3. Endowment Management
 - i. Increase the value of the CSSSA Foundation endowment to \$5 million by 2021.
 - ii. Create a policy to annually use the earnings of the endowment to grow programs, staffing and support for CSSSA and the CSSSA Foundation.
 - iii. Carry out the Board Approved 2% spending policy, to highlight the use of endowment contributions to donors in a tangible way.
 - iv. Develop a policy, structure and practice for annual named scholarships to be awarded with funds from the endowment.
 - v. Develop a policy and practice for CSSSA Director and CSSSA Foundation Director to bring a proposal to the Board each year for recommended use of the Endowment earnings.
4. Develop additional sponsors for in-kind contributions for continually updating supplies and equipment needed by school.

Strategies

1. Develop an Endowment Task Force to analyze best practices and policies for Endowment management.
 - i. Deposit net revenue from the Annual Event directly into the endowment.
 - ii. Identify potential Endowment contributors and launch a time-bound Endowment campaign to raise \$2 million dollars
2. Develop a more robust annual giving campaign for alumni and parents. Consider offering donor benefit levels, small networking events, or other means to increase contact and engagement with alumni and parents post-CSSSA. Provide an “alumni” scholarship pooled fund to add to the Endowment.
3. Recruit new Board Members from corporations with active grant-making programs (i.e. Wells Fargo, Union Bank, Capital Group, Mattel, etc.)
4. Identify and cultivate more foundation, corporate and individual support from Northern California/Silicon Valley, Orange County and San Diego.

Please see CSSSA Foundation Development Plan for detailed plan and analysis.

GOAL IV: *Profile/Identity*. Raise awareness of CSSSA at the State and National Level and engage in the Arts Education Conversation

Objectives/Milestones

1. CSSSA Director and CSSSA Foundation Executive Director will be models, thought leaders and news-makers in Arts Education, at both the California and the national level.
2. CSSSA will be increasingly recognized as a participant in the Arts Education conversation.
3. CSSSA will leverage support and influence as needed in Sacramento.

Strategies:

1. Hold one Board meeting per year in Sacramento, beginning in 2014, providing tools and resources for staff and Board Members to meet with elected officials.
2. Develop a calendar and funding for CSSSA leadership to attend conferences.
3. CSSSA Director and CSSSA Foundation Executive Director will attend, participate in and/or speak at state or national conferences.
1. Raise CSSSA visibility: develop a broader network of statewide allies for influence and support through the efforts of the Arts Scholar recognition events.
2. Forge national affiliations with targeted organizations to extend influence and reach on an ongoing basis.

GOAL V: *Board Governance.* Manage The Two-Board Structure For Maximum Effectiveness

Objectives/Milestones

1. Members of the Board of Trustees will understand their role and responsibilities
2. Members of the Board of Directors will understand their role and responsibilities
3. Board Member attendance at meetings will match the expectation of 74% (attend 3 out of 4 meetings annually)
4. Board Members will assume responsibility for 100% Board Giving.

Strategies:

1. The Boards will have 4 meetings per year with one meeting per year in Northern California.
2. The Nominating and Governance Committee will continue to increase geographic, ethnic and skill diversity on the Boards.
3. The Boards will adhere to term limits for officers (2 year terms with three terms maximum).
4. The Boards will conduct meetings in October, January, April and June every year, with the October meeting as the official Annual meeting where officers are elected and the June meeting where the annual operating budget of the CSSSA Foundation is approved, staying in compliance with bylaws. Attendance will be taken and board members notified if they are falling short of the 75% practice.
5. The CSSSA Board of Trustees will oversee CSSSA and work in tandem with the Foundation Directors as they oversee the work of the nonprofit organization.
6. Each Board will be responsible for three committees

The CSSSA Board of Trustees has direct oversight of:

- a. Scholarship Allocation
- b. Site Selection
- c. Government Relations (Trustees should keep their appointing body fully informed)
- d. Oversight of CSSSA Agency staff.

The CSSSA Foundation Board has direct oversight of:

- a. Investment and Finance Committee (reviews budget and

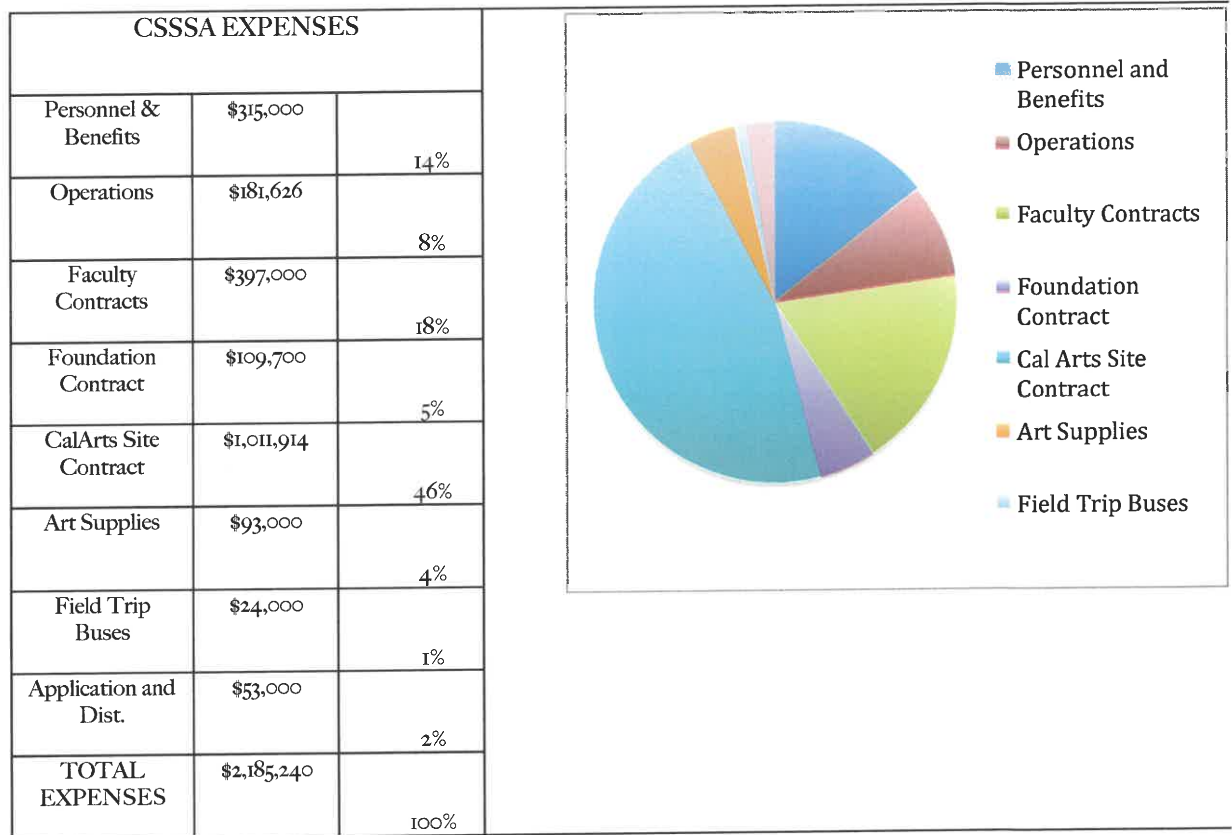
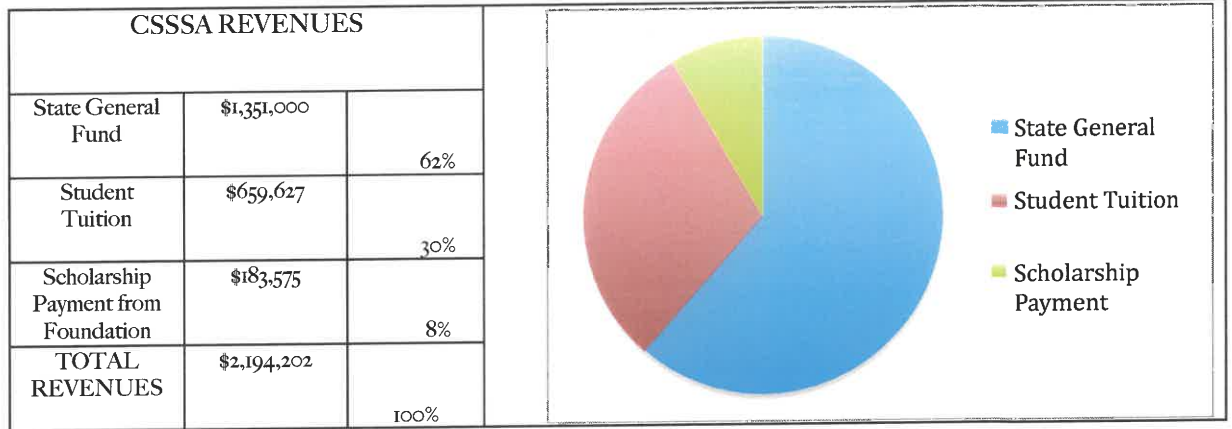
investments)

- b. Nominating and Governance Committee (identifies and recruits new members)
- c. Executive Committee (oversight and agenda setting for Board meetings)
- d. Oversight of CSSSA Foundation staff.

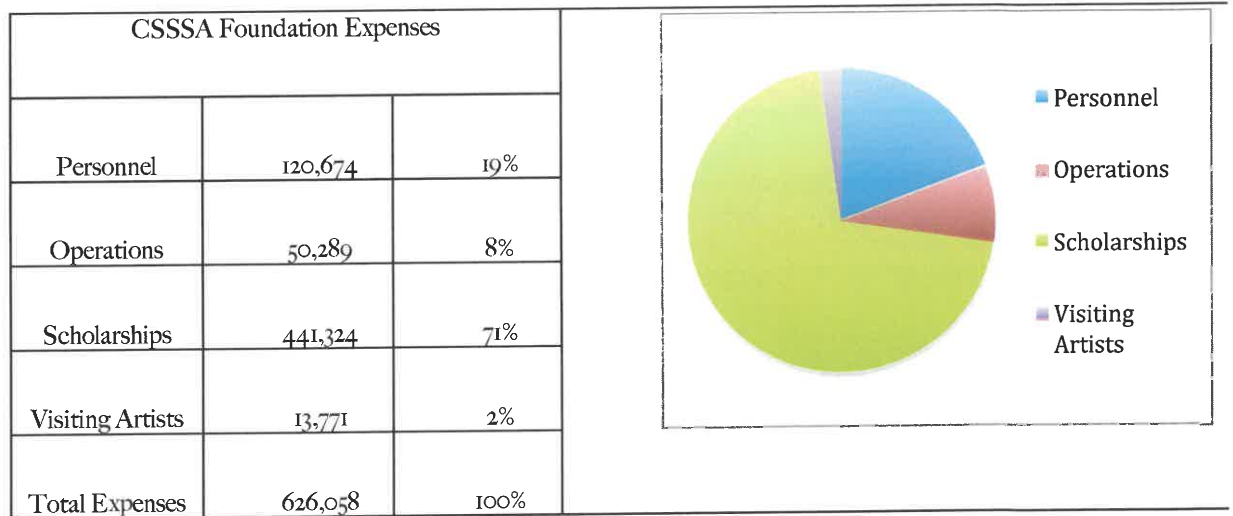
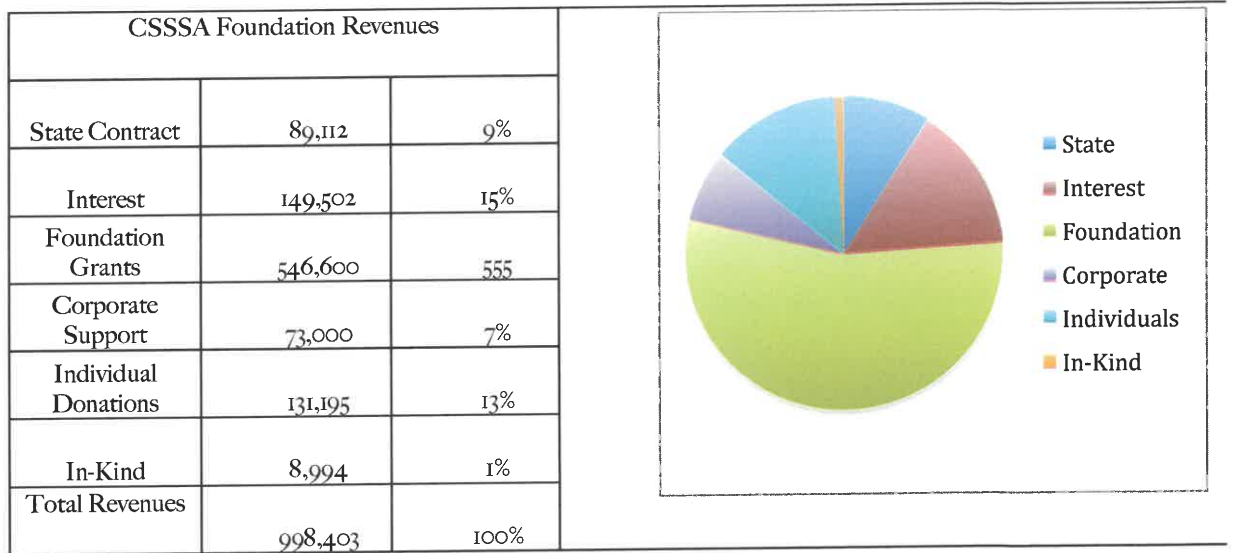
Note: The full Board will be responsible for development strategies, there is no longer a Development Committee. Additional Task forces will be convened for particular events/initiatives. The Board has not come to consensus on Term Limits/Term Management at this point in time.

California State Summer School for the Arts: Agency Budget

The year below is a "sample year"



California State Summer School Arts Foundation: Organizational Budget these are the actuals for July 1, 2011-June 30, 2012.



Appendix A: Public Education in California

Public Education in California

Public school funding is the largest program in the state budget, receiving more than 40 percent of the state's General Fund resources. The 2012-13 state budget includes \$38 billion for kindergarten through grade twelve (K-12) education. Overall spending for California public schools is about \$68 billion when federal funds and other funding sources are added.

The latest *Quality Counts* report from *Education Week* ranks California 47th overall in how much it spends per student – \$8,667 when adjusted for regional cost differences, about \$3,000 below the national average of \$11,665.

California remains near the bottom nationwide in per-student spending. (Source: Quality Counts 2012) This is a drop over last year, when California spent \$8,852 per pupil, with a ranking of 43rd in spending adjusted for regional cost-of-living variations. Of course, that was before the state faced a nearly \$27 billion deficit.

The state also falls short when it comes to education spending as a percentage of state and local taxable resources. That comes to 3.3 percent according to the report, putting California in 40th place. The national average is 3.9 percent. For another perspective, Vermont puts 6 percent of its taxable resources into education; and even Texas does a little better than California at 3.7 percent.

The picture is better in the equity analysis. California ranks 12th on a measure called the wealth-neutrality score. This is defined by *EdWeek* as the “degree to which state and local revenue are related to the property wealth of districts.” The state’s 0.038 average means that poorer districts receive more funding than wealthy ones on a weighted per-pupil basis.

It’s interesting to note the differences in where states get the bulk of their education funds. In California in 2008-09, local revenues contributed \$21 billion or 29.6 percent; another \$9.2 billion, 13 percent, came from the federal government (above the national average of 9.6 percent); the state supplied the remaining \$40.6 billion. Nationwide, according to the **National Center for Education Statistics**, state shares ranged from a low of 27.6 percent in Illinois to a high of 85.7 percent in Vermont. Source: Silicon Valley Education Foundation.

California State Summer School for the Arts Board Members and Board of Trustees Roles and Responsibilities

The California State Summer School for the Arts is structured as a public-private partnership, governed jointly by two boards. The CSSSA Board of Trustees is an appointed body of individuals who have governing authority over the state agency and the Summer School. The CSSSA Foundation Board of Directors are Board Members of the nonprofit organization that provides financial support to the School and as such, are primarily responsible for oversight and development of funding. The two-board structure was created through enabling legislation and as a result, the Boards meet together jointly. As stipulated by California nonprofit law, Board Members are expected to attend 75% or 3 out of 4 meetings per year.

As a state-wide organization, the Board has stated the intention to meet 3 times per year in Southern California and one time per year in Northern California. The Board meetings are scheduled in advance, are open, and take place in October (annual meeting with officer elections), January, April and June of each fiscal year. The fiscal year runs from July 1 - June 30th. Board terms are 3 years in length. There are no term limits for Foundation Board Members. Board of Trustee members are appointed for a 3 year term, and then are subject to renewal at the will of the appointing body (Governor, State Board of Education, Senate Committee on Rules and Speaker of the Assembly, etc.). Officer positions may be held for 2 years, renewable for a total of 3 terms. After three terms as an officer, the member steps down for a hiatus of 2 years, after such time, they become eligible for election once again.

Committee Structure:

The CSSSA Foundation Board of Directors has three committees:

1. Executive Committee
2. Investment & Finance Committee
3. Nominating and Governance Committee

The CSSSA Board of Trustees has three committees:

1. Scholarship Committee
2. Site Committee
3. Government Relations Committee

The CSSSA Foundation may from time to time, appoint task forces such as a Special Events Task Force for an event or a Marketing and Public Relations Task Force. All members are responsible for development and fundraising.

The Board of the CSSSA Foundation elects its own members, while the CSSSA Trustees are appointed by California's Governor, the State Senate Committee on Rules, the Speaker of the California Assembly, the State Board of Education, the California Arts Council, the California State University Trustees, the University of California Regents and the CSSSA Foundation. Four members serve jointly on both Boards. Trustees do not have a financial obligation to the organization, but are encouraged to give. Foundation Board Members have an annual "give or get" commitment of \$1550 - the current cost of tuition for one student to attend CSSSA.

Board Member responsibilities include:

- Maintain the statement of mission and purpose that articulates the organization's goals, means, and primary constituents served.
- Ensure effective planning. Board members are expected to actively participate in an overall planning process and assist in implementing and monitoring the plan's goals
- As needed, provide selection and oversight of the chief executives.
- Evaluate the chief executive. Designated Board Members/Trustees evaluate and should ensure that the chief executives have the moral and professional support that they need to further the goals of the organization.
- Monitor and strengthen programs and services. The board member's responsibility is to determine which programs are consistent with the organization's mission and monitor their effectiveness.
- Promote the development of adequate financial resources. One of the board's foremost responsibilities is to secure adequate resources for the organization to fulfill its mission.
- Protect assets and provide proper financial oversight. The board must assist in developing the annual budget and ensure that proper financial controls are in place.
- All board members have a responsibility to identify new board members, articulate prerequisites for candidates, orient new members, and periodically and comprehensively evaluate their performance.
- Promote legal and ethical integrity. The board is ultimately responsible for adherence to legal standards and ethical norms.
- Enhance the organization's public standing. Board members should clearly articulate the organization's mission, accomplishments, and goals to the public and garner support from the community.

- Each Board Member is expected to attend quarterly meetings in person or by phone; (at least 3 out of 4 annually)
- Each Board Member is expected to remain up-to-date on issues (internal and external) impacting the operations of the organization (includes reading and responding to emails/eblasts sent by leadership).

CSSSA also maintains an Advisory Board, an honorary body comprised of notable CSSSA alumni, important figures in the arts and entertainment fields, as well as supporters with special expertise.

Peggy Burt
Executive Director
CSSSA Foundation

California State Summer School for the Arts

May 20th, 2026

Agenda Item 8: 2026 / 2027 Proposed Board of Trustees Meeting Schedule

Prepared by: Matthew Gallagher, Director

Presented by: Matthew Gallagher, Director

Recommended Action: Discussion of Proposed Meeting Schedule and Potential Approval

Action Type: Discussion and Potential Approval

Background

This meeting marks the seventh Board of Trustees meeting during the 2025/2026 fiscal year. CSSSA's Education Code states that the Board of Trustees shall meet at least four times per year. The Trustees met four times during the fall season alone due to the Request for Proposal for Host Site Services. During the fall, there were also several Board of Trustees committee meetings of the Site Selection Committee and the Board Appointments Committee.

All meetings this past year were scheduled ad hoc. Most, if not all, members of the Board of Trustees were able to attend. To improve efficiency, CSSSA is proposing a full year schedule, following the 2026 session and leading up to the start 2027 session.

2026 / 2027 Proposed Meeting Schedule

Director Gallagher surveyed the Trustees for their availability over the next year and found that Thursdays would be best. Based on recent feedback from the Board of Trustees, the proposed schedule includes one in-person meeting per year located at the host site campus, Cal Poly Pomona. All proposed meetings are scheduled on Thursdays at 1:00 pm for consistency. The proposed schedule also considers annual action items, such as budget approval.

August 20 th	1:00 pm – 2:00 pm	Zoom Meeting
October 22 nd	1:00 pm – 2:00 pm	Zoom Meeting
December 10 th	1:00 pm – 2:00 pm	Zoom Meeting
February 18 th	1:00 pm – 2:00 pm	Zoom Meeting
April 20 th	1:00 pm – 3:00 pm	In-Person / Zoom Meeting Hybrid

Historically, meetings have been scheduled for one hour. If the Board of Trustees wishes to convene for one and a half hours or more, the proposed meetings may be extended. The

location of the in-person meeting may also be changed from the host site to an alternative location.

Recommended Action

CSSSA is seeking guidance and approval of the proposed meeting schedule from the Board of Trustees.

The Board of Trustees shall discuss and hear public comments before proceeding with potential approval.

California State Summer School for the Arts

May 20th, 2026

Agenda Item 9: Architecture & Environmental Design (AED) and Theater Curricular Overview

Prepared by: Matthew Gallagher, Director

Presented by: Matthew Gallagher, Director, Rohan Guyot-Sutherland, Architecture & Environmental Design Chair, Jeremy Guskin, Theater Chair

Recommended Action: Discussion of AED and Theater Curriculum

Action Type: Discussion

Background

The Board of Trustees recently approved the hire of two new Department Chairs for the 2026 CSSSA session. Rohan Guyot-Sutherland was hired as the Architecture & Environmental Design Chair, and Jeremy Guskin was hired as the Theater Chair. Both Chairs will present an overview of their new curriculum for discussion by the Board of Trustees.

Architecture & Environmental Design (AED) – Rohan Guyot-Sutherland

Department Overview

The Architecture and Environmental Design discipline introduces students to the relationship between the built environment, ecology, and human wellbeing. Through hands-on design projects, students explore how architecture can respond to climate, landscape, resource use, and community needs in thoughtful and responsible ways. The program encourages creative problem solving while building a foundation in environmental awareness, design thinking, and spatial understanding.

Students are introduced to principles of regenerative design, where buildings and landscapes are seen as interconnected systems rather than separate parts. By studying sustainable materials, passive environmental strategies, water systems, and site-responsive design, students begin to understand how architecture can do more than reduce harm. It can actively contribute to healthier ecosystems and more resilient communities.

AED Curriculum

Students engage in a studio-based curriculum that combines design, environmental analysis, and hands-on model making. Coursework introduces the fundamentals of architectural drawing, site planning, material exploration, and spatial design, while also examining how climate, energy, water, and ecology influence the places we create. Students are encouraged to think critically about how design decisions affect both people and the natural world.

Throughout the program, students develop projects that connect architecture with regenerative systems, including passive solar design, water harvesting, landscape integration, and the use of natural or low-impact building materials. The curriculum supports both conceptual thinking and practical application, helping students build skills in observation, problem solving, and environmental stewardship while imagining spaces that are functional, beautiful, and rooted in place.

Theater – Jeremy Guskin

Department Overview

The Theatre program at the California State Summer School for the Arts offers intensive and challenging theater training for students who are serious about exploring the craft of acting and the possibilities of entertainment and storytelling in a rapidly changing artistic landscape.

Students will be working with professionals from all corners of the industry. The core classes will be: Acting Studio (with multiple directors), Voice & Speech (using your voice, diction, control, accents & dialects), Stage Combat & Movement, Improvisation (long form and short form), and Audition Technique (college prep, professional stage, on-camera reads, and self-tapes).

Students will be able to choose electives from the following classes: Advanced Comedy Improv, Puppetry, Musical Theater, Musical Theater Movement, Voice Over, Shakespeare & classics (pre-1920), as well as a few acting masterclasses run by industry professionals. We will also be hosting a number of actors, writers, directors, and designers to talk to and work with our students. Visiting artists include recurring cast members from Dropout and Smosh, Artists on Artists on Artists on Artists podcast LIVE, Shirley Chen (actor), Rachel Goldberg (Director) and others!

Classes will have four blocks during the day: two classes before lunch and two after. Evenings are reserved for performances, talks, masterclasses, and rehearsal time. Saturdays will have a slight adjustment.

Theater Curriculum

Acting Studio - Students will learn and refine the building blocks of good performance with monologues (both on stage and on camera), scene work, and various exercises to develop the actors' instruments: voice, body, and mind.

Voice & Speech - Students will learn how to best use their voice by learning how to use volume, diction, resonance, and intention to present various texts to their full effectiveness.

Stage Combat & Movement - Movement classes will cover various skills and techniques including stage combat (both armed and unarmed), stylistic and period movement, physical comedy, and other techniques.

Audition Technique - Students will learn how to put their best foot forward in any type of audition: Theatre, Film, Television, Commercial, and College and prep programs. The material will range from memorized monologues to prepared sides, to cold reads, to improvisation. Students will leave the summer course with at least two contrasting monologues that fit them as an actor and the skills needed to be memorable to casting.

Improvisation - All actors need to live in the moment and understand spontaneity, and the Improvisation class will be vital in every aspect of performance from comedy to drama and from feature films to commercials.

Recommended Action

CSSSA is seeking discussion and feedback from the Board of Trustees for the new Architecture & Environmental Design curriculum and the Theater curriculum.

California State Summer School for the Arts

May 20th, 2026

Agenda Item 10: Summer Calendar of Events

Prepared by: Matthew Gallagher, Director

Presented by: Matthew Gallagher, Director

Recommended Action: Discussion of Upcoming CSSSA Events

Action Type: Discussion

Background

CSSSA welcomes the Board of Trustees to attend events and activities during the 2026 CSSSA session. The session runs from July 4 to August 1 with classes scheduled six days per week, Monday through Saturday.

While there are no scheduled Board of Trustees meetings during the session, members are encouraged to visit when available. All throughout the session, students are engaged in classes, presentations, performances, and other exciting activities that are open to the Trustees.

The following are recommended events and activities based on the current schedule. More events will be added to the master calendar, including exciting visiting artist engagements. The master calendar will be shared with the Board in early July.

Upcoming Events

Arts Advocacy Day – Saturday July 11

CSSSA partners with Create CA to provide a half-day program that advances student understanding of arts advocacy. The program welcomes the entire CSSSA student body to engage in hands-on workshops with artists, advocates, and arts activists who create positive change in the world. The event will culminate with project-based workshops led by leaders of CA arts advocacy community. Throughout the day, students will gain an understanding of the importance of arts advocacy and gain advocacy tools that they can utilize within their communities.

Board Chair Moctesuma Esparza will serve as the keynote speaker and give a talk about his work as an activist during the 1968 East LA walkouts that inspired the film he later produced, *Walkout*. Board member Esparza will engage with students in an interactive Q&A that is moving and inspiring for all who attend.

Visiting Artist Engagements – Dates to be Announced

CSSSA welcomes approximately 45 visiting artists each session to present work, lecture, workshop, and engage with CSSSA students. The full list of visiting artists will be published in early July just before the start of the session. Trustees are encouraged to attend any events in the master schedule.

Animation Alumni Day – Date to be Announced

Animation hosts an alumni day for former CSSSA students and faculty. The event includes screenings of student work, exhibitions, and a reception. It has tentatively been scheduled the evening of July 31 this year.

Final Exhibitions and Performances – Week 4 of CSSSA

Every department hosts one or more student showcases the final week of CSSSA. This includes exhibitions of final projects, film and animation screenings, and student performances. From July 27 to July 31, there are several events running consecutively each night. The final dance performance on July 31 is a full production with costumes, staging, and choreography by CSSSA faculty and students.

Graduation – Saturday August 1

The final event of the session is a school-wide graduation ceremony. The event is also open to parents, friends, and family members of the graduating students. CSSSA also invites local state and county representatives. Approximately 1,200 individuals attend. This is a highlight of the session and a moving send off for the community. Students give the final speeches to their class of fellow graduates.

Recommended Action

CSSSA encourages all Trustees to visit the program at their convenience during the summer session. Aside from the events noted above, there are classes and other activities to experience on any day of the session.