

PUBLIC NOTICE & MEETING AGENDA

California State Summer School for the Arts

Thursday August 20th, 2026

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

Join Virtual Meeting

Zoom Link: [Click Here](#)

Meeting ID: 894 2059 9930

Passcode: 056674

Phone Number:

+1669444917, 89420599930#, *056674# 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, May 20, 2026

Regular Agenda

4. 2026 Data Dashboard – Discussion

CSSA will present student demographics from the 2026 session, including county, age, gender, race/ethnicity, and more.

5. 2026 Student Survey Reports – Discussion

CSSSA collected survey data from enrolled students following the 2026 summer session. The results of the surveys will be presented to the Board of Trustees.

6. AI Innovation Sessions – Discussion

CSSSA will provide a summary of three sessions held during the 2026 session, addressing how AI technology can be used in education and various creative genres.

7. 2027 Chair and Faculty Hiring – Discussion and Potential Approval

Per CSSSA's ED Code, the Board of Trustees have governance over the hiring of summer chairs and faculty. CSSSA will review procedures for renewing contracts and confirming new hires for the 2027 session.

8. General Updates– Discussion and Potential Approval

CSSSA will present general updates for ongoing fall 2026 projects, including the strategic plan, review of CSSSA's Special Deposit Fund, and implementation of the new student CRM / database, Slate.

9. Closed Session

The Board of Trustees will enter into closed session to discussion personnel matters in keeping with the Bagely Keene Act.

10. 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.)

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.

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

Noelle Bonner

Kim Pattillo Brownson

Mike Cannone

Donna Miller Casey

Alexander Cruz de Ocampo

Moctesuma Esparza, Chair

Dr. Merryl Goldberg

Roxanne Messina Captor

Mark Morikawa

Jeffrey Jorge Penichet

Teri Schwartz

Laura C. Romero, Ph.D

EX OFFICIO MEMBERS:

Melissa Draper, Chair Emeritus

Emeritus Alan Sieroty, Emeritus

DRAFT - Board of Trustees Meeting – Proposed Meeting Minutes

May 20, 2026 – 1:00 PM

Agenda:

1. Call to Order and Quorum Call
2. Public Comments
3. Approve Minutes of Previous Meeting
4. Contractor Department Chair Selection
5. Spring Board of Trustees Meeting Schedule
6. Adjournment

(All scheduling and orders of business are subject to change. Any agenda item is subject to potential action by the Board of Trustees.)

Board Members in Attendance In Person: Moctezuma Esparza, Alex de Ocampo, Merrill Goldberg, Jeffrey Penichet

Board Members in Attendance Online: Roxanne Messina Captor, Liza Asner, Donna Casey, Dr. Laura Romero, Mike Cannone, Noelle Bonner, Kim Patillo-Brownson

CSSSA Staff in Attendance In Person: Matthew Gallagher, Ellie Lien, Sindy Arreola

CSSSA Staff in Attendance Online: Debra Waltman

Others in Attendance In Person: Linda Horner

Others in Attendance Online: Gary Shields, Zay Amsbury, Jessica Hemingway

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

1. The meeting was called to order at 1:06 pm and a quorum was present.
2. The minutes were presented from the prior Board of Trustees meeting.

Board member Messina Captor motioned to approve prior meeting minutes. Board member Penichet seconded. Remaining members were in favor. The motion passed.

3. There were no public comments for items not listed on the agenda.
4. 2025 Student Survey Reports

Director Gallagher presented the student survey reports as presented in the Board packet. For the 2026 session, CSSSA is asking the department chairs to administer the survey on the last day of the summer session to achieve a 100% response rate.

The following discussion occurred with the Board of Trustees:

Member Esparza: Do we have a way to analyze the data longitudinally?

Director Gallagher: Yes, absolutely. We have several years of data from the online survey which was modeled after the paper-based survey created by Dave Harrington. Additional questions have been added to the online survey since that time.

Member Casey: Dave Harrington was a professor at UC Santa Cruz. He did this for us as part of his own research and continued to volunteer afterwards.

Member Penichet: Can we make it mandatory?

Director Gallagher: Yes, we are adding this to the last day of the session and requiring it for all departments.

Member Romero: I'm curious to know more about the CSSSA extra day.

Director Gallagher: The CSSSA team decided to have graduation on Saturday to make it more accessible for parents to attend and pick up their student. It is now on a weekend, so they don't have to take a day off. In the past, students moved out on Friday and faculty / admin moved out on Saturday. It also allows for one extra day with students for critiques, performances, and packing procedures.

5. 2025 Neurodiversity Training

Director Gallagher presented the 2025 Neurodiversity Training curriculum as presented in the Board packet. This training offered support and resources for faculty when working with neurodivergent students.

Director Gallagher indicated that there is a need at CSSSA to expand on this training in future years. Faculty have differing backgrounds and received varying degrees of training working with neurodivergent students. Heidi Kershaw, previous CSSSA Foundation Executive Director and Founder of the Global Autism Coalition, came to CSSSA last year to give a high-level overview on the topic. CSSSA also had a more in-depth training facilitated by a board-certified specialist in neurodiversity.

Director Gallagher played a minute long clip from the training. CSSSA had several faculty reach out to the specialist to discuss student support needs. She supported faculty with 7 students in total.

6. 2027/2028 and 2028/2029 Budget Projections

Director Gallagher presented 2027/2028 and 2028/2029 budget projections as presented in the Board packet. He noted that the May Revise includes the \$1.5 million increase in CSSSA's budget and will be made final in June. The \$1.5 million is divided into two parts – host site services and student financial aid.

When reviewing the FY2027/2028 projection, Director Gallagher presented that CSSSA will have to cut several line items, including outreach masterclasses, print materials, and t shirts. When reviewing the FY 2028/2029 projection, he noted that drastic reductions in student enrollment, student financial aid, and host site services would need to occur to balance the budget.

Director Gallagher also presented on the historic advocacy efforts of the Board of Trustees and the CSSSA Foundation Board with members of the Legislature.

The following comments were made by the Board of Trustees:

Member Esparza: All items that are slated to be cut in FY 27/28 are valuable. Will CSSSA staff submit a budget request to increase funding?

Deputy Director Waltman: CSSSA staff are committed to submitting a BCP every year until a permanent budget increase is achieved as long as the request falls into the Budget Letter requirements for that year.

Member Casey: The Department of Education used to print and mail the posters.

Deputy Director Waltman: The legislation only states the Department of Education connect with school districts. CSSSA also sends posters and postcards to community organizations, individuals and legislative offices.

Member Esparza: We should gear up legislative lobbying efforts now. What materials can be put together?

Director Gallagher: CSSSA staff can prepare materials for the Board, including any data or promotional information needed for members of the legislature. Board members, including Janice Pobar and Donna Casey, did quite a bit of work in past years visiting legislative offices in Sacramento.

Member Casey: I will make an effort to meet the Vice Governor candidate Josh Fryday.

The Board of Trustees discussed hiring a lobbyist. Create CA was noted as an organization that could help as a partner. The CSSSA Foundation could also assist in lobbying efforts.

The Board of Trustees also discussed changing CSSSA's legislation to replace the "intent of the Legislature" to "the Legislature shall" regarding the funding that comes from State versus private funds.

Motion: The Board moved to direct CSSSA to pursue legislative changes that benefit the program. Board member Casey motioned to approve. Board member Romero seconded. Remaining members were in favor. The motion passed.

7. Strategic Planning Discussion

Director Gallagher presented the past strategic planning efforts as presented in the board packet.

The following comments were made by the Board of Trustees:

Member Esparza: Are there any volunteers for a committee to address the next steps?

There were no response from Board members.

Member Goldberg: Agreed that we need to do this, but cannot take on a strategic planning leadership role.

Member Casey: Stated in Zoom chat that she is happy to help.

Motion: The Board moved to direct CSSSA to develop a strategic plan for the state agency. Strategic planning efforts are to be presented in progress to the Board of Trustees for review without outside consulting services or subcommittees. Board member Casey motioned to approve. Board member Romero seconded. Remaining members were in favor. The motion passed.

8. 2026/2027 Proposed Board of Trustees Meeting Schedule

Director Gallagher presented the 2026/2027 Board meeting schedule as presented in the Board packet.

The following comments were made by the Board of Trustees:

Member Esparza: I don't see an in person meeting during the session.

Director Gallagher: Historically, there has not been a board meeting during the session as Board members aren't generally available at the same time in July and the agency staff are focused 24/7 on running the session for 500+ students and 200 faculty.

Member Casey: Requested that the in-person meeting be in Sacramento to meet with members of the legislature.

Member Romero: Responded that this was a good idea. The current Governor is proposing that all state employees return to work and is concerned that this will also affect Board meetings.

Member Esparza: If the board meeting is going to go to Sacramento, it needs to be lobbying all day with no meeting.

Member Messina Captor: Recommends not having meeting in Sacramento on a Thursday.

Motion: The Board moved to approve the calendar except for the February meeting which will be in person in Sacramento. Board member Casey motioned to approve. Board member Romero seconded. Remaining members were in favor. The motion passed.

9. Architecture and Environmental Design and Theater Curricular Overview

Director Gallagher presented the Theater Curricular Overview as presented in the Board packet. Chair Rohan Guyot-Sutherland was ill, and his presentation on the Architecture & Environmental Design Curriculum was postponed to a fall 2026 meeting.

Chair Jeremy Guskin presented an overview of the new Theater curriculum. The Theater Department has made many changes this year. The classes will cater to what the students need in the ever-evolving theater and performing arts industries. Core Classes include:

- Voice/Speech
- Improv
- Movement
- Audition technique

All students will have afternoon acting studio classes. Wednesdays and Saturdays are reserved for elective classes such as musical theater, a puppetry intensive, Advanced Improvisation, and Voice Over.

Member Casey inquired about the number of students in the Theater Department. Director Gallagher responded that there are 87 students confirmed to attend. The Board of Trustees thanked Chair Guskin for his contributions to the program this summer.

10. Summer Calendar of Events

Director Gallagher presented the summer calendar of events as presented in the Board packet. Director Gallagher encouraged Board members to invite elected officials, including members of legislator, to attend key events. It was also encouraged that Board members invite members of their own appointing bodies to attend.

11. Adjournment

Motion: The Board moved to adjourn at 2:26 pm. In-person meeting attendants were invited to join a tour of the Cal Poly Pomona facilities. Board member Casey motioned to approve. Board member Romero seconded. Remaining members were in favor. The motion passed.

California State Summer School for the Arts

August 20, 2026

Agenda Item 4: 2026 Data Dashboard

Prepared by: Matthew Gallagher, Director

Presented by: Matthew Gallagher, Director

Recommended Action: Review Student Demographic Report

Action Type: Discussion

Background

At the close of each CSSSA session, CSSSA generates a data report called the Data Dashboard with detailed student demographics. The data informs strategic decision making throughout the year by both agency staff and the Board of Trustees. Key data points from the 2026 session include:

CSSSA Session

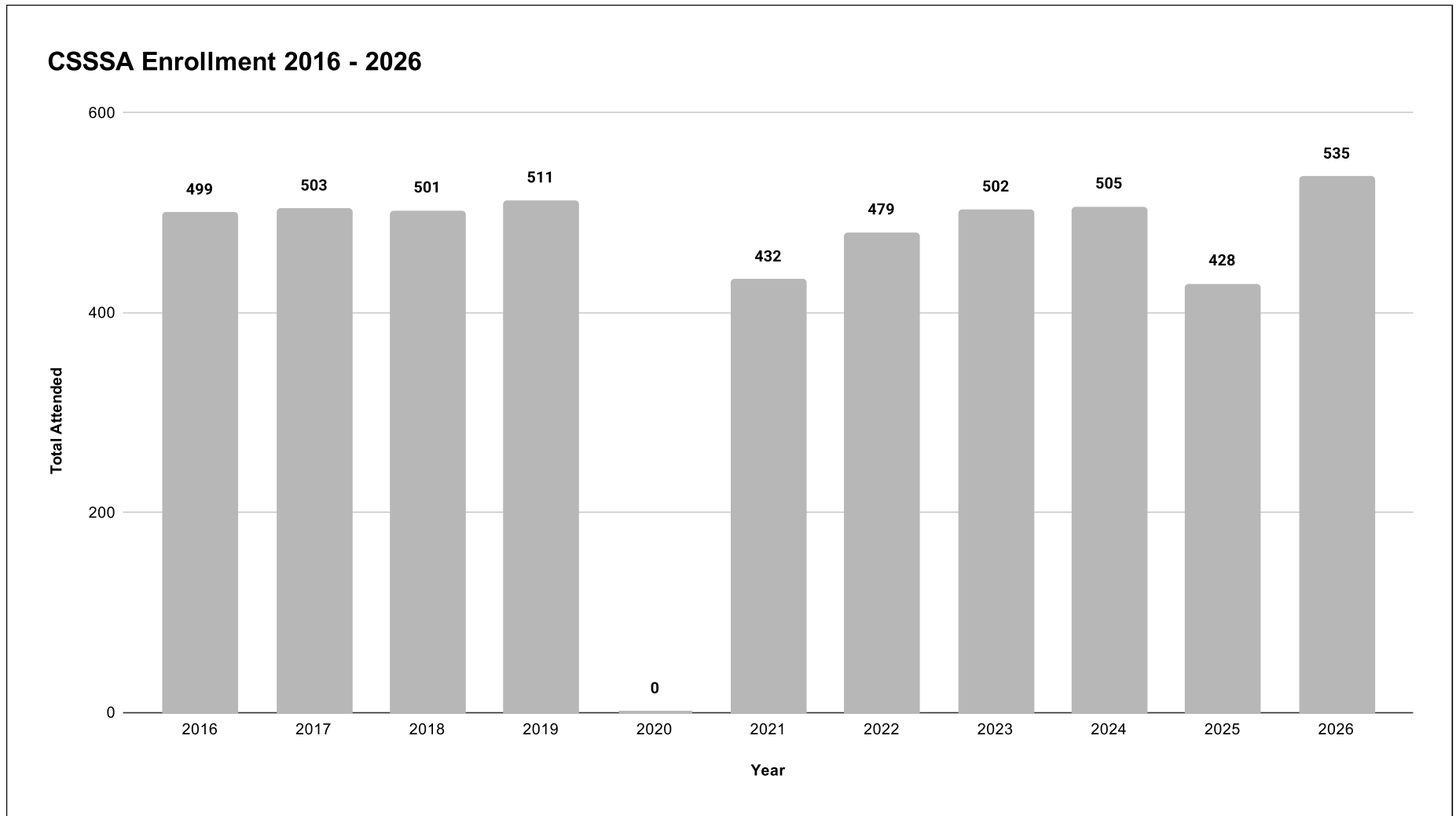
- Student enrollment was at the highest ever in CSSSA's history, with 535 students enrolled.
- Enrollment was 20% higher in 2026 than in 2025.
- Film, Music, and Theater had their highest enrollment in recent years. All other departments were at or near their 5-year average enrollment.
- The new Architecture & Environmental Design Department had 21 students enrolled.
- CSSSA's 2026 invitation rate increased with more spaces available in the program.
- The rate of Hispanic / Latino students increased by 5 percentage points from the prior year, accounting for 28% of the student body. Prior to 2022, the average rate was 12%.
- The rate of students identifying as 2 of More Races at 11% is significantly higher than the state's demographics at 4%.
- The rate of students with financial aid increased by 29 percentage points from the prior year.
- School Administrator / Teacher referrals were the most significant way that students learned about CSSSA.
- 22% of students identified as first generation in their family to attend college.
- 42 CA Counties were represented among the 535 students enrolled. This leaves 16 counties without enrolled students.

- CSSSA exceeds the county demographics for high school age students in many counties, the most significant being Los Angeles, Orange, Santa Clara, Alameda, San Diego, and Madera counties.
- CSSSA falls under the county demographics for high school age students in some counties, with the greatest disparity in San Bernardino, Kern, Riverside, Fresno, San Joaquin, and Tulare counties.
- Academic Departments have wide ranging race / ethnicity demographics. Film had the largest percentage of students identifying as Hispanic / Latino at 46% of the student body. Writing had the lowest percentage of Hispanic / Latino students at 11% of students.
- The admissions bump score, assigned to students who are economically disadvantaged before the application review process, comprised a total of 42% of the student body. Animation had the highest percentage of bump score students enrolled at 51% of the student body. Writing had the lowest percentage at 23% of students.
- A total of 70 students previously attended the Summer Bridge Program before attending the main session in 2025 and 2026. There are still 3 more years where eligible Bridge graduates may apply to attend a future main session.

Recommended Action

The Board of Trustees shall discuss and hear public comments regarding the 2026 student demographic report.

CSSSA 2026 Enrollment Data Dashboard



(CSSSA did not run in 2020 due to the COVID-19 pandemic.)

CSSSA 2026 Enrollment Data Dashboard

Department Enrollment Data

	5 - Y Ave (2022-26)	2022 Enrolled Students	2023 Enrolled Students	2024 Enrolled Students	2025 Enrolled Students	2026 Enrolled Students
Animation	57	60	58	59	51	59
Arch & Env Design	21	-	-	-	-	21
Dance	29	30	33	31	23	27
Film	48	44	48	45	50	54
Music	53	45	53	57	46	65
Theater	77	72	84	81	63	87
Visual Arts	149	156	155	156	129	151
Writing	71	72	71	76	66	71
Total	490	479	502	505	428	535

Application Invitation Rates

	5 - Y Ave (2022-26)	2022 % Invited	2023 % Invited	2024 % Invited	2025 % Invited	2026 % Invited
Animation	29%	25%	23%	29%	32%	42%
Arch & Env Design	63%	-%	-%	-%	-%	63%
Dance	81%	97%	93%	70%	73%	82%
Film	47%	64%	53%	42%	40%	45%
Music	64%	97%	79%	64%	52%	52%
Theater	76%	98%	83%	74%	66%	70%
Visual Arts	41%	51%	45%	34%	36%	44%
Writing	47%	55%	54%	50%	41%	39%
Total	48%	55%	50%	44%	43%	49%

2026 CSSSA Enrollment Data Dashboard

Race / Ethnicity Data

Race / Ethnicity	6 - Y Ave (2016-21)	CA Dept of Ed	2024	2025	2026
American Indian or Alaska Native	<1%	<1%	<1%	<1%	<1%
Asian or Filipino	24%	13%	31%	31%	28%
Black or African American	4%	5%	5%	4%	3%
Hispanic or Latino	12%	57%	27%	23%	28%
Native Hawaiian or Pacific Islander	1%	<1%	<1%	<1%	<1%
2 or More Races	7%	4%	10%	11%	11%
White	30%	20%	24%	27%	28%
Decline to State	21%	1%	3%	5%	2%

Race / Ethnicity Data - 2 or More Races

	2026
American Indian or Alaska Native,Black or African-American	1
American Indian or Alaska Native,Black or African-American,White	1
American Indian or Alaska Native,White	2
Asian,Black or African-American	5
Asian,Native Hawaiian or other Pacific Islander	5
Asian,White	33
Black or African-American,Native Hawaiian or other Pacific Islander	1
Black or African-American,White	11
Total	59

2026 CSSSA Enrollment Data Dashboard

Financial Aid Data

	6 - Y Ave (2016-21)	2022	2023	2024	2025	2026
Yes	29%	42%	48%	59%	20%	49%
No	71%	58%	52%	41%	80%	51%
# Full Aid Awards	0	191	231	272	85	247
% Full Aid Awards	0	94%	95%	91%	100%	94%

Gender Data

	6 - Y Ave (2016-21)	2022	2023	2024	2025	2026
Female	71%	70%	65%	65%	66%	71%
Male	26%	22%	22%	24%	23%	20%
Trans/Nonbinary	<1%	9%	13%	11%	11%	9%

2026 Gender Data - All Applicants

	Applied	Invited	Attended
Female	70%	71%	71%
Male	21%	20%	20%
Trans/Nonbinary	10%	9%	9%

Grade Level Data

	6 - Y Ave (2016-21)	2022	2023	2024	2025	2026
8	1%	2%	2%	2%	2%	2%
9	14%	12%	13%	12%	13%	14%
10	32%	35%	30%	33%	33%	29%
11	44%	42%	45%	40%	39%	45%
12	9%	9%	10%	13%	14%	11%

2026 CSSSA Enrollment Data Dashboard

First Generation Status

	6 - Y Av (2016-21)*	2022	2023	2024	2025	2026
Yes	n/a	18%	22%	24%	22%	22%
No	n/a	74%	75%	76%	78%	78%
Blank	n/a	8%	3%	0%	0%	0%

*First Gen data was not collected prior to 2022.

Publicity - How Did You Hear About CSSSA?

	6 - Y Av (2016-21)*	2022	2023	2024	2025	2026
Family/Friend	45%	35%	39%	41%	38%	37%
Local Arts Organization	2%	3%	3%	3%	4%	3%
Other	3%	4%	4%	6%	4%	5%
Poster	2%	2%	2%	2%	1%	2%
School Administration/Teacher	34%	36%	41%	35%	40%	41%
Social Media	0	0	4%	3%	3%	2%
Web Search	13%*	14%*	8%	9%	11%	9%

*Social Media and Web Search are combined.

2026 CSSSA Enrollment Data Dashboard

2026 CA County Representation - 42 Counties

2026 Counties	2026 Headcount	% of CSSSA Enrolled	% of HS Students in CA
Los Angeles	166	32.05%	22.19%
Orange	48	9.27%	7.71%
Santa Clara	42	8.11%	4.01%
Alameda	41	7.92%	3.58%
San Diego	24	4.63%	8.11%
Contra Costa	20	3.86%	2.91%
Sacramento	17	3.28%	4.23%
San Bernardino	14	2.70%	6.86%
Madera	12	2.32%	0.54%
San Mateo	10	1.93%	1.44%
Kern	9	1.74%	3.35%
Riverside	9	1.74%	7.04%
San Francisco	9	1.74%	1.03%
Fresno	8	1.54%	3.55%
Marin	8	1.54%	0.52%
Ventura	8	1.54%	2.16%
Merced	6	1.16%	1.02%
Monterey	6	1.16%	1.22%
Nevada	6	1.16%	0.22%
Stanislaus	6	1.16%	1.83%
Yuba	6	1.16%	0.26%
Humboldt	4	0.77%	0.29%
Yolo	4	0.77%	0.50%
Imperial	3	0.58%	0.65%
Mendocino	3	0.58%	0.22%
Napa	3	0.58%	0.34%
Santa Barbara	3	0.58%	1.12%
Solano	3	0.58%	0.98%

(County Data continues on next page.)

(Bold font indicates CSSSA enrollment is more than 1 point below county data.)

2026 CSSSA Enrollment Data Dashboard

2026 CA County Representation (continued) - 0 Enrollment - 16 CA Counties

2026 Counties	2026 Headcount	% of CSSSA Enrolled	% of HS Students in CA
Kings	2	0.39%	0.52%
Mariposa	2	0.39%	0.03%
Placer	2	0.39%	1.37%
Santa Cruz	2	0.39%	0.66%
Sonoma	2	0.39%	1.09%
Tuolumne	2	0.39%	0.10%
Butte	1	0.19%	0.50%
Calaveras	1	0.19%	0.09%
Glenn	1	0.19%	0.11%
Lake	1	0.19%	0.17%
San Joaquin	1	0.19%	2.76%
San Luis Obispo	1	0.19%	0.58%
SISKIYOU	1	0.19%	0.09%
Sutter	1	0.19%	0.42%
Alpine	0	0%	0.00%
Amador	0	0%	0.07%
Colusa	0	0%	0.08%
Del Norte	0	0%	0.07%
El Dorado	0	0%	0.53%
Inyo	0	0%	0.10%
Lassen	0	0%	0.06%
Modoc	0	0%	0.02%
Mono	0	0%	0.03%
Plumas	0	0%	0.03%
San Benito	0	0%	0.21%
Shasta	0	0%	0.46%
Sierra	0	0%	0.01%
Tehama	0	0%	0.17%
Trinity	0	0%	0.03%
Tulare	0	0%	1.75%

(Bold font indicates CSSSA enrollment is more than 1 point below county data.)

2026 CSSSA Enrollment Data Dashboard

Race Ethnicity Data - Animation

Race / Ethnicity	CA Dept of Ed	CSSSA 2026	Animation 2026
American Indian or Alaska Native	<1%	<1%	<1%
Asian or Filipino	13%	28%	29%
Black or African American	5%	3%	3%
Hispanic or Latino	57%	28%	31%
Native Hawaiian or Pacific Islander	<1%	<1%	0%
2 or More Races	4%	11%	10%
White	20%	28%	25%
Decline to State	1%	2%	2%

Race Ethnicity Data - Architecture & Environmental Design

Race / Ethnicity	CA Dept of Ed	CSSSA 2026	AED 2026
American Indian or Alaska Native	<1%	<1%	0%
Asian or Filipino	13%	28%	48%
Black or African American	5%	3%	0%
Hispanic or Latino	57%	28%	19%
Native Hawaiian or Pacific Islander	<1%	<1%	0%
2 or More Races	4%	11%	14%
White	20%	28%	19%
Decline to State	1%	2%	0%

Race Ethnicity Data - Dance

Race / Ethnicity	CA Dept of Ed	CSSSA 2026	Dance 2026
American Indian or Alaska Native	<1%	<1%	0%
Asian or Filipino	13%	28%	22%
Black or African American	5%	3%	0%
Hispanic or Latino	57%	28%	33%
Native Hawaiian or Pacific Islander	<1%	<1%	0%
2 or More Races	4%	11%	15%
White	20%	28%	30%
Decline to State	1%	2%	0%

Race Ethnicity Data - Film

Race / Ethnicity	CA Dept of Ed	CSSSA 2026	Film 2026
American Indian or Alaska Native	<1%	<1%	0%
Asian or Filipino	13%	28%	13%
Black or African American	5%	3%	2%
Hispanic or Latino	57%	28%	46%
Native Hawaiian or Pacific Islander	<1%	<1%	0%
2 or More Races	4%	11%	9%
White	20%	28%	28%
Decline to State	1%	2%	0%

2026 CSSSA Enrollment Data Dashboard

Race Ethnicity Data - Music

Race / Ethnicity	CA Dept of Ed	CSSSA 2026	Music 2026
American Indian or Alaska Native	<1%	<1%	0%
Asian or Filipino	13%	28%	28%
Black or African American	5%	3%	3%
Hispanic or Latino	57%	28%	22%
Native Hawaiian or Pacific Islander	<1%	<1%	0%
2 or More Races	4%	11%	11%
White	20%	28%	37%
Decline to State	1%	2%	0%

Race Ethnicity Data - Theater

Race / Ethnicity	CA Dept of Ed	CSSSA 2026	Theater 2026
American Indian or Alaska Native	<1%	<1%	0%
Asian or Filipino	13%	28%	11%
Black or African American	5%	3%	5%
Hispanic or Latino	57%	28%	28%
Native Hawaiian or Pacific Islander	<1%	<1%	0%
2 or More Races	4%	11%	15%
White	20%	28%	39%
Decline to State	1%	2%	2%

Race Ethnicity Data - Visual Arts

Race / Ethnicity	CA Dept of Ed	CSSSA 2026	Visual Arts 2026
American Indian or Alaska Native	<1%	<1%	0%
Asian or Filipino	13%	28%	32%
Black or African American	5%	3%	3%
Hispanic or Latino	57%	28%	32%
Native Hawaiian or Pacific Islander	<1%	<1%	0%
2 or More Races	4%	11%	9%
White	20%	28%	21%
Decline to State	1%	2%	3%

Race Ethnicity Data - Writing

Race / Ethnicity	CA Dept of Ed	CSSSA 2026	Writing 2026
American Indian or Alaska Native	<1%	<1%	1%
Asian or Filipino	13%	28%	49%
Black or African American	5%	3%	7%
Hispanic or Latino	57%	28%	11%
Native Hawaiian or Pacific Islander	<1%	<1%	0%
2 or More Races	4%	11%	10%
White	20%	28%	21%
Decline to State	1%	2%	0%

2026 CSSSA Enrollment Data Dashboard

Admissions Bump Score Data

	Enrolled with Bump Score	Did not Qualify for Bump Score	% Bump Score Enrolled
Animation	30	29	51%
Arch & Env Design	9	12	43%
Dance	12	15	44%
Film	26	28	48%
Music	26	39	40%
Theater	27	60	31%
Visual Arts	77	74	51%
Writing	16	55	23%
Total	223	312	42%

Summer Bridge Program Returning Students

	Returning 2025	Returning 2026
Attended 2024 Bridge	23	4
Attended 2025 Bridge	-	43
Total	23	47

2026 CSSSA Enrollment Data Dashboard

CA High Schools with 3 or More Students Enrolled

School Name	2026 Enrollment
OCSA - ORANGE COUNTY SCHOOL OF THE ARTS - SANTA ANA	21
BERKELEY HIGH SCHOOL - BERKELEY	9
LACHSA - LOS ANGELES COUNTY HIGH SCHOOL FOR THE ARTS - LOS ANGELES	9
MATILDA TORRES HIGH SCHOOL - MADERA	9
CANYON CREST ACADEMY - SAN DIEGO	7
MISSION SAN JOSE HIGH SCHOOL - FREMONT	7
OAKLAND SCHOOL FOR THE ARTS - OAKLAND	7
CALIFORNIA SCHOOL OF THE ARTS - DUARTE	6
GOLDEN VALLEY HIGH SCHOOL - MERCED	6
MARYSVILLE CHARTER ACADEMY FOR - MARYSVILLE	6
SANTA MONICA HIGH SCHOOL - SANTA MONICA	6
RAMON C CORTINES SCHOOL OF VISUAL AND PERFORMING ARTS - LOS ANGELES	5
SAN DIEGO SCHOOL OF CREATIVE A - SAN DIEGO	5
ALEXANDER HAMILTON HIGH SCHOOL - LOS ANGELES	4
LYNBROOK HIGH SCHOOL - SAN JOSE	4
MIRAMONTE HIGH SCHOOL - ORINDA	4
MOUNTAIN VIEW HIGH SCHOOL - MOUNTAIN VIEW	4
NATOMAS CHARTER SCHOOL - SACRAMENTO	4
NEW ROADS SCHOOL - SANTA MONICA	4
NEW WEST CHARTER SCHOOL - LOS ANGELES	4
NORTHGATE HIGH SCHOOL - WALNUT CREEK	4
NORTHWOOD HIGH SCHOOL - IRVINE	4
OAK PARK HIGH SCHOOL - OAK PARK	4

(CA School Data continues on next page.)

2026 CSSSA Enrollment Data Dashboard

CA High Schools with 3 or More Students Enrolled (continued)

School Name	2026 Enrollment
PITTSBURG HIGH SCHOOL - PITTSBURG	4
PORT OF LOS ANGELES HIGH SCHOOL - SAN PEDRO	4
AGOURA HIGH SCHOOL - AGOURA HILLS	3
ARROYO VALLEY HIGH SCHOOL - SAN BERNARDINO	3
C K MCCLATCHY HIGH SCHOOL - SACRAMENTO	3
CALABASAS HIGH SCHOOL - CALABASAS	3
CROSSROADS SCHOOL FOR ARTS AND SCIENCES - SANTA MONICA	3
CULVER CITY HIGH SCHOOL - CULVER CITY	3
EAGLE ROCK HIGH SCHOOL - LOS ANGELES	3
GIRLS ACADEMIC LEADERSHIP ACADEMY - LOS ANGELES	3
JOHN MARSHALL HIGH SCHOOL - LOS ANGELES	3
MADERA SOUTH HIGH SCHOOL - MADERA	3
NOVATO HIGH SCHOOL - NOVATO	3
PALOS VERDES PENINSULA HIGH SC - ROLLING HILLS ES	3
PIEDMONT HIGH SCHOOL - PIEDMONT	3
SCHOOL OF ARTS AND ENTERPRISE - POMONA	3
STOCKDALE HIGH SCHOOL - BAKERSFIELD	3
SUNNY HILLS HIGH SCHOOL - FULLERTON	3
THE KING'S ACADEMY - SUNNYVALE	3
THEODORE ROOSEVELT HIGH SCHOOL - FRESNO	3
VALLEY CHRISTIAN HIGH SCHOOL - SAN JOSE	3
VISTAMAR SCHOOL - EL SEGUNDO	3

California State Summer School for the Arts

August 20th, 2026

Agenda Item 5: 2026 Student Survey Report

Prepared by: Ellie Lien, Specialist

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

Recommended Action: Review and Discussion of Student Survey Responses

Action Type: Discussion

Background

CSSSA facilitates a student survey at the conclusion of each session. Staff Specialist, Ellie Lien, assessed the results of the 2026 survey and completed a report based on student feedback. The 2026 student evaluations demonstrate overwhelmingly positive feedback from participants.

A total of 338 students, or 63%, completed the CSSSA Student Survey, providing insights into their experiences. Overall, 84% of respondents rated their CSSSA experience as either “Excellent” or “Very Good”. Notably, nearly all respondents, or 98%, indicated that the program helped them consider their future educational and career goals.

Students also gave high marks on key program aspects:

- 93% rated learning from instructors as “Excellent” or “Very Good”
- 82% 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:

- 86% reported an increase in technical artistic skills
- 79% reported boosted confidence in their artistic abilities
- 85% reported an increase in their ability to think of new and creative ideas
- 79% reported an increase in knowledge of themselves as a person

Additional metrics, such as exposure to diverse cultural perspectives (92%) and satisfaction with discipline-specific workshops (98%) further underscore the program’s success.

Returning students provided qualitative feedback regarding the differences between the prior host site and the campus move to Cal Poly Pomona. While the heat and long

distances between the dorms and classes received unfavorable remarks, many students responded that they preferred the new campus.

2027 Survey

From 2020 to 2025, the virtual surveys were sent to students by email following the graduation ceremony. This past summer, CSSSA sent out the survey the day before the ceremony on the final day of classes. Faculty were instructed to grant class time for students to complete the survey, and the response rate increased by over 10 percentage points when compared with response rates from prior years. CSSSA will continue to improve upon the strategy next year to achieve a higher response rate, with a goal of reaching 100%.

Recommended Action

The Board of Trustees shall discuss and hear public comments regarding the CSSSA Student Survey results.

CSSSA's 39th Summer: A Quantitative Summary of Student Reactions to the 2026 CSSSA Summer Program

August 17, 2026

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.



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Executive Summary

The 2026 student evaluations of the California State Summer School for the Arts (CSSSA) demonstrate overwhelmingly positive feedback from participants. A total of 338 students, or 63%, completed the CSSSA Student Survey, providing insights into their experiences. Overall, 84% of respondents rated their CSSSA experience as either “Excellent” or “Very Good”. Notably, nearly all respondents, or 98%, indicated that the program helped them consider their future educational and career goals.

Students also gave high marks on key program aspects:

- 93% rated learning from instructors as “Excellent” or “Very Good”
- 82% 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:

- 86% reported an increase in technical artistic skills
- 79% reported boosted confidence in their artistic abilities
- 85% reported an increase in their ability to think of new and creative ideas
- 79% reported an increase in knowledge of themselves as a person

Additional metrics, such as exposure to diverse cultural perspectives (92%) 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 535 members of the CSSSA class of 2026 on the last day of the program and completed by 338 (63%) of those students. These 338 students will be referred to as the “respondents” in this report.



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Evaluations of the Overall Program

The respondents evaluated the overall 2026 summer program very positively. 84% of respondents described their overall experience as ‘Excellent’ (46%) or ‘Very Good’ (38%).

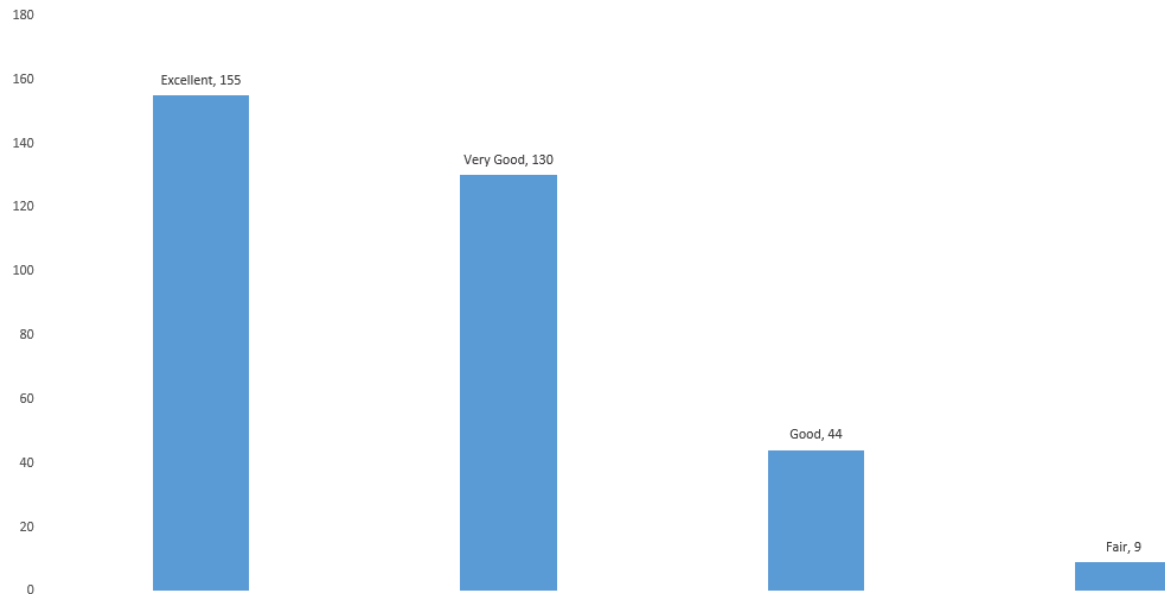


Figure 1: Overall 2026 CSSSA Experience

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.



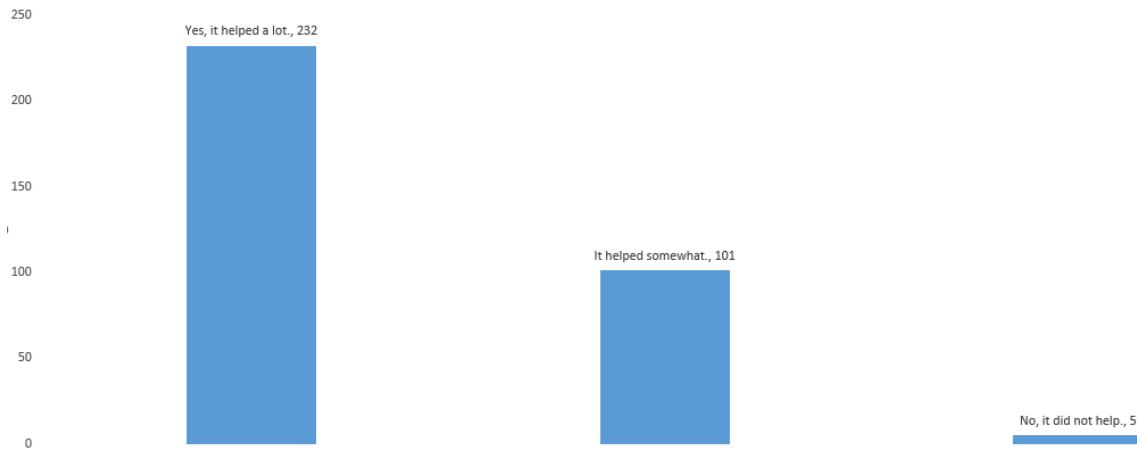


Figure 2: CSSSA's role in students' future educational or career goals

69% respondents felt that attending CSSSA helped them “a lot” in terms of thinking about future education or career goals. 30% 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”.

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.

93% of respondents felt that learning from their **teachers** was Excellent or Very Good.

82% of respondents felt that learning from **other students** was Excellent or Very Good.

64% of respondents felt that the **Visiting Artist Series** was Excellent or Very Good.



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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.
64% of respondents felt that **CSSSA's technology resources** were Excellent or Very Good.

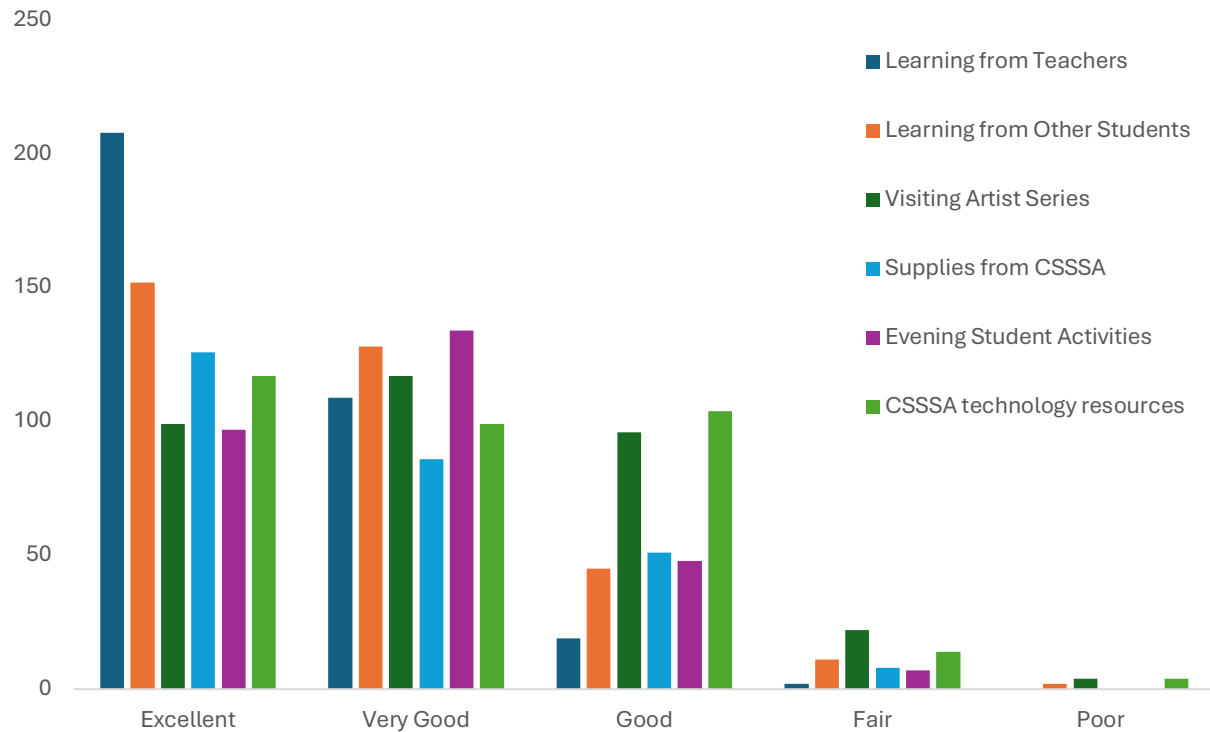


Figure 3: Student ratings on key facets of the program



In other parts of the Survey:

Exposure to cultural perspectives:

92% of the respondents reported CSSSA exposed them to artists of diverse cultural demographics.

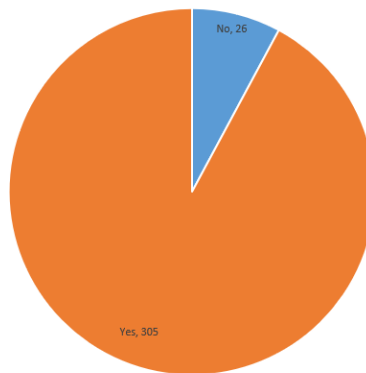


Figure 4: Exposure to cultural perspectives

Discipline-specific workshops:

98% reported being very (65%) or somewhat (33%) satisfied with the variety of classes and workshops available in their disciplines.

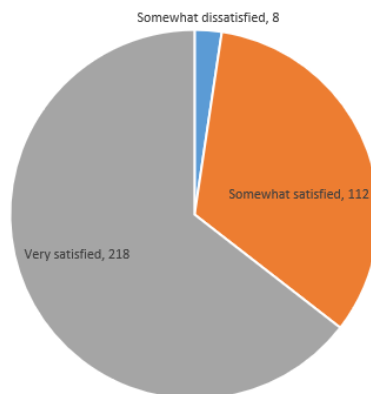


Figure 5: Satisfaction with the variety of classes and workshops.



Interdisciplinary experiences:

57% of the students recommended more opportunities for future sessions. 41% were satisfied with the amount of interdisciplinary experiences and would recommend the same amount for future sessions.

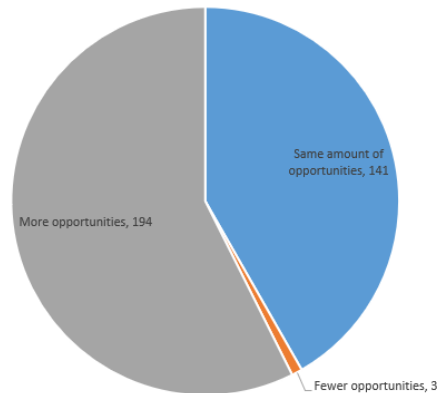


Figure 6: Student recommendation for amount of interdisciplinary experiences.

Arts Advocacy Day

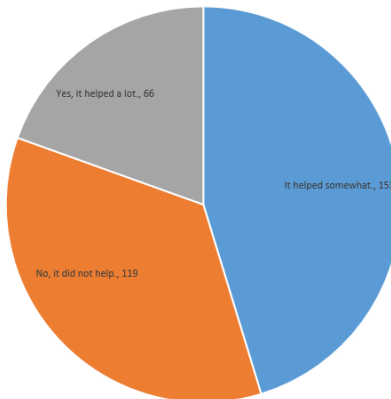


Figure 7: Arts Advocacy Day

20% of the respondents reported Arts Advocacy Day helped them learn a lot, and 45% reported it helped somewhat, about advocating for themselves as an artist and for others. Respondents had



positive reactions regarding the guest speaker, Moctesuma Esparza. One respondent said, “Keep bringing back Moctesuma, he was really inspiring to listen to.”

Coursework Level of Difficulty:

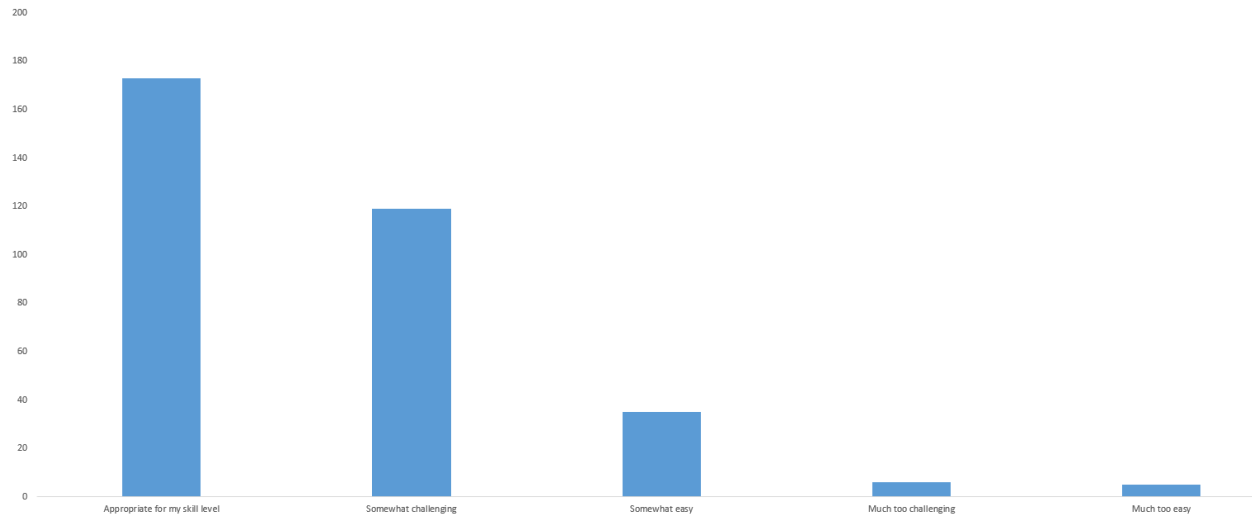


Figure 8: Student rating of class difficulty level

51% of students responded that the classes were appropriate for their skill levels, 35% of students responded that the classes were somewhat challenging, 10% of students responded that the classes were somewhat too easy, 1% of students responded that the classes were much too easy, and Less than 2% of students responded that classes were much too challenging.

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.



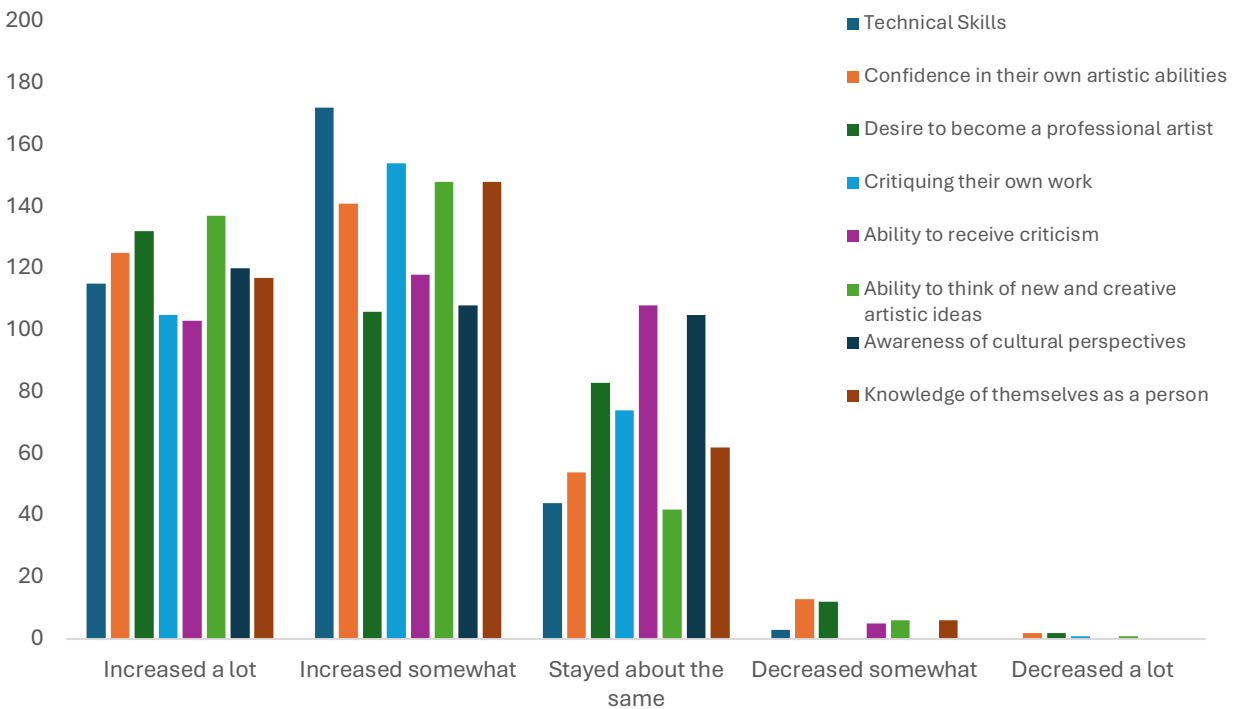


Figure 9: Student ratings on skill and personal development.

The data reported in Figure 8 indicate that majority of the students have benefitted artistically and personally from the 2026 CSSSA summer program.

- 86% reported that their **technical artistic skills** had increased a lot (34%) or somewhat (52%).
- 79% reported that their **confidence in their own artistic abilities** had increased a lot (37%) or somewhat (42%).
- 71% reported that their **desire to become a professional artist** had increased a lot (39%) or somewhat (32%).
- 77% reported that their **ability to critique their own work** had increased a lot (31%) or somewhat (46%).
- 66% reported that their **ability to receive criticism without doubting themselves** had increased a lot (31%) or somewhat (35%).



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- 85% reported that **their ability to think of new and creative artistic ideas** had increased a lot (41%) or somewhat (44%).
- 68% reported that **their awareness of diverse cultural perspectives** had increased a lot (36%) or somewhat (32%).
- 79% reported that **their knowledge of themselves as a person** had increased a lot (35%) or somewhat (44%).

Student Perspectives on New Campus

When asked what respondents enjoyed about Cal Poly Pomona's campus, common responses included:

- The spaciousness and beauty of the campus, including the architecture, landscape, greenery, and gardens.
- The wide selection of areas and environments on campus to visit, wander, stroll, and sit. Students enjoyed exploring the campus and taking walks in the evening.
- Vista Marketplace. Students enjoyed having dining dollars to spend, the quality of the food, and the patio outside of Vista to hang out with friends.
- The facilities, such as the CPP Library, the residential hall, Bronco Bookstore, and the large performance spaces.
- Starbucks, as well as other food options on campus outside of the dining hall.

When respondents were asked for suggestions that could improve their experience at Cal Poly Pomona, common responses included:

- Decrease distances to classrooms or implement transportation services so students could get across campus. Allowing e-bikes or e-scooters.
- Provisions to limit heat exhaustion, such as umbrellas, water bottles in classes, shade tents along the path to classes.
- More buildings open around campus so that students can access water dispensing stations and bathrooms.
- Limit the number of other programs on campus.
- Access to the gym and pool. Extended hours for CPP Library and Bronco Bookstore and other indoor/air-conditioned common spaces to hang out.
- Increase cleanings of shared dorm facilities, such as bathrooms and laundry rooms.



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CSSSA 2026 students who also attended a previous CSSSA session at CalArts provided insight into the differences between their experiences:

- “It took forever to walk to my classes. The food and dorms were better though...It was a huge upgrade over Chouinard.” – also attended CSSSA 2025 - Visual Arts.
- “It felt more relaxed, like it was easier for people in different departments to mingle.” – also attended CSSSA 2025 - Writing.
- “[2026] session was unique as there were less assignments and significantly less pressure, although I appreciate both sessions for what they were.” – also attended Summer Bridge 2024 - Animation
- “Last year when I went, Ceramics wasn’t an option, this year ceramics was an option that made my experience unique!” – also attended CSSSA 2025 - Visual Arts.
- “This session had more cool stuff and more cool materials.” – also attended Summer Bridge 2025 - Visual Arts.
- “This was my second year attending the 4-week program and I can only say that this was my favorite year. The campus was different from CalArts as the program manages to improve each year, which works out in the end. I had a great time making lots of friends and memories.” – also attended Summer Bridge 2024 & CSSSA 2025 - Dance.
- “We barely interacted or even saw other departments. I never met an animation or dance student and I attended almost every public CSSSA event like open mics. Floor 5 had very few activities...the fact we had grown adults of other programs staying in Secoya is ridiculous. The fact this campus is so overbooked in the first place is ridiculous.” – also attended Summer Bridge 2025 – Writing.
- “[We need] more ability to hang out with people in other dorm buildings that aren’t outside or somewhere that a bunch of people are using.” – also attended Summer Bridge 2025 – Theater
- “I was often stressed out about making it to classes on time because of the distance between the dorms and my building, as well as my difficulties and waking up after having to stay up later for our hall and room checks.” – also attended Summer Bridge 2025 – Music
- “The campus was very difficult for many students. The [long] distances between classrooms [combined] with the heat was frustrating.” – also attended Summer Bridge 2025 – Visual Arts
- “[We] had more freedom at CalArts compared to [Cal Poly] Pomona...[Cal Poly Pomona] was so pretty though!” – also attended 2024 Visual Arts



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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.

Summary

Student reactions to CSSSA's 2026 summer program were very positive. Approximately 84% of respondents described the overall program as either excellent or very good. Nearly all respondents, or 98%, reported that CSSSA had helped them think about their career and educational plans and 95% reported that CSSSA helped them learn where to get advanced training for their discipline. In addition, 86% of the students reported an increase in their technical skills and 85% of the students reported that their CSSSA experiences had increased their ability to think of new and creative artistic ideas.

The student evaluations of the 2026 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.



California State Summer School for the Arts

March 17, 2026

Agenda Item 6: AI Innovation Sessions

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

Presented by: Matthew Gallagher, Director

Recommended Action: Review and Discuss AI Policies and Program Sessions

Action Type: Discussion

Background

The Board of Trustees inquired at past meetings about the use of AI technology at CSSSA. This year, CSSSA updated student and faculty handbook with AI policies and offered three sessions through the summer on AI and technology in the arts and education fields.

Student and Faculty / Staff Handbook Policies

Introduction and Philosophy

This policy outlines the appropriate use of AI tools for educational purposes. AI should be used to enhance learning, rather than as a shortcut to learning. Students should always act in accordance with California State Summer School for the Arts Code of Conduct policy.

Policy Guidelines:

- Students are not permitted to use AI tools when it is forbidden for a particular assignment.
- Students are permitted to use AI tools when required to do so by the instructor. For those assignments only, remember the following points:
 - Students should not enter personal information into any AI tool. This includes both your personal info and someone else's.
 - Plagiarism is unethical and a breach of academic integrity. If you collaborate with AI for portions of an assignment, you must cite the AI tool used and specify what portions of the work it generated.
 - AI-generated content is not always accurate. Students should always review the content and verify that the information AI provides comes with credible sources.

Appropriate Use for Assignments include:

- Generating initial ideas and brainstorming
- Providing background knowledge on a topic
- Suggesting lists of sources for further research (student must verify the sources!)
- Providing inspiration for creative work
- Formatting and outlining assignments
- Quizzing on material prior to a test
- Generating hypothetical scenarios

Examples of Inappropriate Use Include:

- Using AI tools to complete assignments where AI use is not permitted
- Plagiarism – using AI tools to complete most or all of an assignment
- Not citing the AI platform used for content creation
- Rewriting assignments using AI tools and claiming them as your own
- Quoting directly from AI tools without providing a citation

AI Innovation Sessions

Three sessions were offered to begin addressing how AI is impacting the creative industries and education programs. The pilot program included the following sessions:

1. Faculty / Staff Training

Cal Poly Pomona Associate Professor in Music, Dr. Isaac Io Schankler, led a session during the Faculty / Staff Training. Dr. Isaac discussed his work as a composer, accordionist, electronic musician, and associate professor exploring how technology shapes modern music creation and consumption. He also discussed the pros and cons of AI with the goal of increasing our creative agency with new technologies as part of our creative process.

2. Chair Training

Cal Poly Pomona Professor of Economics, Carten Lange, led a session for the Department Chairs on how AI can be used as an educational tool in the classroom. Carsten Lange specializes in data science, machine learning and geographic information systems. As a data scientist, Lange has expertise in machine learning, AI and computer technology including neural networks and deep learning. The session focused on how CSSSA faculty can develop their own AI search tools to aid independent student research.

3. Student Session

Professor of Design Media Arts at UCLA, Lauren McCarthy is an artist, researcher, and educator whose practice examines how technologies shape social relationships, intimacy, and everyday life. Trained in both computer science and art, McCarthy is the creator of p5.js, the open-source creative coding platform that has introduced millions of people worldwide to programming through artistic practice. Speaking to the students in CSSSA's Visual Art Department, Lauren presented on her work in performance, software, installation, and film, offering students a window into the world of invisible systems governing how we care for one another, relinquish control, and learn to live alongside automation. The main message was about how technological systems like AI are never merely technical, but social, political, and deeply personal.

Recommended Action

The Board of Trustees shall discuss and hear public comments regarding the 2026 AI Innovation Sessions and provide further guidance to CSSSA as they prepare for future training sessions.

California State Summer School for the Arts

August 20, 2026

Agenda Item 7: 2027 Chair and Faculty Hiring

Prepared by: Matthew Gallagher, Director

Presented by: Matthew Gallagher, Director

Recommended Action: Discussion of Proposed 2027 Chair and Faculty Hiring and Potential Approval

Action Type: Discussion and Potential Vote

Background

CSSSA's Education Code states the following regarding faculty contractors:

8955.

(a) The faculty of the California State Summer School for the Arts shall be annually selected, subject to the final approval of the director of the school, by the board of trustees, upon consultation with a faculty selection panel convened by the board for that purpose. The faculty selection panel shall be composed of professional artists and arts educators, selected to be broadly representative of the schools, institutions, arts organizations, artists, colleges, and universities located throughout the state. Members of the board of trustees may serve on the faculty selection panel, but shall comprise no more than one-third of any faculty selection panel.

(b) The faculty shall be comprised of professional artists and arts educators, and shall not be restricted to members of the current faculty of the host institution. The faculty shall be selected to be broadly representative of the socioeconomic and ethnic diversity of the state. Each faculty member shall be chosen for his or her excellence in artistic production, direction, or teaching ability. Notwithstanding any other provision of law, the faculty shall not be subject to credentialing requirements or any other restrictions upon eligibility for employment generally applicable to public school instructors, except for the requirement of obtaining a certificate of clearance from the Commission on Teacher Credentialing pursuant to Sections 44332.5, 44339, 44340, and 44341.

(c) The members of the faculty shall be paid on a contractual basis and shall not be considered as state employees.

CSSSA hires approximately 200 faculty contractors each summer, which includes all faculty and staff providing educational opportunities for CSSSA students. Positions include Chairs, Faculty, Teaching Assistants, Resident Assistants, Technical Crew, Counselors, and Student Services Staff. Because the volume of contractors is so high during the session, the Board of Trustees previously directed CSSSA to create a selection panel for the hiring of

faculty chair positions. Per the direction of the Board, each Chair oversaw the hiring of faculty contractors for their department. CSSSA publishes a Request for Application (RFA) for each available faculty position, and chairs make the faculty selections based on a combination of referrals and submitted applications.

Review by Department of Education Human Resources

CSSSA reviewed the legislation with Human Resources in the Department of Education. In response to this review, it was determined that as long as the final hiring authority or decision making comes from the Board, or from CSSSA leadership, the existing process may continue and be compliant with the legislation. It was recommended that CSSSA maintain strong documentation during the interview process and justification for each faculty hire.

Updated Hiring Process – Proposed for 2027

CSSSA recommends the following hiring policies for discussion and potential approval by the Board of Trustees:

1. Request for Applications – CSSSA posts Requests for Applications for all contracted positions. All previous chair and faculty contractors must submit an updated CV if they wish to return to CSSSA the following year.
2. Chair Performance Appraisal Summaries - CSSSA's Director shall complete Performance Appraisal Summaries for each Department Chair at the close of each session. The documents are reviewed by a subcommittee of the Board of Trustees. The subcommittee shall recommend hiring or not hiring a Department Chair for the following summer based on performance. A search committee will be established as indicated in the legislation for hiring vacant Chair positions.
3. Faculty Hiring – Department Chairs shall review faculty application submissions. Returning faculty may be recommended for rehire based on a form evaluation. New faculty will be interviewed and recommended for hire based on a form evaluation. Documentation is to be submitted to the CSSSA Director and/or Deputy Director for review and final approval.
4. Other Hiring – CSSSA's Director and/or Deputy Director may also review RFA submissions, conduct interviews, and confirm faculty positions for hire. This includes Resident Assistant, Student Services, Technical Crew, and Counseling positions.
5. Documentation – Evaluations, interview scores, and other hiring documents will be maintained by CSSSA each year.

Recommended Action

CSSSA is seeking approval of the updated hiring process and to establish a standing subcommittee to oversee Department Chair contracts. The Board of Trustees shall discuss and hear public comments before proceeding with potential approval.

California State Summer School for the Arts

August 20, 2026

Agenda Item : General Updates

- Strategic Plan
- Special Deposit Fund
- Slate Implementation

Prepared by: Matthew Gallagher, Director

Presented by: Matthew Gallagher, Director

Recommended Action: Discussion of General Updates

Action Type: Discussion

Strategic Plan

At the last Board of Trustees Meeting on May 20, 2026, the Board of Trustees approved agency staff moving forward with producing a new strategic plan. Now that the summer session has ended, the staff will begin the process, starting with the following steps.

1. Review all prior documentation from Arts Consulting Group. Documents include survey results from faculty, staff, Board of Trustees, alumni, and community stakeholders and focus group meeting minutes.
2. Review prior strategic plans for CSSSA and the CSSSA Foundation.
3. Review Board of Trustee Meeting Minutes to identify key goals and objectives, such as increasing funding, improving statewide representation in the student body, and increasing Board engagement with members of the legislature.
4. Run a SWOT analysis.
5. Present the most important issues and areas for growth to the Board of Trustees for feedback before developing a written plan that outlines future vision, goals, and strategies for plan execution and tracking.

Special Deposit Fund

All State funding exists in CSSSA's General Fund. This funding goes towards salaries, yearly operations, financial aid, and aspects of the summer session costs. All remaining summer session costs are funding through CSSSA's Special Deposit Fund. This fund holds all of

CSSSA's private funding, which is comprised of tuition revenue and funding from the CSSSA Foundation.

The Special Deposit Fund previously had reserves which was unavailable to spend. The funding was also unavailable to view in CSSSA's tab run report, which is used by CSSSA and the State to determine available funding. This was corrected shortly before the 2025 session.

Once the Cal Poly Pomona invoice has been received and processed for the 2026 session, CSSSA will know the exact dollar amount that remains in the Special Deposit Fund. CSSSA will present projected budget shortfalls in the coming few years for discussion and potential action by the Board of Trustees. The Special Deposit Fund reserves may cover summer projected shortfalls including cost increases for host-site services and other mission critical expenses.

Slate Implementation

CSSSA is moving forward with a new Customer Relations Manager (CRM) called Slate. This system will be used to manage all aspects of the student application process, parent and student communications, as well as faculty application reviews. It has become the industry standard used by colleges, universities, and other education programs.

With time and further implementation, the goal is to have a student and parent portal for completing all payment and registration steps. Students will continue to access the system throughout their CSSSA experience while the program is in session.

CSSSA used three systems for these activities in prior years;

1. Embark – the online application for admissions and financial aid.
2. Snap Pay – the payment system for collection tuition and field trip registrations.
3. File Maker Pro – the student database for maintaining the student record, registration, onboarding documents such as medical forms, and student / parent communications.

The total cost for all three systems was over \$100,000 compared to State at \$30,000. Once fully implemented, Slate will therefore generate an annual cost savings of \$70,000.

Recommended Action

The Board of Trustees shall discuss and hear public comments regarding the General Updates and provide further guidance to CSSSA as they prepare for future steps.

California State Summer School for the Arts

August 20, 2026

Agenda Item : Closed Session

Prepared by: Matthew Gallagher, Director

Presented by: Matthew Gallagher, Director

Recommended Action: Discussion and Potential Action of Personnel Items in Closed Session

Action Type: Discussion and Potential Action

The Board of Trustees will enter into closed session to discuss personnel issues. This is in compliance with Badley Keene Act regulations. The Trustees may approve moving forward with action items that may be made public at a future Board of Trustees meeting or remain closed.

Recommended Action

The Board of Trustees shall discuss personnel items in closed session. They shall resume in public session once the closed session is complete. The final agenda item for public session is adjournment.