

CADA Convention A Safari Like No Other

"Ladies and gentlemen, your attention, please. Would the party that lost the roll of 50 \$20.00 bills, wrapped in a red rubber band, please report to the turnstile ... we have good news for you. We found your rubber band." Okay maybe not a rubber band but a room full of drums.

This year CADA took us to the deepest part of our mission, "the Heart of Leadership". The CADA-fari was one that will not be forgotten. In dealing with the economic hardships of Washington DC and throughout the nation we stand with hope in our eyes that the world will not soon forget what we do for the cultures of our schools. For a long time now we have all known what "Heart" our student body officers have for their school and now it is public thanks to the Senate Concurrent Resolution 101 that Dean Florez carried to the state in recognition of our student leaders, and delivered to us at this years State Convention.

Each year CADA strives to bring to our members that which will make them proud and hopefully bring them ideas and tools to survive not only state cutbacks but students asking for connections. Connections to their school, connections to their community and connections to each other. These connections are what truly make up the fabric of our school and without them students would find it difficult to forge forward in their academic content area. There is much evidence to show that these connections are what keeps kids in schools and keeps them healthy, happy and striving for accomplishment.

Our Keynoters, **The Drum Cafe**, **The Original Mike Smith** and **The Tiger Guy** reminded us of those connections. Mike Smith's stories of those that taught him to love poetry and life itself had us laughing and crying at the honesty in all that he shared. Remember it's what "you do" that makes a difference on your campus and no one can take that away from us. **YOU TOUCH LIVES**. After our thumbs healed from "banging on our drum all day" from the Drum Cafe, the message of unity and working together as one will forever live on in our minds. And watching the Tiger Guy without his tiger, we were reminded that life doesn't always work out like we expect it to and regardless we live it anyway.

CADA would like to thank all those that attended the spotlight events beyond the keynoters, the meet the pro's, the curriculum round tables, the breakouts and such. These spotlights were amazing events thanks to **Lifetouch Studios**, **USA Student Travel**, **Herff Jones**, **Jostens** and **Peg Leg Entertainment**. Other conventions stop at 5 pm and thanks to our sponsors we can continue to network and stay together to unite, learn and create a community.

A big thanks also to **School Specialty Planning & Student Development** for helping us get through the week with the calendars. But it doesn't stop here, look for the CADA Directory brought to us by Lifetouch Studios reaching your mailboxes during the coming school year, as well as the **Taylor Publishing** yearbook coming in May or June of this year.

Next year we are setting our sights on all that is New Orleans, but until then remember that CADA is a resource for you to draw upon during good times and bad.



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Paul Chylinski CADA VP

“Leadership is Service”



SERVICE



It feels a bit odd to write an article for the newsletter about myself, for myself and to myself. I have read and published five Vice President’s messages before me but now that I will be serving in this capacity it’s a peculiar feeling for me. This newsletter has been my baby. As I write the last “CADA News” that I will directly publish for CADA I have mixed feelings. It has truly been my pleasure to serve the organization as Communications Coordinator and I will miss the creativity the job has demanded. And now I move ahead to serve CADA in another role and I look forward to doing my part in getting the word out there about CADA as an organization and as a vehicle for positive change on the campuses across the state of California and even the nation. During the next four years I ask all of

do the right thing “We work on doing the right thing every day, we serve the school.

Sure, our brand of leadership sometimes manifests itself in things like balloon arches and poster paints, but at the heart of it all, we teach our kids that leadership is service. When the dance is over, and the last thing we want to do is pick up soggy cups and crepe paper, we teach our kids that we do it anyway because leadership is service. When the “tradition” says that our incoming class of sixth graders, or seventh graders, or ninth graders should be getting stuffed into trash cans, we reach out to welcome them in and make them feel like they are loved and they belong at our school, because leadership is service. When district budgets get even tighter, and nutrition laws get even stricter, we find more creative ways to raise funds and raise morale because leadership is service. And when the last kid is still left waiting

you to hold me to my word; help me keep my promises. To that end here is a copy of my election speech:

Everyone has the power of greatness. Not for fame, but greatness. Because greatness is determined by SERVICE.

Dr. Martin Luther King

The SERVICE we render others is the rent we pay for our room on earth.

Wilfred Grenfell

The best way to find yourself is to lose yourself in the SERVICE of others.

Mohandas Gandhi

out in front of the school, and that late-night school event was finished over an hour ago, and everyone else has gone home, we stay and wait for that child to climb safely into their parent’s car because leadership is service.

During the current economic times many people feel that training and collaboration of this kind is not prudent. That it is a waste of our kid’s money and it sends a wrong message. Yet the one thing they don’t understand is that this is where the deals are made, this is where the bonds are formed and this is where we

“Good morning, I’m Paul Chylinski and I stand before you to ask you for your vote for Vice President of CADA. I know you have a choice in who you vote for and to be quite honest, either direction you go, you will not be making a bad choice. If you are like me you may be asking “Why should I chose Paul”, and my answer is “I eat, drink, sleep student activities, I bleed CADA and I am passionate about what I do and the people I am doing it for, I am ready to serve and I am ready to lead.”

become not just Activities Directors but true leaders on our campuses. In coming to this convention I save more money for my school than I paid to get here. In working with vendors and talking to advisor’s I learn to cut corners that would otherwise be expensive. We need to work towards not silencing our critics but educating them. They need to know that what we are doing is California’s “secret service”. They truly aren’t aware of the impact all of you make on your campus, because we all know that leadership is service. This is my goal and this is my pledge, that when elected I will help get that message out. We are not just an “aggregate of individuals” – we are a community of leaders, we are here to serve and we are here to do the right thing.

As a husband and father, I am a leader. As a teacher, I am a leader. As the activities director at Loara High School, I am a leader. As an active member of America’s largest statewide support network for activities directors for almost 20 years now, I am a leader. And I am now ready to be a leader as your next CADA Vice President. I am Paul Chylinski, and I am ready to serve.”

Thanks for choosing me.



CADA Convention '09

Our Award Winners

The CADA Hall of Fame has been established to honor members of the organization who have distinguished themselves in service to their profession through exemplary service to their students, to their school and to the CADA organization. **Diane Aust** is truly one of the incredible classy ladies of CADA. She has served both her local Area F and the State in numerous capacities and roles over the last 30 years. She and her husband Gerry have worked as a team in promoting the assets of CADA in workshop presentations, leadership positions but above all recognizing and taking care of new activities directors entering this leadership jungle! Our next inductee, **Mary Cook**, hails from West Sacramento. She is a familiar face to anyone who has spent time at our annual conventions, summer camps, and area conferences as she has presented those fun workshops with the giant balls, skis, and hula hoops. She has been involved with CADA for over 20 years: served on Area A Council and volunteering where she is needed. Our last inductee is **Bob Vincent**. He comes to us from West Ranch High School in Stevenson where he is serving as principal. Bob is the founding Principal for West Ranch and is committed to building relationships, rigor, and relevance for all students. He has been a CADA member for 31 years and has been involved with CADA Leadership Camp program for 25 years.

Earl Reum Award is given by the National Association of State Student Councils Executive Directors and the National Association of Workshop Directors recognizing outstanding contributions in the training and mentoring of student activity advisors. **Stephanie Cereceres** has been involved in education for 30 years – most of those years she served as an administrator with a strong emphasis on promoting student activities. Stephanie has been committed to the CADA Administrative Task Force for the last 4 years and helped develop the Activity Directors Certification Program. She is a Jack Moore Award winner, Warren Shull Award winner, and in CADA's Hall of Fame.

Warren Shull Award is given by the National Association of Student Councils recognizing outstanding contributions in working with student leaders. This Activity Director of the Year Award honors an early leader and one of those who developed the NASC organization. CADA chooses a designee each year to represent the state of California and Region 7 with the NASC organization. They honor a High School and Middle School Activities Director. The Warren Shull high school award winner is **Connie Weeks**. Connie is at Don Lugo High School in Chino where she teaches three leadership classes! Her involvement with CADA began right here at the Town & Country 26 years ago and she hasn't missed a convention since. She has served on the Area F council since 1995 and is an Area F Award winner. Connie has presented at the area advisor and student conferences and state conferences. She is a familiar face in Meet the Pros and curriculum round tables. Connie has been involved with the development of Renaissance both in California and nationally. She served as co-chairman for many years. She is a member of the Renaissance Hall of Fame and has attended the National Renaissance Conference since 1997 and has been a presenter at the both the state and national levels. This year's Warren Shull Middle School Advisor Award winner is **Bill Bowen**, he has taught for 27 years and he says he is most proud of the life-long friendships he's developed with some of his former students. In addition to serving on the Area B Council for 20 years, Bill has been honored with the Area "B" Outstanding Activity Director Award and his school has received the "Outstanding M.S. Activities Program award" three times. Under Bill's leadership, Harvest Park leadership class hosted the annual "Area B" conference for six years. Bill's leadership students are required to do community service hours, something Bill taught by example.

Jack Moore Award is a lifetime achievement award, named after our first President, recognizing long standing efforts on behalf of the organization in working with both student leaders and advisors as well as serving CADA statewide. This years recipient is **Mr. Al Rose**, Al was President from 1986 - 87 and was instrumental in securing the first liability insurance for all CADA events. He worked with organization such as NASSP, ACSA and even the California state department to get CADA recognized as the "parent organization for state student councils". All this led him to Washington DC and helped bring CADA into association with the NASSP division of student activities NASAA - National Association of Student Activities Advisors. Al was involved with student activities at Fresno Unified following his last year coaching and the activities director position went to full time, he shared the position until he realized how fun and rewarding the position was. Al has won many distinctions in the CADA organization as well as through his school district. He works tirelessly for CADA even now retired and you can always catch him in the halls of the Convention with a smirk and a handshake. As a Past President he is always there to lend a hand.



Diane Aust Linda Esping



Todd Arrowsmith

Bob Vincent



Mary Cook

Patty Judge



Stephanie & Sam Cereceres



Richard Parkhouse

Connie Weeks
Steve Southard



Bill Bowen

Cindy Bader

California Student Leadership Week

Senate Concurrent Resolution No. 101



RESOLUTION CHAPTER 42

Senate Concurrent Resolution No. 101—Relative to Week of the Student Leader.

[Filed with Secretary of State May 14, 2008.]

Legislative Counsel's Digest

SCR 101, Florez. Week of the Student Leader.

This measure would proclaim the 3rd week in April each year as Week of the Student Leader, and would commend the student leaders of the secondary schools of California for their support of and contributions to quality schooling in the state.



WHEREAS, Leadership opportunities for students exist in fine arts, clubs and organizations, athletics, and student government; and

WHEREAS, Students are afforded opportunities to experience leadership in a very practical way; and

WHEREAS, Student leaders contribute to the advancement of school climate and culture, building school spirit and pride; and

WHEREAS, Student leaders provide inspiration and motivation, develop programs, and provide opportunities for other students to become involved in their school; and

WHEREAS, Student leaders recognize the achievements of and honor other students and adults; and

WHEREAS, Student leaders not only volunteer for community service, but also work to create a positive relationship with members of their local community; now, therefore, be it

Resolved by the Senate of the State of California, the Assembly thereof concurring, That the third week in April each year be proclaimed Week of the Student Leader in honor of the many outstanding contributions and services provided by students to their peers, the school population, and their local communities; and be it further

Resolved, That the student leaders of the secondary schools of California be commended for their support of and contributions to quality schooling in the state; and be it further

Resolved, That the Secretary of the Senate transmit copies of this resolution to the author for appropriate distribution.

Dean Florez Legislator of the Year



Senator Dean Florez has been a longtime supporter of student activities. As a student at UCLA he served as Student Body President. As an Assemblyman he worked diligently on our behalf to implement fair and reasonable timelines and policies regarding student nutrition and campus food sales. As a State Senator he sponsored and carried the resolution created by CADA to designate the third week of April as Student Leader Appreciation Week. Senator Florez continues to be a personal friend, friend of student activities, and a parent concerned about the education and personal development of the students of California.

Three Big Reasons Why I Was Blown Away at CADA-fari

by Rhett Laubach / RhettLaubach@yournextspeaker.com

1. Being around that many teachers and presenters who are in love with teaching leadership as much as I do. It was a reinforcing and a connective experience. Especially since I have spent the past 15 years of my professional career in the mainly-solo world of professional speaking and training. New relationships are so very refreshing.
2. Sharing ideas. Hearing ideas, etc. It was a very creative environment for me. Eventhough I have been speaking/training leadership for years, our PLI curriculum is a new venture for us. We have leaned from friends like Denise Vaniadis, Phil Boyte, Bill Cordes, and Lyn Fiscus how to build a highly palatable product for both theory-based and project-based leadership classrooms, but I came home with no less than 20 new ideas on how to add even more value to PLI. I was actually able to introduce a few of those new additions at Terri Johnson's state conference today in Missouri. The long-tail of CADA's influence continues! (Bonus - I told all 200 Student Council advisors in the room today that they absolutely must attend CADA! I will continue to sing your praises in my travels. I do between 125 and 130 events per year.)
3. The production value of the conference as a whole was as sharp as the people involved were genuine. That is a powerful combination. My mother grew up 90 miles north of New Orleans in southern Mississippi. So, I am already ready for the Bourbon Street experience in Reno.

"It is a blessing to know about CADA" - Rhett Laubach, Presenter at CADA-fari



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8th grade). *We do require an advisor or responsible adult attend with your delegation.*

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- Camp Video - High School Camps & Middle School Camps
- LEADERSHIP CAMP shirt
- CADA/CASL Leadership Certificate

ADVISOR SESSIONS

The advisor program, which is parallel to the student program, will cover topics designed to assist new and experienced advisors in developing the best plan to meet their individual school activity plans. Again this year college credit will be available for the full advisor program. (There is an additional fee for this credit.)

CERTIFICATE SESSIONS

Work towards a certificate in Activities while your at camp, at convention or at local conferences. Contact J. Peter Cahn for more info.

LEARN LEADERSHIP SKILLS

Workshops designed to develop effective leadership skills will be presented at each camp. Topics may include:

- Effective Meetings Communication
- Working with the Advisor Goal Setting
- Time Management
- Officer's Responsibilities
- Student/Staff Recognition
- Fund-raisers and Finances
- Proms and Homecoming
- Community Service
- Multi-Cultural Activities
- Publicity
- Rallies and Assemblies
- Conflict Management
- Noon-time Activities
- Elections
- Stress Management
- Challenge Course Activities

- Substance Abuse Prevention
- Problem Solving
- Tobacco Use Prevention
- Solving campus concerns
- Diversity
- Interpersonal skills
- Environmental Awareness
- Public Speaking
- Creative Yearbook Ideas
- New Games
- Project Planning
- Personality Styles

**RATES FOR 2009
APPLY NOW AND SAVE
MONEY!**

**STUDENTS NAMES
ARE NOT NEEDED UNTIL
EARLY JUNE**

High School Rates

Regular Rate: \$505/student. Full payment must be postmarked by June 1, 2000. Late Rate: \$535/student after June 1, 2000. Special

Advisor Rate: \$400/advisor. Advisor will help with supervision as needed.

Middle School Rates

Regular Rate: \$445/student. Full payment must be postmarked by June 1, 2000. Late Rate: \$475/student after June 1, 2000. Special Advisor Rate: \$350/advisor. Advisor will help with supervision as needed.

If there are no CADA members at your school, please contact CADA Central for current membership fee structure, or contact Jack Ziegler for further details. Membership in the California Association of Student Leaders (CASL) is included in the price of membership.

CONTACTS

Jack Ziegler—Camp phone number (530) 662-8533, Home (530) 666-0808, FAX (530) 662-8118, E-mail: jziggy@aol.com

Camp begins its 26th year and it has evolved into experience that cannot be rivalled in the state or nation. What is CADA/CASL Leadership Camp about?

CADA Leadership Camps

- ... are a great setting to develop personal and interpersonal skills
- ... help to ensure future success in high school, college and the 21st century work force
- ... are staffed by professional and credentialed educators
- ... have been training California student leaders for 24 years

CADA/CASL CAMP CAN HELP YOUR STUDENTS TO BECOME ...

- DYNAMIC STUDENT LEADERS
- WELL-ROUNDED TEAM PLAYERS
- CREATIVE PROBLEM SOLVERS
- EFFECTIVE COMMUNICATORS
- SUCCESSFUL PRESENTERS
- VISIONARY PLANNERS

SPECIAL CASL/CADA MIDDLE SCHOOL CAMPS AT U.C. SANTA BARBARA

This unique middle school camp program will allow your younger leaders to gain valuable experience in leadership. Middle school students will be organized into councils under the guidance of credentialed CADA staff members assisted by CADA trained CASL student officers. CADA/ CASL Middle School Camps are limited to those grade levels (6th through

ROCK "N" ROLL



We will again be offering the Early Arrival option the night before each camp. This year we will have a limited number of beds for this option.

CAMP DATES FOR 2009

U.C. SANTA BARBARA HIGH SCHOOL
JULY 8-11

U.C. SANTA BARBARA HIGH SCHOOL
JULY 13-16

U.C. SANTA BARBARA HIGH SCHOOL
JULY 18-21

U.C. SANTA BARBARA MIDDLE SCHOOL
JULY 23-25

**FOR MORE INFORMATION
CONTACT JACK ZIEGLER...**

PHONE: (530) 383-3500

E-MAIL: jziggy@aol.com



www.cadaleadershipsamps.org

CADA Certification Program Grads

Attention all CADA members we have what all great activities directors have been looking for, validity ... validity that what you do, not only matters, but that you are a certified Activities Director on top of it. What is the CADA Certification Program you might ask? Since the "Rev-It-Up Convention" in San Diego we have been offering our members a chance to become certified Activities Directors. Since the May 2007 newsletter we had quite a number of members that have taken the first steps to become certified and this year 5 have graduated from the program. During summer camps we had more than ever accept the challenges of this program.



Congrats to our First Graduates 2009
Mike Pattison, Geniel Moon, Stella Kidd, Becky Kaspar, Laretta Eldridge

The program consists of 9 components that help build a better activities program. The first step is for "Basic Certification" and that is a 2 unit based program we call "The Foundation For Student Activities." The Foundation is a basic introduction to the Essential Elements for Student Activities to include but not limited to School Culture and Climate, Communication among stakeholders, Student Roles and Responsibilities and available resources.

Beyond that you may earn an "Advanced Certification" as long as you follow up with our 1 unit coursework. This course work

includes: **Legal Aspects of Student Activities**, an in-depth look at the laws, codes, regulations, and court decisions that affect the workings of the student government and student activities. Reviewing contracting, bidding, fundraising, and student rights from school site and district regulations, through state education codes, to Federal laws and Supreme Court decisions; Financial Accountability for funds raised by students to the expenditure of student monies according to both California State laws and codes and best practices. ASB Fund management, budgeting, fundraising, and the role of the student government in protecting the integrity of the process. **Organizing Student Activities**, where you identify strategies

for organizing and planning an effective student activities program that complements the school's instructional mission. Strategies for collaborating and networking with class and club advisers, athletic directors, and school administration. Working to build a team. Looking into the elements of Time Management and Fundraising activities and Project Planning. **Character Development**, including some of the elements of Character Counts and understanding the Ethics of Leadership to model the behaviors and attitudes expected of all students. The philosophy of inclusion and the desire for a safe school. How to motivate the diverse populations not just limited to the students on campus. Identify the Diversity and work toward tolerance among all stakeholders.

Leadership Development for a leadership class, ASB roles and responsibilities, Curriculum, and the elements necessary for effective problems solving. Understanding leadership styles and shared leadership and shared decision making principals for the preparation of student leaders. Service Learning and Personal Growth and Social Development. **School**

Culture and Climate, where rebuilding with the staff, administration, and community come into play. Strategies for identifying and utilizing community resources. Recognition of student, staff, and parent involvement. ASB and student government finding ways to work with the school business community as well as parents. Understanding the legal responsibility for providing supervisions with parent volunteers in on and off campus student activities. **Communications**, both the aspects individual and group Communications and the business of marketing and working with the media. From the basic writing skills and public speaking to the understanding the concepts of effective advertising and working with large groups.

Lastly you will have a **Field Study** in Student Activities to accomplish to finish the certification process. Many have started at Convention, others pick it up at Summer Camp. If you have any questions regarding the program please contact J Peter Cahn, Coordinator of Special Projects at JCa9@aol.com or pcahn@cada1.org, 530.219.0958





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Honorary Life Member, Once a year, CADA recognizes a person or persons outside of the membership who goes above and beyond in making sure that CADA's programs continue to prosper and that we succeed in accomplishing our goals, this year CADA recognizes Brandon Bityk, the originator and CEO of Pegleg Entertainment as well as Felipe Ortiz from the Town and Country. Brandon has been an integral part of taking the CADA and CASL General Sessions from good to great. His staging and lighting have been the backdrop for transforming the way CADA and CASL do business during the



PEGLEG ENTERTAINMENT
Brandon Bityk



Felipe Ortiz & Bob Martin
Town and Country

general sessions. His expert DJing has been enjoyed by the masses at CADA and CASL functions too numerous to count. He is dedicated to bringing the best to the students and advisors of California as a Platinum Level sponsor. Felipe has been involved with CADA since the first day we set foot onto the Town & Country Resort property many moons ago, and has taken care of us ever since. No task is too small and no question too dumb. If he can make it happen it will, unless there is some legal issue that hinders it. We thank Felipe for all that he does for us each and every time we are here.

Honorary Life Membership
given at the CADA-fari 2009

\$30,000/year

\$20,000/year

\$10,000/year

Don't miss the convention

March 3-6, 2010

We will be moving to the Spirit of New Orleans with the Beignets, Jackson Square, Jazz Clubs, Second Lines ... the works.

Think of food that feeds your body and your soul. Think about being a presenter at the Spirit of New Orleans in 2010, think about getting on line and signing up right now. Think about passing your knowledge along to your fellow activities directors, think about meeting new people and going back to school energized and ready for the rest of the year. Think about parades for no reason. Think of the coolest drink on the hottest day or music you can't name that makes you want to dance. Think of people who treat you like family only they don't know your name. Think about making a difference at your school. Think about making a difference at the CADA Convention. Now stop thinking and log on to register.

WWW.CADA1.ORG



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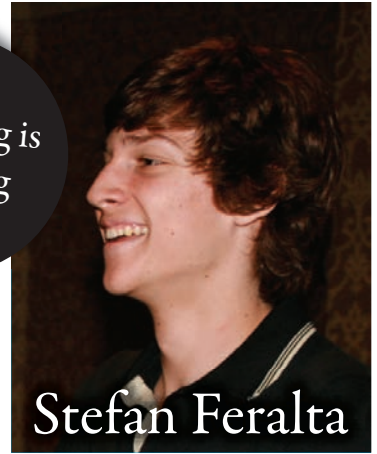
Building Leaders for a Better Tomorrow

"Thanks to all the Schools Trained At a Leadership Development Day"

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- Chino Hills HS
- Clairbourn MS
- Colonial Heights
- Coolley MS
- Cope MS
- Cupertino HS
- Dale JHS
- Day Creek
- Intermediate School
- Diablo View MS
- Diamond Valley MS
- Don Juan Avila MS
- Don Riggio School
- Eastlake HS
- Edna Hill MS
- El Cajon HS
- El Dorada HS
- Elkhorn Village
- El Sausal MS
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- Esperanza HS
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- Fisher MS
- Frances Harper
- Fremont HS
- Gardner MS
- Granada MS
- Granite Hills HS
- Great Oak HS
- Grosmont HS
- Hamilton Elementary
- Hamilton HS
- Harden MS
- Harper JHS
- Helix HS
- Hemet HS
- Highlands Academy
- of Art and Design
- Holmes JHS
- Horner JHS
- Homestead HS
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- Indio MS
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- Kramer MS
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- La Entrada MS
- La Paz MS
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- Lincoln Elementary
- Las Flores MS
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- Mission Dolores
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- Monte Vista HS
- Moore MS
- Mt. Miguel HS
- Natomas MS
- Newbury Park HS
- Newhart MS
- Niguel Hills MS
- North Mountain MS
- North Salinas HS
- Notre Dame des
- Victoires School
- Oak Avenue
- Oakridge Private
- Olive Peirce MS
- Orangeview JHS
- Our Lady of Perpetual
- Help
- Parks MS
- Parkview
- Parkway Heights MS
- Peter Burnett
- Academy
- Peterson MS
- Pinecrest Lancaster
- Pioneer MS
- Pinole MS
- Portola MS
- Potter Valley Jr/Sr HS
- Quartz Hill HS
- Rancho Cucamonga
- Rancho Cucamonga
- Redwood
- RH Dana MS
- Rio Hondo
- River Bank
- Elementary
- Ruth Musser MS
- San Benancio MS
- San Geronio MS
- San Geronio HS
- San Jacinto HS
- Santa Cruz City
- Elementary Schools
- Santana HS
- Santiago MS
- Shorecliffs MS
- Sierra MS
- Sierra Vista MS
- South Pasadena HS
- South Pasadena MS
- Southport Elementary
- St. Anne School
- St. Brendan School
- Steele Canyon HS
- St. Elizabeth Catholic
- St. Dunstan School
- St. Finn Barr Catholic
- St. Gabriel School
- St. James School
- Stonegate Elementary
- St. Thomas Moore
- St. Vincent School
- Summit Intermediate
- Sussman MS
- Tarbut School
- Temescal Canyon HS
- Temecula MS
- Terra Cotta MS
- Travis Ranch MS
- Tuffree MS
- Tully C. Knoles
- Twelve Bridges MS
- Twin Peaks MS
- Valadez MS
- Valhalla HS
- Van Nuys Pinecrest
- Valley MS
- Vineyard JHS
- Vista Del Mar
- Vail Ranch MS
- Wangenheim MS
- Walker JHS
- Warren T. Eich MS
- Washington MS
- West Hills HS
- Westlake HS
- West Valley HS
- Will Rogers MS
- Yorba Linda MS

"If you're not making a difference, what are you doing? Nothing." Those are the words Eraham Christopher from TEEN TRUTH LIVE had the entire delegation shouting by the end of his powerful presentation. That is exactly what we (CASL) wanted all student leaders to realize at our State Conference – YOU need to take action! Tyler Durman spoke passionately about "Leadership is Service", and Justin Bourdeau continued the message with how wonderful it would be if every time someone walked into the room, we focused on "There you are" as opposed to "Here I am." These are all ideals CASL believes in strongly and incorporated into our Building Leaders for a Better Tomorrow theme for 2009.

Excluding is Bullying



Stefan Feralta

With this in mind, we also added Topics a Like into our conference, in which students were able to have some quality time to discuss issues



concerning their campus and communities. Topics ranged from Respect, Double Standards, Eliminating Stereotypes, and Involving Invisible Students to Going Green and Community Service. This gave everyone a chance to have a voice as to ways in which they personally could contribute to beginning a plan of action to address such serious issues teens face today. Our Area meetings continued to give information regarding leadership opportunities in each region of California, while the Meet the Pros and Interstates provided a plethora of ideas and projects student leaders could take back to their campus. The state board worked extremely hard all year to give the delegates workshops of high quality, such as Being a Leader 24/7, Be the Change, You Don't Know Me and Smile...You're Unique. We hoped to role model what student leaders can truly accomplish if they are willing to set goals and work hard to achieve them. We were truly proud of all the delegates whom presented at this year's conference and ran for a position on the state board as well. We had more applications than ever before and the bar has definitely been raised for quality student leaders in California.

Now that my term as CASL President has come to an end, I have had time to reflect on a wonderful year and an unforgettable CASL State Conference. The 2009 CASL Conference was filled with over 1200 enthusiastic, passionate, inspiring student leaders who engaged in thoughtful discussions, incredible workshops, and heartwarming service projects. Because this year's construction-themed conference aimed to build leaders for a better tomorrow, the CASL Board decided to organize service projects to bridge the gap between the generations. During the middle school conference, we paired each of the middle school delegates with a 4 to 7 year old student and provided books for the middle school student to read and send home with their new elementary school friend. Following this special event, we held our first Senior Ball during which we invited senior citizens to share in an afternoon of dancing and conversing with our high school delegates. These service projects benefited our both guests and our delegates, and I feel privileged to have been able to experience such warm company.

I will always look back on my involvement with CASL as one of the highlights of my junior high and high

LEADERSHIP DEVELOPMENT DAYS

LDD

Leadership Development Days

Date	Event	Area	Location
Jan. 15th	Leadership Development Day	G	Twin Peaks MS
Jan. 29th	Leadership Development Day	E	Chino Hills HS
Feb. 3rd	Leadership Development Day	E	South Pasadena HS
Feb. 5th	CASL Regional Conference	F	Yorba Linda
Feb. 11th	Leadership Development Day	B	Price MS
Feb. 19th	Leadership Development Day	A	Holmes JHS
Feb. 24th	Leadership Development Day	F	Temescal Canyon HS
March 26-28th	CASL State Conference (MS)		San Jose
March 28-30th	CASL State Conference (HS)		San Jose
April 22	Leadership Development Day	B	Potter Valley
May 22	Leadership Development Day	D	Carmel HS

by Mary Alice Orrin

Arvin High hosted its 1st Annual LDD on January 21st, 2009. However, this is not the first time Arvin students have been exposed to the ideas. Last year at CADA I heard about the Leadership Development Days being hosted by CASL. I didn't really think much about it until I received the email from Sandi Kurland encouraging us



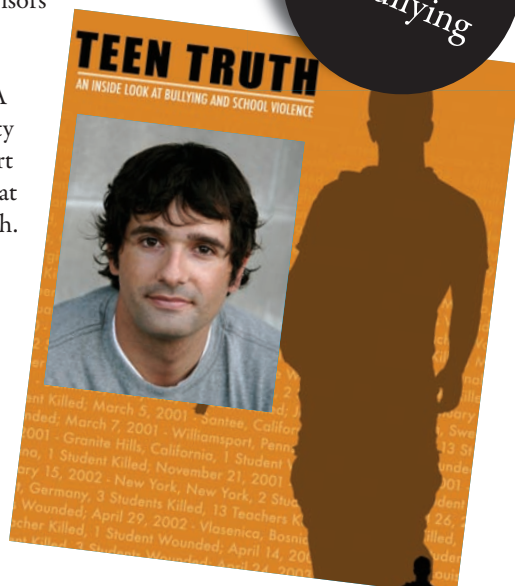
to give this opportunity to our kids. I was in the middle of planning ASB elections and I thought what a great training day for our students. I emailed Sandi and less than a month later she was at Arvin High on a Saturday training 32 newly elected ASB members and 85 newly selected Link Crew members. The day was a huge success. The students learned essential leadership skills that we sometimes assume they know. At the same time they were getting out of their comfort zone and learning what it truly means to be a leader. As I sat back and watched Sandi work her magic it occurred to me that on a campus of 2700 students, there are a lot of kids that could use this training. It was then the idea of an Annual Leadership Training Day was born. Nine months later Sandi was back training a whole new group of students. This time students were selected by club advisors or coaches to represent their groups. What was developed was extremely diverse group of students gaining skill that we wish every student on our campus had. Whether it was the JROTC program, Future Farmers



school career, and I know that the lessons I've learned because of CASL will help me throughout my future. I am incredibly grateful to the many people who have contributed to the success of CASL and the growth of student leaders across the state.

From the wonderful presenters who delivered such powerful messages, to all of the delegates and advisors who have worked so hard to making a difference in their communities, to the CASL Steering Committee and CADA who have believed in students' capability to change lives and provided the support necessary for those students to reach that potential; I cannot thank you all enough. While I am sad to be leaving the CASL Board, I am so excited to see such an exceptional individual, Stefan Fertala, take my place in guiding the group of outstanding student leaders who will make up next year's CASL Board. Get ready because they will surely accomplish amazing things!

Intimidation is Bullying



of America, or the Spanish Club, an even larger part of the Arvin High population was now trained in leadership skills. The feedback from the students was tremendous. Students stopped me in the hallways to tell me how much fun they had and teachers called to tell me about their students coming back to class reignited with enthusiasm. The Leadership Training Day is one of the most effective ways to give students leadership skills and in a way that they don't even know they are learning. I highly encourage any Activities Director struggling to train leaders

while still getting the needed work of the campus done to consider the Leadership Development Day, it has rejuvenated our leaders and it can do the same for yours.



Ten Steps to Better Student Engagement

Project-learning teaching strategies can also improve your everyday classroom experience



by Tristan de Frondeville
Credit: Courtesy of PBL Associates

As a teacher, my goal was to go home at the end of each day with more energy than I had at the beginning of the day. Seriously.

Now, as I travel the country coaching teachers on how to successfully use project learning, my goal remains the same. And I try to teach educators the strategies they need to achieve this goal in their own classrooms.

A teacher in one of my workshops said, "When my students and I are in the flow, then I don't feel like I have to work as hard." I heartily agree. When 90 to 100 percent of my students are excitedly engaged in their tasks and asking deep and interesting questions, I experience joy, and joy is a lot less tiring than the frustration that comes with student apathy.

Project-based classrooms with an active-learning environment make such in-the-flow moments more common. Yet these same classrooms require many teacher and student skills to work well. As teachers, we can feel overwhelmed when we try something new and experience chaos instead of flow.

The good news is that the strategies for creating and managing high-quality project-learning environments are productive in any classroom, whether project learning is a central part of the curriculum or not. Here are ten ideas that you can start practicing in your classroom today to help you create more moments of flow.

Create an Emotionally Safe Classroom

Students who have been shamed or belittled by the teacher or another student will not effectively engage in

challenging tasks. Consider having a rule such as "We do not put others down, tell others to shut up, or laugh at people." Apply it to yourself as well as your students. This is the foundation of a supportive, collaborative learning environment. To learn and grow, one must take risks, but most people will not take risks in an emotionally unsafe environment.

Create an Intellectually Safe Classroom

Begin every activity with a task that 95 percent of the class can do without your help. Get your students used to the fact that when you say, "Please begin," they should pick up a pencil and start working successfully. This gets everyone on the bus. Then make sure your students know that these initial easy tasks will always be followed by increasingly challenging ones. Create rich and complex tasks so that various students have a chance to excel and take on the role of helping others.

Cultivate Your Engagement Meter
Be acutely aware of when your students are paying strong attention or are deeply engaged in their tasks. Master teachers create an active-learning environment in which students are on task in their thinking and speaking or are collaboratively working close to 100 percent of the time. Such teachers notice and measure not only when students are on task but also the quality of their engagement.

Although it may take years to develop the repertoire of skills and lessons that enable you to permanently create this active-learning environment, you can begin by discerning which activities truly engage your students. The more brutally honest you are with yourself, the faster you will get there.

Create Appropriate Intermediate Steps

The first question I ask educators when I coach them on project learning is how many of their students say, "We can't wait to do another project," versus "Oh, no! Not another project." Teachers tend to get the first response when they

scaffold challenging tasks so that all students are successful.

For example, take the typical task of interviewing an adult outside the classroom. Some teachers assign the task on Monday and expect it to be done the following Monday, confident that by including the weekend, they are providing sufficient support. Other teachers realize that finding, cold calling, and interviewing an adult are challenging tasks for most young people, so they create intermediate steps -- such as brainstorming, searching online for phone numbers, crafting high-quality interview questions, and role-playing the interview -- that train all students for success.

Practice Journal or Blog Writing to Communicate with Students

Japanese teachers highly value the last five minutes of class as a time for summarizing, sharing, and reflecting.

A nice way to change the pace of your class is to have students write regular reflections on the work they have done. Encourage and focus their writing with a prompt, such as "The Muddiest Point and the Clearest Point: What

was most confusing about the work you did today, and what new thing was the most clear?" Use this approach to guide future lessons and activities. Consider writing responses to student journal entries in order to carry on a conversation with students about their work.

Create a Culture of Explanation Instead of a Culture of the Right Answer

You know you have created a rich

learning event when all students are engaged in arguing about the best approach to the assignment. When you use questions and problems that allow for multiple strategies to reach a successful outcome, you give students the opportunity to make choices and then compare their approaches. This strategy challenges them to operate at a higher level of thinking than when they can share only the "correct" answer. Avidly collect problems and tasks that have multiple paths to a solution. As a math teacher, I create problems that have a lot of numbers instead of the usual two. For example, I can present this problem:

$$5 + 13 + 24 - 8 + 47 - 12 + 59 - 31 - 5 + 9 - 46 - 23 + 32 - 60$$

Then I can say, "There are at least three fundamentally different



strategies for doing the following problem. Can you find them all?"

Teach Self-Awareness About Knowledge

All subjects build on prior knowledge and increase in complexity at each successive level of mastery. Effective learning requires that certain skills and processes be available for quick recall. Many students let too much of their knowledge float in a sea of confusion and develop a habit of

guessing, sometimes without even knowing that they are guessing. Credit: Courtesy of Tristan de Frondeville To help students break this habit, paste the graphic at right next to each question on your assessments. After the students answer a question, have them place an X on the line to represent how sure they are that their answer is correct. This approach encourages them to check their answer and reflect on their confidence level. It is informative when they get it wrong but marked "for sure" or when they do the opposite and mark "confused" yet get the answer right.

Use Questioning Strategies That Make All Students Think and Answer

Pay a visit to many classrooms and you'll see a familiar scene: The teacher asks questions and, always, the same reliable hands raise up. This pattern lends itself to student inattention. Every day, include some questions you require every student to answer. Find a question you know everyone can answer simply, and have the class respond all at once. You can ask students to put a finger

up when they're ready to answer, and once they all do, ask them to whisper the answer at the count of three. They can answer yes, no, or maybe with a thumbs-up, thumbs-down, or thumbs-sideways gesture. That also works for "I agree," "I disagree," or "I'm not sure."

Numerical answers under ten are easy to show with fingers, but don't limit yourself to math questions. For instance, if you're teaching time management, have students let you know what their progress is halfway through the class by putting up one or more fingers to show whether they are one-, two-, or three-quarters done with the assignment, or finished. Do these exercises at least two or three times per class.

Practice Using the Design Process to Increase the Quality of Work

Students in school get used to doing work at a consistent level of quality. Unfortunately, low-performing students get used to doing poor-quality work. To help them break the habit, use a draft-and-revision process.

Many professionals use such a design process to increase the quality of their

work. Engineers build prototypes, respond to critical feedback, and refine their design before going into production. Artists make sketches of big works and revise their ideas before creating their final piece. Use the design process to drive your students to produce higher-quality work than they are used to doing when they create only a first effort. Include peer evaluation as part of the feedback they receive.

Market Your Projects

When your students ask, "Why do we need to know this?" you must be ready with the best answer possible. Great projects incorporate authentic tasks that will help students in their lives, jobs, or relationships. Engage students by developing an inventory of big ideas to help you make the connections between your assignments and important life skills, expertise, high-quality work, and craftsmanship. The Partnership for 21st Century Skills provides a good starter list.

Also, search out the powerful processes and ideas experts in your own subject use repeatedly. (In math, for instance, my list includes

generalizing and parts and wholes.) Keep a journal of the big ideas you've discovered simply by teaching your subject. By continually referring to these big ideas, you will encourage students to think and act like subject-matter experts and develop skills they will use throughout their lives.

Tristan de Frondeville, a former teacher who has also coached educators and written curriculum, heads PBL Associates, a consulting company dedicated to project learning and school redesign.

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Denise VanDoorn Goodbye / Hello



I was at an area conference recently when a young lady stopped me to show me something out of her backpack. It was a rock....a rock that I had given her and many of you as an illustration of why I wanted to run for CADA vice president during my speech in 2005.

journey I picked up rocks and ended up here on this CADA State Board as Past President. I asked you the members to pick up your rocks along the way. This young lady reminded me that I gave her that rock and she indeed has been picking them up in search of her someday diamonds. I wish all of you a successful journey while picking up your rocks.

But today I am here today at the end of my presidency and my concluding role as your past president I want to say thank you to all who have given me a rock to pick up and learn from. It seems I am not finished picking up rocks. I will be serving as Area G Coordinator for one more term.

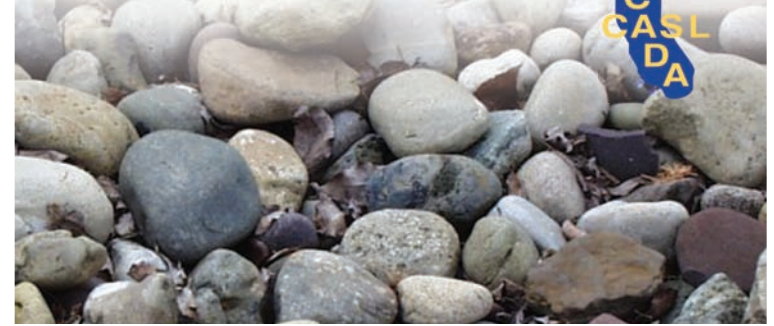
Why would I become Area Coordinator again you ask? Easy, when no one was ready to take on the job I decided I would pick up my "coaching rock". I will take a two year term to coach the next Area G Coordinator.

You have indeed become my diamond friends. So please continue to pick up your opportunity rocks....you might find your diamonds!

To bring you all to speed I will quickly tell that "rock" story. It was about a boy who was lost in a desert and was given advice by an older man to pick up some of the rocks on the desert floor before heading back home after being lost. The boy reluctantly picked up three rocks and put them in his pocket. As he awoke in a blur the next day he looked in his pant pocket to find those rocks...but was amazed when he saw that they were actually diamonds. He said..."I wish I would have picked up more rocks."

When I told that story I was relating it to my life and how along my

Thank you!



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17 Things About to Become Extinct

1. **Yellow Pages:** This year will be pivotal for the global Yellow Pages industry. Much like newspapers, print Yellow Pages will continue to bleed dollars to their various digital counterparts.
2. **Classified Ads:** The Internet has made so many things obsolete that newspaper classified ads might sound like just another trivial item on a long list.
3. **Movie Rental Stores:** While Netflix is looking up at the moment, Blockbuster keeps closing store locations by the hundreds.
4. **Dial-up Internet Access:** Dial-up connections have fallen from 40% in 2001 to 10% in 2008.
5. **Phone Landlines:** Nearly one in six homes was cell-only and, of those homes that had landlines, one in eight only received calls on their cells.
6. **VCRs:** Being completely decimated by the DVD, and now the Digital Video Recorder (DVR).
7. **Answering Machines:** The increasing disappearance of answering machines is directly tied to No 5 our list -- the decline of landlines.
8. **Cameras That Use Film:** It doesn't require a statistician to prove this one. In 2006, Nikon announced that it would stop making film cameras.
9. **Incandescent Bulbs:** The Compact Fluorescent Lightbulb (CFL) is largely replacing the older, Edison-era incandescent bulb.
10. **Hand-Written Letters:** In 2006, the Radicati Group estimated that, worldwide, 183 billion e-mails were sent each day. Two million each second. By November of 2007, an estimated 3.3 billion Earthlings owned cell phones, and 80% of the world's population had access to cell phone coverage. In 2004, half-a-trillion text messages were sent, and the number has no doubt increased exponentially since then. So where amongst this gorge of gabble is there room for the elegant, polite hand-written letters.
11. **Personal Checks:** On a bill-by-bill basis, checks account for only 49% of consumers' recurring bill payments (down from 72% in 2001 and 60% in 2003).
12. **Drive-in Theaters:** Exactly zero new drive-ins have been built since 2005. Only one reopened in 2005 and five reopened in 2006, so there isn't much of a movement toward reviving the closed ones.
13. **Mumps & Measles:** By 1983, the figure has dropped to 3,000, thanks to a vigorous vaccination program. Prior to the introduction of the measles vaccine, approximately half a million cases of measles were reported in the U.S. annually, resulting in 450 deaths. In 2005, only 66 cases were recorded.
14. **Honey Bees:** Perhaps nothing on our list of disappearing America is so dire; plummeting so enormously; and so necessary to the survival of our food supply as the honey bee. Very scary. 'Colony Collapse Disorder,' or CCD, has spread throughout the U.S. and Europe over the past few years, wiping out 50% to 90% of the colonies of many beekeepers -- and along with it, their livelihood.
15. **News Magazines and TV News:** In 1984, in a story about the diminishing returns of the evening news, the New York Times reported that all three network evening-news programs combined had only 40.9 million viewers. Fast forward to 2008, and what they have today is half that.
16. **Analog TV:** Done.
17. **The Family Farm:** Since the 1930s, the number of family farms has been declining rapidly. According to the USDA, 5.3 million farms dotted the nation in 1950, but this number had declined to 2.1 million by the 2003 farm census (data from the 2007 census hasn't yet been published). Ninety-one percent of the U.S. farms are small family farms.

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Need we say more?

Middle School

Adele Harrison Middle School

Advisor: Ollie Hoban

ASB President: Raquel Rios-Gomez

Bear Valley Middle School

Advisor: Denise Van Doorn

ASB President: Allison Starr

Brookside Middle School

Advisor: Julie Porta

ASB President: Taylor Getty

Castaic Middle School

Advisor: Matthew Rubin

ASB President: Bryahna Alvarez

Excelsior Middle School

Advisor: Kim Karr

ASB President: Kylie Caponio

Juan Crespi Middle School

Advisor: Patricia Dornan

ASB President: Allan Soungpanya

Kraemer Middle School

Advisor: Don Shaffer

ASB President: Katie Johnson &

Michelle Tram

Lone Hill Middle School

Advisor: Leslie Sandoval

ASB President: Krystal Neag

Lorbeer Middle School

Advisor: Steven Andrews & Darryl Hutchinson

ASB President: Vincent Su

Mae Hensley Junior High School

Advisor: Sandy Newsome and Carol Bridges

ASB President: Dia Borden

Mesa Middle School

Advisor: Dave Osterbauer

ASB President: Christa Osumi

Olive Peirce Middle School

Advisor: Casey McKibbin

ASB President: Jennah Hickle

Sierra Middle School

Advisor: Allison Gadeke

ASB President: Layla Yu

Twin Peaks Middle School

Advisor: JJ Barlow and Sue McKibbin

ASB President: Courtney McCandless

Yorba Linda Middle School

Advisor: Patricia Holt

ASB President: Brandon Eickhoff

High School

Carmel High School

Advisor: Leigh Cambra

ASB President: Amanda Womack

Castro Valley High School

Advisor: Carmelina Frasca & Robin Munsell

ASB President: Julia Joung

Central Valley High School

Advisor: Carrie Stepp

ASB President: Laura Davila

Ceres High School

Advisor: Linda Cooper

ASB President: Kelly Yoder

Chino Hills High School

Advisor: Janet Roberts

ASB President: Chelsea Trillo

Davis Senior High School

Advisor: Brett Stone

ASB President: Kara Brodie

Giving your school good press

By Bill Meagher

The Associated Press headline read, "Two Killed in Michigan Community College Shooting." The next day, the Detroit News ran this story, "Mayor Cockrel hears student' concerns about school violence." One youngster told the mayor "I'm basically scared for my life." In the San Jose Mercury News: "EPA Puts Stevens Creek School on Air Quality Monitoring List."

Not a word about rising test scores, or schools raising funds for far away war torn lands, or even a successful Every 15 Minutes program. And this was a five minute Google search from two days worth of news. The media jackals are a hungry bunch.

Now more than ever, schools and student leadership programs have to be advocates for themselves. With media budgets being slashed across the country, reporters are stretched thin. If you can make their jobs easier by cluing them into the good things happening on campus, you'll be amazed at the coverage you receive.

But you have to know how to reach them, and the box to the right is a good start. Find out who covers education in your area and introduce yourself. Get an email address and send out a release in advance of your next big event.

Set yourself up as a go-to source for reporters as far as information on your program and school. A little bit of pro-active effort on your part early in the year can result in coverage later on. And with too many budget cuts impacting our schools and your programs, positive news coverage regarding your program is a plus.

Bill Meagher works for a national business news service as an editor, so technically he's a media jackal too. He's married to CADA President Elect Cindy Bader and presents regularly at the annual CADA convention. He believes education is the silver bullet and wishes he had paid more attention in school. Contact him at billmeagher12@yahoo.com

Fun Run

CADA's Fun Run goes International this year. Sam Cereceres again took the reigns after the retirement of Frank Borrego from the event. However this hasn't slowed Frank down a bit as he continues to teach skiing at Dodge Ridge (see article "Frank makes the News").

This years mens winner, Eric Cunningham, bested the field by several strides and this years womens winner, Pam Valenti, continues to dominate the field. We can't list the times this year due to a faulty starting clock (Sam's Timex) but we can say it was a beautiful day for a race. Next year get your snow boots on and sign up early for the run, there are sure to be more as this years group was one of the largest we've had.

Press Release Guide



Always use District or School Stationary
First line is always For Immediate Release
Contact information goes here
Include name of contact
Contact phone # and email

Date release is sent out

Opening paragraph needs to sum up the event and include a hook (something to bring the media and others into the tent.) Include the 5W & H:

When: Time and date

Where: Site & Address

Who: Participants, with anybody who is a headliner listed first.

What: Name/nature of event with a hook.

Why: Reason/motivation for coverage.

How: How do the media cover it, how do others attend?

Next paragraph tells more of the story, still trying to draw the media. You are baiting the hook. First two graphs sell the story.

Third paragraph is the rest of the basic information. Try to include impact on students and or community.

Fourth paragraph is there to give a visible nod to the any agencies or organizations aiding the event. This is good for the publication and better for the agency. An indirect way to say thanks you. (It may also help the organization make contact with the media, something they will appreciate.)

This paragraph is the place to thank any businesses that have either sponsored or donated for the event.

Last paragraph gives any other information about the event, including availability and special instructions. Repeat event time and place as well as contact.

30 (journalism talk that tells them the release is done)

Womens

1

Pam Valenti

2

Lora Poppers

3

Nicol Martinez

Mens

1

Eric Cunningham

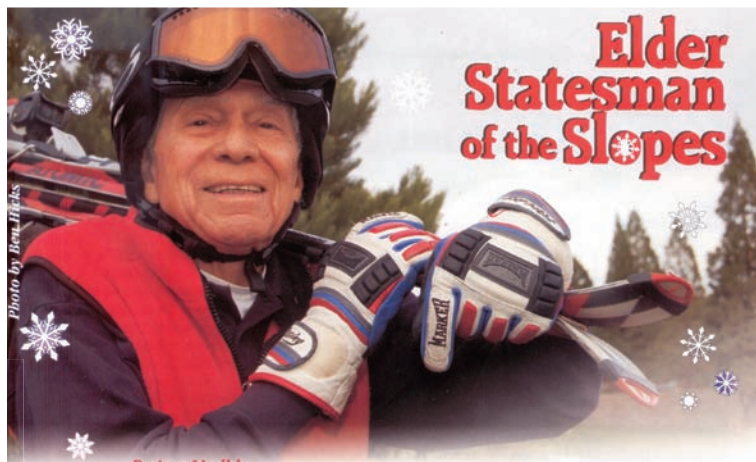
2

Mark White

3

Bill Battaglia

Fun Run Group



By Amy Lindblom

SIXTEEN YEARS AGO, at age 71, Frank Borrego went back to his first love. After spending four decades inside a classroom, Borrego took his teaching talents up to the mountains and became a Dodge Ridge ski instructor.

Borrego, who turned 87 in October, casts off any hint that what he does is unusual. He loves skiing, he loves teaching, and he has been physically fit all his life. So, he figured, why not combine all of this into something he enjoys.

"I've always been active," he says. "Being active and fit keeps your mind active and fit."

Since 1992, Borrego has been the elder statesman among a cadre of younger ski and snowboard instructors at Dodge Ridge. His enthusiasm and dedication to the art of teaching and the sport of skiing draw praise from his employer and coworkers.

"He's such a professional, and his kindness to the skiing public and our other employees is something we are very proud of," says Sally Helm. Frank and Sally Helm own and operate Dodge Ridge Wintersports Area, one of a handful of family-owned ski areas left in the United States.

Borrego learned to ski at Dodge Ridge in 1954 when he was 32, the year after he was hired to teach business at Sonora High School.

"I was single, and there wasn't much to do in Sonora on the weekends," Borrego says. "Plus I was successful at it, and success breeds success."

Over the years, he saw the sport evolve from 8-foot-long wooden skis and woolen pants to the short, shaped skis and waterproof clothing of today. He learned and taught technical changes in skiing ranging from the wedel and schuss to the wide-stance parallel.

As a gatekeeper during the 1959 North American Ski Championship races in Squaw Valley, Borrego saw skiing legend Stein Eriksen. A year later, he took the Sonora High acapella choir to the Squaw Valley Olympics.

In the 1970s, when he was in his 50s, he took up running, completing mostly 10-kilometer races and a few half-marathons. In 1984, he succumbed to what halts many runners – knee damage. Today he stays fit with regular trips to the gym (he weighs almost exactly what he weighed in high school) and skiing.

FITNESS & HEALTH

Frank Borrego of Sonora has a job plenty of twentysomethings would love – teaching skiing at Dodge Ridge. At 87, this longtime high school teacher is one of the oldest ski instructors in the U.S. It's how he defines "retirement."

But his real enjoyment comes from teaching others to love the sport to which he has devoted himself the past 53 winters. Borrego is one of the oldest ski instructors in the United States, according to Corby Fisher, Dodge Ridge Ski School director. Says Fisher: "Frank is one of those people who is just so vibrant and full of life."

"He's there to teach," notes Gary Howell, a former Dodge colleague. "Some instructors would rather ski than teach, but not Frank. He'll even get down on his hands and knees to show people how they need to move their feet. He loves getting people excited about skiing."

Born and raised in the southern Colorado town of Aguilar, Borrego is a fifth-generation Spanish American and the seventh of eight children. Each summer his parents loaded everyone into the family car and headed for the sugar beet fields and vegetable farms north of Denver, where they picked crops. They lived on farms, stayed together as a family and worked fiercely hard.

"I made a penny a pound," Borrego recalls. The family's pooled earnings from picking green and wax beans amounted to about \$8 a day.

After the summer growing season ended, he and his family went back to Aguilar, where Borrego's father went to work in the coal mines. Of the eight brothers and sisters, Frank was the only one to graduate from high school.

"I would no more have thought of quitting school than flying to the moon," he says.

After high school he attended junior college, but when the war broke out, he took a job with the Department of War. He was one of the few men who could type 85 words per minute, so his skills were in high demand. In September 1942, Borrego was drafted into the U.S. Army Air Force and served in Hawaii. After the war, Borrego earned his

bachelor's degree at the University of Colorado at Boulder. In 1949, he began his teaching career at 50-student Adin High School, northeast of Redding. "It was a one-horse town and the horse died," says Borrego, who spent four years there. "I was running out of money so I knew I had to find a bigger town."

In 1953 he was studying for his master's degree when he was offered a job at Sonora High School. There, from 1953-1979, Borrego taught business and Spanish classes, and served as leadership and activities advisor, even ski club advisor for a few years. He was inducted into the California Association of Activities Directors' Hall of Fame in 1992, and was honored by the same group for lifetime achievement.

Borrego met his wife, Mary Jo, a teacher at Sonora Elementary School, a few years after moving here. The Borregos have two grown children and five grandchildren.

After Borrego left Sonora High, he taught for four years in Modesto, then eight years at Summerville High in Tuolumne before finally retiring "for good" in 1991. He enjoyed his volunteer work at Interfaith but found it wasn't enough. Teaching his favorite pastime seemed a natural choice.

These days – five days a week, all winter long – Borrego can be seen from the chairlifts at Dodge Ridge directing a group of five to nine students. He leads them down the slopes with his fluid turns, encouraging them along the way with his contagious smile and calm commands.

"He just loves putting on that uniform," Corby Fisher says. "He has a great time teaching and skiing, and he is such a big part of our staff."

Borrego doesn't know when he'll retire from skiing, if ever. "If I don't stay active, I'll get dull," he says, "and I don't want to be dull."

- Don Lugo High School
Advisor: Connie Weeks
- ASB President: Scott Londo
- El Dorado High School
Advisor: Carey Cecil
- ASB President: Sean Rooney
- Esperanza High School
Advisor: Jason Kaylor
- ASB President: Christina Oh
- Francis Parker High School
Advisor: Marc Thiebach
- ASB President: K.C. Jaski
- Grossmont High School
Advisor: Jeremy Hersch
- ASB President: Hunter Stevens
- John A. Rowland High School
Advisor: Leslie Phillips
- ASB President: Christina Hwee
- Lincoln High School
Advisor: Jamie Reindel
- ASB President: Heidi Kim
- Madera South High School
Advisor: Julie Zimmerman
- ASB President: Anthony Duhon
- Maria Carrillo High School
Advisor: Lorraine Martinez-Ohlson
- ASB President: Joshua Kitchen
- Modesto High School
Advisor: Gloria Hernandez
- ASB President: Patrick Ip
- Murrieta Valley High School
Advisor: Geniel Moon
- ASB President: Natalie Weinstein
- North Salinas High School
Advisor: Margaret Noroian
- ASB President: Chris Santana
- Pacifica High School
Advisor: Michael Castanon
- ASB President: Adrian Salagubang
- Quartz Hill High School
Advisor: Jeff Culver
- ASB President: Lauren Hughes
- Rancho Bernardo High School
Advisor: Robin Christopher
- ASB President: Nina Scheepers
- Rancho Cucamonga High School
Advisor: Mary Jane Smith
- ASB President: Sasha Geschwind
- Ruben S. Ayala High School
Advisor: Deborah Weiss
- ASB President: Camila Moreno
- Santa Fe High School
Advisors: Harry Yessian
- ASB President: Jenna Le
- Santa Teresa High School
Advisor: Michael Reed
- ASB President: Amanda Cord
- Sierra High School
Advisor: Vicki Clason
- ASB President: Stephen Cooley
- South Pasadena High School
Advisor: Casey Shotwell
- ASB President: Douglas Muhlestein
- Upland High School
Advisor: Judy Wilson
- ASB President: Allison Burgos
- Valencia High School
Advisor: Cathy German
- ASB President: Melanie Ramos
- Vista Murrieta High School
Advisor: Michael Pattison
- ASB President: Matthew Schreiber
- Ygnacio Valley High School
Advisor: Corissa Stobing
- ASB President: La Coyia Johnson

The Bob Burton Spirit Award

The Bob Burton Spirit Award is presented to a person who makes SPIRIT WORK, who makes a positive difference, who emphasizes inclusion with all students and members. The nominee must be a CADA Member; individual or vendor. The award is given through the area in which the nominee maintains business, or membership. The nominee cannot be a current council member. This award will be given to ONE person, not to teams, partners or groups. During the Convention, Bob's wife Ann handed out the awards to our first awardees.



Ann Burton

Tamara Givens (Area A) is at Granite Bay High School. Every year a number of schools visit her program to learn her curriculum, class organization, grading policy, constitution and a whole lot more. She is also one of the guiding forces in the Placer, El Dorado, Nevada, etc. area as she hosts one of the four interleague meetings. She is that one person that most in the Area go to for advice and guidance. She is a popular presenter at CADA state and local conferences.

traits along with a passion for students and activities have been the recipe for an outstanding activity program at Fresno High and throughout Area C. He has trained staff members as well as students in the area of leadership. He has consistently reached out and mentored new activity directors in his district, Area C, and has presented many times on topics related to the development of new advisors at the state convention. His "WOW" Activity room has been a model for many activity directors. Howard's personality and beliefs are evidenced in the character of his activity program. In achieving an excellent campus culture and climate, any area of student interest or concern is addressed and the program effectively serves and nurtures a very diverse student body. Clubs and activities unite students, staff, and community. In addition to devotion to maintaining an exemplary activity program, Howard has been a leader in fundraising for his school with the creation of the "Walk of Fame" project. He was a member of the Area C council for 10 years, and has won numerous awards as an educator and coach, and for 35

years served the community as a highly respected official in football, basketball, and baseball at both the high school and collegiate levels.

Linda Frye (Area D) "In order to make spirit work with kids, you have to be able to show them that you know what spirit is and give them the tools and confidence to go out and show spirit to others. "Being a little crazy, being outgoing, being confident, being prepared, being a risk-taker, being a leader, Linda Frye taught the students at Monterey High School to be proud to be Toreadores and to let others know about that pride and spirit. Her and her students help a Prom drive for kids in Louisiana following Hurricane Katrina and send all the dresses and supplies to help create Prom memories in Louisiana. Knowing the population of students at her school, the groups they belong to and the needs that they

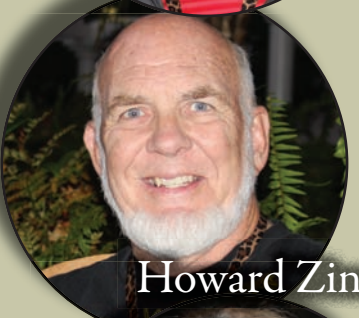
Debra LaPrath (Area B) is the Activities Director at Santa Rosa Middle School. She runs an excellent program and was just selected to be her school's nominee for CLMS educator of the year. Debra brought Josten's Renaissance program to SRMS. Large themed rallies were held where the gym was transformed into an oasis of sights and sounds for their students. This year she along with her PE department members brought back The Multi-Cultural celebration that was begun in the 80's. A week that included traveling mariachi's, an assembly that featured Chinese acrobats and concluded with a three hour fair that had food and drink from around the world. Her program has grown into two classes that are diverse and devoted to making all students feel included at Santa Rosa Middle School. She has made such a difference in her student's lives many whom are considered economically disadvantaged. Debra's program is worthy of any accolades they receive and her students are role models for spirit and pride.



Tamara Givens



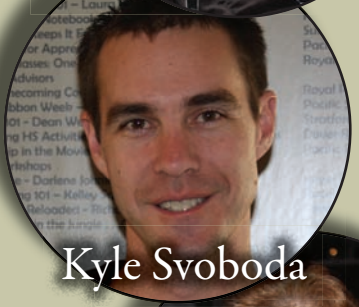
Debra LaPrath



Howard Zinn



Linda Frye



Kyle Svoboda



Linda Ziegler



Suzanne McKibbin

LifeTouch[®] CADA Area Service Award of the Year

have, Linda has been able to create a student body where everyone felt a part of the school. Linda retired in June from Monterey High. Over the years she has been a government teacher, senior class advisor and, of course, activities director. Linda is the mother of a grown daughter and just welcomed a set of twin grandsons to the family.

Kyle Svoboda (Area E) has been married for 6 years and has one 4 year old and a son on the way on April 30th. He loves outdoor activities, like backpacking, hiking, and camping, basketball, and traveling. Kyle has been a teacher for 13 years. His first job was as a reading specialist at Foshay in South Central Los Angeles. And for the last 12 years has been a 6th Grade math and science teacher at Traweek Middle School in Covina. For the past 7 years he has been the ASB Director. Kyle said that "I had the honor of meeting Bob Burton my 1st year at CADA and he treated me like I was the only person he wanted to talk to after his session" and he's never forgotten that, so it made receiving this award even that much more special. I hope that at some level I'm able to carry on the great legacy that was started by such a great man.

Linda Ziegler (Area F) Linda makes spirit work on her campus. She is involved in spirit activities not only at rallies, homecoming and dress up days, but also keeps her classes and clubs involved as well. She encourages students to be involved and have fun. Linda works well with all students, looking for the best in them. She gives opportunities to students and makes them feel a part of campus life. She was a friend of Bob Burton and would often talk to Bob about creating new spirit ideas and activities for the classes and clubs she advises.

Suzanne McKibben (Area G) is the epitome of excellence in the classroom and as an inspiration to students on campus. Her classroom is the one students request because

she is there to develop the whole child academically as well as socially. Ms. McKibben oversees the 5th and 6th grade transition. She has been a wonderful mentor to all that have come in contact with her and she keeps the Twin Peaks Spirit and Pride alive. She is a great example of what we want all of our student leaders to become.

The CADA Area Service Award is presented each year for overall contributions to CADA. These people should have been active on the Area Council, summer camp program, as a state officer, as a presenter at area conferences or state conventions.

Matt Soeth (Area A) is in his first year of teaching English at Tracy High School. Prior to that he taught English at Stagg High School in Stockton. He is an Area A board member and presenter. The highlight of 2009 for Matt has been as a state presenter at CADA-fari as well as the Co-emcee for the general sessions. All the General Session were written by him along with Steve Southard and Patty Judge. As an Area A member he has been an invaluable source for technology.

Tanya Rianda (Area B) has been a CADA member for 10 years at La Entrada Middle School and has served on the Area B Council for the last 8 years. She has presented workshops at the Area B Student Conferences and the state Convention. Tanya has hosted an LDD and has taken student delegations to the CADA Summer Leadership Camps as well as been a staff member for the last 7 years during the Middle School week.

Mary Alice Orrin (Area C) has hosted a leadership retreat at Arvin High School as well as a presenter of Arvin High's Air Band activity at numerous summer and fall leadership retreats in addition to the CADA state convention. Coming from a rural and low income school, Ms. Orrin devotes an inordinate amount of her personal time into maintaining ASB clubs

and functions on her campus that, unlike most urban and suburban sites, doubles as a surrogate family.

Carol Cook (Area D) has been at De Anza Middle School in Ventura for 20 years and an active CADA member for 14. She serves on the Area D Council, has been an area conference and state convention presenter. Furthermore she has spent most of her time with CADA during the summer on the camp staff.

Leslie Phillips (Area E) has been teaching at Rowland High School since 1991 as a Math teacher, Cheer Advisor, Junior Class Advisor and most recently became the Activities Director in 2006. Leslie serves on the Area E Council and is the co chair of registration. She is the proud parent of 4 wonderful kids and one of them will attend Rowland High School in the Fall of 2009.

Linda Westfall (Area F) has been a long standing member of CADA for 27 years. Prior to her retirement she was well involved with Elsinore High School and the world of Activities. She has served on the Area Council for 23 years and most of her tenure of CADA has been as CADA Secretary and keeping the CADA Store up and running. She has participated in Area and State Conferences and has done all things CADA.

Daniel Camacho (Area G) has been teaching for 11 years. He has been the Activities Director for 6. He was introduced to CADA as a young teenager from Hoover High School as the ASB President in the early 90's. He has served on the Area G Council for the past 2 years and has been very vocal with great fresh ideas. Daniel is also the Yearbook teacher at Lincoln High School and represents Area G well.

Congratulations to all of our Award



Matt Soeth



Tanya Rianda



Mary Alice Orrin



Carol Cook



Leslie Phillips



Linda Westfall



Daniel Camacho

Contacts & Calendar

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[] Other Admin. [] Yearbook [] Cheer Advisor [] NHS [] ASB President [] Key Club

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Mission Statement
To promote and support
leadership development
and student activities.

2009 - 2010 Local & Statewide Calendar of Events

June 27-30, 2009	73rd NASC Conference * Colorado	December 2009	Area C Advisor Conference (Fresno)
July 8 - 11, 2009	UC Santa Barbara, High School Camp	December 2009	NAWD
July 13 - 16, 2009	UC Santa Barbara II, High School Camp	January 15, 2010	Deadline for NASC Student Delegation
July 18 - 21, 2009	UC Santa Barbara III, High School Camp	January 2010	Early Reg. Deadline for CADA Convention
July 23 - 25, 2009	UC Santa Barbara, Middle School Camp	February 1, 2010	Deadline - Outstanding Activities Program
August 2009	HAVE YOU RENEWED OR JOINED CADA?	March 3 - 6, 2010	52nd CADA Conference * Reno
August 29, 2009	Area G Advisor Conference	April 2010	Area E STARS Conference
September 12, 2009	South Lake Tahoe Adult Conference	April 15-17, 2010	CASL Middle School Conference * Irvine
September 28, 2009	Area D Advisor Conference * San Luis Obispo	April 17-19, 2010	CASL High School Conference * Irvine
September 19, 2009	Area E & F Advisor Conference	May 13, 2010	Central Valley (Modesto) Student Conference
October 5, 2009	Area C High / Middle School Conference		
October 6/7, 2009	Area A High / Middle School Conference		
November 2, 2009	Area F Middle School Conference * Ontario		
November 3/4, 2009	Area D Middle / High School Conference	2011	Statewide Events
November 17, 2009	Area G Middle / High School Conference	March 2011	53rd CADA Conference * San Diego
November 23, 2009	Area B Middle / High School Conference	April 2011	CASL Middle School Conference * San Jose
November 23, 2009	Area F High School Conference	April 2011	CASL High School Conference * San Jose
November 24, 2009	Area E Student Leadership Conference	July 2011	28th CADA Leadership Camps

For more detailed information check the web site at www.cada1.org

** The Area Coordinator is the contact unless otherwise noted, MORE LDD Dates can be found inside*

Learning, Leading, Living