As the 2019-2020 school year begins, we will all experience a fresh start... a clean canvas where we can create a picture of what we expect our year to be. Starting a new each year is an opportunity to provide a warm, welcoming classroom and school where learning, leadership, and service go hand in hand. As we plan for the first day of school, remember to make expectations for our students realistic and manageable for their busy lives. Plan engaging ways for our students to develop the skills needed to create activities and events that will be memorable for the entire student body, to better serve their school and communities, and to continue to develop the connections that allow talented, thoughtful, and generous young people to take meaningful action through their leadership participation. Engaged students create vibrant and thriving schools and communities and a better world.

The real work of shaping the year lies in our leadership classes, where we must do the most to adapt to today's changing...
realities. While the class remains the core of our leadership experience, we need to be far more creative and flexible in deciding what an activity or event can be, how it meets the needs of our student population, and even what can be considered an activity/event. Our students need to be organized, strategic and innovative in how they approach things like homecoming, holiday and cultural celebrations, and student recognition. The decisions that are made will forge wider and deeper connections with our school and communities and form new models that will attract and engage more—and a more diverse—group of students. Leadership is a family. Yet too often, the structure of being a part of leadership or the demands of leadership seem to put participation in leadership programs out of reach for some students. Our leadership programs can and should be an experience that complements our students and their family lives instead of competing with them.

To that end, what if we introduced several blank books on our campuses. Place them in strategic places: the entrance to the school, the library, the cafeteria, the office, the staff lounge, etc. Invite every student and staff member to write what they want/need from their school, things that are practical. Let’s think...

“This year, what do I want this school to look like?”

Each week have the Leadership class read what students and staff have written and find ways to incorporate those things in their goals for the year. Encourage students and staff to read what others are writing in the books and then write again, as others might too. Perhaps, for example, based on what people express, the Leadership program provides charging stations or hydration stations at several locations on campus. Or you might find a need to provide an opportunity to discuss and support mental health issues on campus. Who knows?

Our work is serious work, attempting to listen to what our students and staff are inviting us to do or provide. It requires respect and openness. We will not always agree with one another, but let us proceed in a way that reflects the kind of school community we hope to be. So, the ground rules are two: first, we remember that each person is taking risks, writing with good-will, and being generous in sharing his or her deepest desires; for that reason we will read and listen to what we read with respect. Second, we will not comment on or debate what others write in the books. Let us try to make room in our hearts for everything that students or staff members hope for, whether we agree with it or not, whether it makes us happy or not. Let us provide a bold, concrete, out-of-the-box opportunity to listen to one another and act upon their needs if possible.

Finally, as we approach a new decade, let us strengthen the ways that we connect to our schools, communities, CADA Areas, and the CADA organization. Let us network professionally with CADA to build strong and lasting relationships. Membership in CADA connects you with a state, national, and global community of leadership minded people. Our CADA service connects us to people who share our values, who want to take action for a better world. It connects us to people who we would never otherwise meet, who are more like us that we could have imagined. And it connects us to people who need our help, allowing us to change the lives of our students and the lives of all students on our campuses.

Our Leadership students remind us that:

Wishing each of you a successful and meaningful 2019-2020 year!
CADA Memorial Scholarship

ATTENTION!

There is a new application and process for the CASL State Conference and CADA/CASL Camp scholarships at cada1.org/scholarships. The applications are now advisor recommended and limit one per school. We are hoping with this new process to give more full scholarships out to individuals. Deadlines have also been updated so please read.

CASL Deadline is October 30, 2019
Notification by November 14th, 2019

CAMP Deadline is March 15, 2020
Notification by April 3, 2020

Jeremy Hersch
Activity Director at Grossmont HS
jeremyhersch@gmail.com

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”
- Maya Angelou

One of the goals of SEL (Social Emotional Learning) is for teaching staff to become aware of their own emotions and of how students are feeling. Teachers can then recognize how a student is feeling and have authentic interactions. According to Lori Nathanson of the Yale Center for Emotional Intelligence, “How educators and students process and respond to emotions can either enhance or impede the development of the whole child. Therefore, there is a direct correlation between this understanding of emotion to student academic achievement. Moreover, the results of a meta-analysis showed schools that integrate a systematic process for developing students’ social and emotional competencies have increases in academic success, improvements in student-teacher relationship quality, and decreases in problem behaviors.” When students understand how they are feeling, they can begin to relate to others in a constructive way. When students can then articulate to their teachers and peers how they are feeling, instead of lashing out with inappropriate behaviors, teachers can then support them in the way that they need. If students feel supported and understood by their teachers, academic achievement will improve because the behavioral and classroom management challenges will be minimized so teachers can then deliver their content more efficiently.

At Grossmont High School, we are starting the third year of our SEL journey. We have had our highs and lows but have seen some very positive returns on our work with the emotions of our staff and students. I am proud that over the last two years we have grown our SEL and Student Recognition Programs. We have seen our daily attendance numbers increase and our truancy rate decrease by 2% with the implementation of our PRIDE program over the past 3 years. Our attendance rate is the best in our district.

As schools begin to incorporate SEL strategies, other prominent issues will be simultaneously addressed. Problems such as bullying, cyber bullying, and suicide can all be tackled by SEL. SEL allows both students and teachers to recognize, understand, and label their emotions.

Students who have a better understanding of their emotions will seek more positive outlets to express their emotions and steer away from negative actions like bullying.

In addition, students will be less likely to go online to figure out how they are feeling thereby limiting negativity online between students. Lastly, if teachers are more in tune with the emotions of their students, issues such as depression, anxiety, and stress can be readily identified and help can be sought more quickly for the student. This can lead to a drop in suicidal behavior.

For some amazing free resources and more information check out InspirEd and Yale Center for Emotional Intelligence visit https://inspired.fb.com/ and http://ei.yale.edu/
Welcome back to campus CADA Friend!

As we start a new year, it is time to look ahead to the convention that will provide us with education, rejuvenation, and a wealth of new ideas. As you know, CADA helps our members improve campus culture for students across California. Our convention is a great place to check in with colleagues, become informed of the newest educational trends, and connect with vendors who can provide resources and services.

If you are a theater enthusiast, you probably remember outstanding performances by amazing actors. Beautiful stories were brought to life right before your eyes. But if you stopped to notice the magic that made those moments happen, you recognized colorful costumes, creative lighting, beautifully performed music, and a well-written script. Dozens of unsung heroes worked behind the scenes to allow every actor their moment to shine. Similarly, on our campuses, our ASBs work tirelessly to make outstanding experiences and create positive campus culture. This year, CADA will be using the metaphor of the theater to illustrate the important work that goes on behind the scenes in our educational communities to promote inclusion, unity, and harmony. This will all take place at our state convention, to be held at the Grand Sierra Resort in Reno, Nevada, March 4 - 7, 2020.

We will kick off our program on Wednesday morning with five pre-conference sessions that address issues at the forefront of education. These will include a screening of the Hollywood film, Listen, with an important discussion about mental health, led by writer and director Erahm Christopher; introduction to curriculum that will encourage more participation in assemblies, spirit days, and overall campus culture, by speaker and author Scott Backovich; a comprehensive session where participants are introduced to the principles of restorative practices and are given the opportunity to experience them, led by Debbi Holmerud; an interactive journey to create portraits that help us deepen our understanding of connected humanity, facilitated by Sharon DeMattia; and a session that provides information necessary for today’s school leaders in maintaining fiscal accountability, legal compliance, and accuracy, presented by Michael Ammermon. Following these precon sessions will be a workshop that gives an overview of the convention, CADA Talks, Master Activity Advisor certification courses, programs for new attendees to our convention, three daily morning workouts, a scholarship run, over one hundred workshops, Meet the Pros, the CADA Slam!, and an exhibit hall with hundreds of vendors who provide quality products and services. We will also have a special panel for our administrators on Friday morning.

In addition, thought provoking keynotes will be presented by four incredible speakers -- Angela Duckworth (author of the book “Grit”), Mike Smith Live (speaker, author, and founder of the non-profit The Rabble Mill), The “Amazing” Tei Street (noted speaker, author, and educational consultant), and Erin Gruwell (educator, author, and subject of the film, 'The Freedom Writers'). As the designers of campus culture, we need information that keeps us current with educational trends and practices. Each of our sessions is designed with this “why” in mind. Whether you have served as an educator for three months or thirty years, this is the conference that will provide you with incredible tools and resources!

Be sure to stay through Saturday this year! We will have a speaker panel – hosted by Mike Smith Live, that introduces you to five speakers whom you could invite to speak on your campus. Following the panel, you will have the opportunity to hear two of them. There will also be two additional workshop sessions, morning workout, and a delightful brunch! Stay tuned to our CADA publications for more details!

With gratitude, I happily serve you all this year. I look forward to meeting you in the months ahead at our area conferences. If you have ideas, questions, or concerns, please feel free to share them with me. Enjoy your busy Fall season at school and be sure to take in all of the precious moments that make our jobs so rewarding!
As an organization, CASL has always strived to empower student leaders to get involved on their campus and community. Though students are able to be involved with CASL through our programs and serving on the CASL State Board, the opportunity to lead alongside CASL previously ended there. Due to this limitation, CASL saw the need to “Do Good Better” and focus on enabling all students by creating the Outreach Director position to facilitate student engagement. As this year’s CASL Outreach Director, I will be working with the CASL State Board to expand our student involvement program throughout the 2019-2020 school year.

CASL enables student leaders at the local, state-wide, and national level through the many programs CASL coordinates. Locally, CASL hosts Leadership Development Days, a full day of curriculum-based learning arranged at a nearby school! Student leaders have the opportunity to volunteer at a Leadership Development Day near them. A common misconception is that only students from the host school can be a group leader, however, that is not the case! Any student can reach out and volunteer to be a part of an LDD. To find an LDD near you, visit cada1.org and click on “Leadership Development Days!”

At the state-wide level, students are encouraged to present at the CASL State Conference Meet the Pros session! Meet the Pros is a hallmark of the State Conference. Students share a ten minute presentation on a leadership-based subject they are passionate about to a group of ten fellow leaders from all over the state of California. Additionally, students who are looking to take their leadership to the next level have the opportunity to run for the CASL State Board. Meet the Pros and CASL State Board applications are released in October!

Finally, a new way to become in-the-know about CASL and to be informed when opportunities arise is to fill out a CASL Interest Form! Students who sign up to be part of this team of leaders will be notified of opportunities to stay involved with CASL throughout the school year. Opportunities vary, from presenting feedback with delegates from around the state of California on large scale zoom conference calls to working alongside the CASL State Board on projects to better our state. Visit our website at caslboard.com to fill out the form.

As an advisor, you have the power to provide these opportunities to your students. Share this article with your leadership team, your athletic captains, club members, WEB/LINK leaders or any student on your campus who has leadership potential. CASL stands for the California Association of Student Leaders, and we want to empower all student leaders on our campuses, not just our ASB students. I look forward to working alongside students on your campus throughout the year and seeing you at the 2020 Conference in Ontario, California.
AREA EVENTS

**AREA A**

**Area Coordinator**  
Linda Cooper  
areaA@cada1.org

**September 14, 2019**  
Advisors’ Conference  
Monterey Trail High School

**October 1, 2019**  
Area A North State Student Leadership Conference - High School  
Yolo County Fairgrounds

**October 2, 2019**  
Area A North State Student Leadership Conference - Middle School  
Yolo County Fairgrounds

**May 5, 2020**  
Area A Central Valley Student Conference  
Modesto Centre Plaza

**LEADERSHIP DEVELOPMENT DAYS**

**Sept 5, 2019**  
Fortuna High School - HS Delegates

**Sept 19, 2019**  
Edwin Markham Middle School - MS Delegates

**Sept 25, 2019**  
University Preparatory School - MS Delegates

**Oct 3, 2019**  
Bidwell JHS - JHS/MS Delegates

**Oct 15, 2019**  
Hiram Johnson High School - HS Delegates Private

**Nov 21, 2019**  
Summerville High School - MS & HS Delegates

**Jan 15, 2020**  
Arden Middle School - MS Delegates

**Jan 16, 2020**  
Mountain House High School - MS Delegates

**Jan 30, 2020**  
Ygnacio Valley High School - MS Delegates

**Jan 31, 2020**  
Heritage High School - MS Delegates

**AREA B**

**Area Coordinator**  
Laura Castro  
areaB@cada1.org

**August 24, 2019**  
Area B Advisor Conference  
Dave & Buster’s

**November 25, 2019**  
Area B Middle & High School Conference  
James Logan High School

**LEADERSHIP DEVELOPMENT DAYS**

**Sept 17, 2019**  
Westmoor High School - HS Delegates

**Sept 27, 2019**  
Castillero Middle School - MS Delegates

**Jan 8, 2020**  
John F. Kennedy High School - HS Delegates

**Jan 17, 2020**  
Miller Middle School - MS Delegates

**Feb 10, 2020**  
Branham High School - HS Delegates

**April 15, 2020**  
Union Middle School - MS Delegates

**INTERESTED IN HOSTING AN LDD AT YOUR SCHOOL SITE?**

Visit cada1.org/LDD and click on “Host an LDD” in the left menu for all the details.
**AREA C**

**Area Coordinator**  
Joe Mcmahon  
areaC@cada1.org

October 21, 2019  
Area C Middle & High School Student Conference  
Hanford West High School

December 3, 2019  
Area C Advisor Conference  
Clovis Rodeo Hall - Clovis, CA

**LEADERSHIP DEVELOPMENT DAYS**

Sept 23, 2019  
Golden Valley High School - HS Delegates Private

**AREA D**

**Area Coordinator**  
Lisa Walters  
areaD@cada1.org

September 21, 2019  
Area D Advisor Conference  
Pioneer Valley High School

September 24, 2019  
Area D Central Student Conference  
Santa Maria Fairpark

October 1, 2019  
Area D Northern Student Conference  
Salinas Community Center

November 5, 2019  
Area D Southern Student Conference  
Ventura Fairgrounds

**LEADERSHIP DEVELOPMENT DAYS**

Sept 12, 2019  
Pioneer Valley High School - HS Athlete Delegates

Sept 13, 2019  
Pioneer Valley High School - HS AVID Delegates Private

**AREA E**

**Area Coordinator**  
Kara Johnson  
areaE@cada1.org

September 14, 2019  
Area E & F Advisor Conference  
Dave & Buster’s - Ontario, CA

October 3, 2019  
Area E Student Conference  
Pasadena Convention Center

February 4, 2020  
Area E.S.T.A.R.S. Conference  
Cal Poly Pomona Kellogg West Conference Center

**LEADERSHIP DEVELOPMENT DAYS**

Sept 10, 2019  
Ayala High School - Chino Valley USD HS Delegates Private

Oct 18, 2019  
Lone Hill Middle School - Elementary Delegates Private

Nov 6, 2019  
Somerset Continuation HS - Continuation HS Delegates

Nov 7, 2019  
Canyon Hills Junior High School-MS Delegates Private

Nov 14, 2019  
Nobel Charter Middle School - MS Delegates

Dec 4, 2019  
Cactus Middle School - MS Delegates Private

Dec 5, 2019  
Quartz Hill High School - MS Delegates

Jan 14, 2020  
Chino Hills High School - MS Delegates

Jan 24, 2020  
Golden Valley High School - HS Delegates Private

**AREA F**

**Area Coordinator**  
Anthony Rogers  
areaF@cada1.org

September 14, 2019  
Area E & F Advisor Conference  
Dave & Buster’s - Ontario, CA

October 4, 2019  
Area F Middle School Student Conference  
The Grove Community Church Center

November 11, 2019  
Area F Fall High School Student Conference  
Disneyland Resort & Hotel

**LEADERSHIP DEVELOPMENT DAYS**

Sept 16, 2019  
Southshore Elementary - Southshore Elementary Delegates Private

Sept 30, 2019  
Murrieta Mesa High School - HS Delegates

Oct 9, 2019  
Paloma Valley High School - HS Delegates Private

Oct 10, 2019  
Valencia High School - MS Delegates

Oct 21, 2019  
Las Flores Middle School - MS Delegates

Nov 7, 2019  
Yorba Linda Middle School - MS Delegates

Nov 13, 2019  
Poly Tech High School - HS Delegates Private

April 30, 2020  
Madison High School - HS Delegates

**SUMMER 2019**

Jan 24, 2020  
Temecula Middle School - MS Delegates

Jan 30, 2020  
CASL Regional Conference | Venue - Thomas Lasorda Field House - MS Delegates

Feb 12, 2020  
El Dorado High School - AVID 7th Delegates Private

Feb 19, 2020  
El Dorado High School - AVID 8th Delegates Private

Feb 19, 2020  
Valley View High School - HS Delegates

**AREA G**

**Area Coordinator**  
Bonnie Bagheri  
areaG@cada1.org

September 25, 2019  
Area G Middle School Student Leadership Conference  
Del Mar Fairgrounds

September 25, 2019  
Area G High School Student Leadership Conference  
Del Mar Fairgrounds

November 13, 2019  
Area G Advisor Conference  
Madison High School

**LEADERSHIP DEVELOPMENT DAYS**

Oct 24, 2019  
Chavez Middle School - MS Delegates

Nov 19, 2019  
Santana High School - HS Delegates Private

Dec 5, 2019  
Palm Middle School - MS Delegates

Jan 23, 2020  
Mesa Verde Middle School - MS Delegates

April 30, 2020  
Madison High School - HS Delegates

May 19, 2020  
San Marcos High School - HS Delegates
The start of a new school year is a perfect time to implement new ways and methods to make sure that all students feel connected to your school site and are given opportunities for input to help improve school culture and climate. Most students will disengage and be unwilling to participate in the activities you plan if they do not feel as though they are given opportunities to offer their own ideas and feedback. Listed below are a number of different ways that you can make sure all students (your extroverts and introverts) on your campus have ways to share their voice.

**CREATE A STUDENT SENATE**

If you would like to create ways in which more students have a chance to serve in a leadership role on your campus, consider creating a student senate. If you have a study hall, home room, or silent reading period, have each class select one member to serve as the representative for that group. Each month, schedule a meeting that invites the student senate representatives to meet with your executive board, members of administration, and your counselors. Have the student senate present concerns, questions, or ideas that members of their classes have discussed with them. Make sure your secretary documents these meetings, and then share the notes with staff as well so that they are aware of the concerns students are discussing.

**CREATE GOOGLE FORMS**

Make sure your student leadership class creates forms that survey the student body about events that have taken place if not quarterly, at least once a semester. You can also create a form that you could link up on your activities page that allows students to suggest songs they would like to hear during noontime activities, games they might like to play, or other ideas for events. Turn notification settings on in the form so that you receive an email when a new response is submitted.

**FLIPGRID**

We posted an article last year about Flipgrid, and if you have not jumped on the Flipgrid train, now is the time. Flipgrid is a free website and app that allows students to record video responses to prompts. They have recently updated their app to include transcription of audio, augmented reality features, and a whiteboard option for students to provide more context with their responses. As the activity director, you could send a prompt out to the student body so that they could share their responses with you. Within settings you can limit viewership so that only you can view the responses. This might be a great option for your introverts on campus.

Whatever option you choose to explore, make sure there are opportunities for all students to voice opinions on your campus.
2020 CADA STATE CONVENTION
March 4th - 7th
Grand Sierra Resort
Reno, NV

Open Casting Call:
Seeking presenters who are enthusiastic, informed, and inspirational. Apply today at www.cada1.org/presenters
Led by educators with more than 10,000 hours in leadership training experience, Leadership Development Days provide opportunities for elementary, middle, and high school students to become inspired and contribute to the betterment of their campus and communities.

The day-long event utilizes experiential learning activities to unite students and develop lifelong skills. The curriculum is centered around learning effective communication, cultural competencies, connecting to others, individualism vs. collectivism, expanding the leadership base, perseverance, and courage to become the best version of yourself.

LET'S MOVE FORWARD TO CREATE BETTER LEADERS WHO SERVE EVERYONE ON OUR CAMPUS.

For a more updated list or to host a Leadership Development Day, contact Sandra Kurland at leadership@cada1.org or visit cada1.org/ldd
FIND AN LDD NEAR YOU!

**AREA A**
- **August 9, 2019** - Glen Edwards Middle School - Private | Orientation
- **September 5, 2019** - Fortuna High School - HS Delegates
- **September 19, 2019** - Edwin Markham Middle School - MS Delegates
- **September 25, 2019** - University Preparatory School - MS Delegates
- **October 3, 2019** - Bidwell Middle School - MS Delegates
- **October 15, 2019** - Hiram Johnson School - Private
- **November 21, 2019** - Summerville High School - MS & HS Delegates
- **January 15, 2020** - Arden Middle School - MS Delegates
- **January 16, 2020** - Mt. House High School - MS Delegates
- **January 30, 2020** - Ygnacio Valley High School - MS Delegates
- **January 31, 2020** - Heritage High School - MS Delegates

**AREA B**
- **August 22, 2019** - Highland High School - Private
- **September 10, 2019** - Ayala High School - Private | Chino Valley USD
- **October 18, 2019** - Lone Hill Middle School - Private
- **November 6, 2019** - Somerset Continuation High School - Public
- **November 7, 2019** - Canyon Hills Junior High School - Private
- **November 14, 2019** - Nobel Charter Middle School - MS Delegates
- **December 4, 2019** - Cactus Intermediate School - Palmdale School District
- **December 5, 2019** - Quartz Hill High School - MS Delegates
- **January 24, 2020** - Golden Valley High School - Private
- **February 5, 2020** - San Dimas High School - Valle Vista League HS Delegates

**AREA C**
- **August 30, 2019** - Bishop Union High School - HS Delegates
- **September 23, 2019** - Golden Valley High School - Private

**AREA D**
- **September 12, 2019** - Pioneer Valley High School - HS Athletes
- **September 13, 2019** - Pioneer Valley High School - Private
- **November 5, 2019** - Ventura Fairgrounds - HS Delegates
- **February 11, 2020** - Pajaro Valley High School - MS Delegates
- **April 24, 2020** - Santa Cruz High School - HS Delegates

**AREA E**
- **August 22, 2019** - Highland High School - Private
- **September 10, 2019** - Avala High School - Private | Chino Valley USD
- **October 18, 2019** - Lone Hill Middle School - Private
- **November 6, 2019** - Somerset Continuation High School - Public
- **November 7, 2019** - Canyon Hills Junior High School - Private
- **November 14, 2019** - Nobel Charter Middle School - MS Delegates
- **December 4, 2019** - Cactus Intermediate School - Palmdale School District
- **December 5, 2019** - Quartz Hill High School - MS Delegates
- **January 24, 2020** - Golden Valley High School - Private
- **February 5, 2020** - San Dimas High School - Valle Vista League HS Delegates

**AREA F**
- **August 12, 2019** - Orange Vista High School - Private | Staff Training
- **August 13, 2019** - Santiago High School - Private
- **August 16, 2019** - Temescal Canyon High School - Private
- **August 21, 2019** - AUHSD | Oxford Academy - AUHSD MS Delegates
- **August 28, 2019** - Cathedral City High School - MS Delegates
- **September 16, 2019** - Southshore Elementary - Private | Elementary Delegates
- **September 30, 2019** - Murrieta Mesa High School - HS Delegates
- **October 9, 2019** - Paloma Valley High School - Private
- **October 10, 2019** - Valencia High School - MS Delegates
- **October 21, 2019** - Las Flores Middle School - MS Delegates
- **November 7, 2019** - Yorba Linda Middle School - MS Delegates
- **November 13, 2019** - Poly Tech High School - Private
- **January 22, 2020** - Vista Murrieta High School - HS Delegates
- **January 24, 2020** - Temecula Middle School - MS Delegates
- **January 30, 2020** - CASL Regional Conference - MS Delegates
- **February 12, 2020** - El Dorado HS - Private | 7th Grade AVID
- **February 19, 2020** - El Dorado HS - Private | 8th Grade AVID
- **February 19, 2020** - Valley View High School - HS Delegates

Led by educators with more than 10,000 hours in leadership training experience, Leadership Development Days provide opportunities for elementary, middle, and high school students to become inspired and contribute to the betterment of their campus and communities. The day-long event utilizes experiential learning activities to unite students and develop lifelong skills. The curriculum is centered around learning effective communication, cultural competencies, connecting to others, individualism vs. collectivism, expanding the leadership base, perseverance, and courage to become the best version of yourself. For a more updated list or to host a Leadership Development Day, contact Sandra Kurland at leadership@cada1.org or visit cada1.org/ldd. Let's move forward to create better leaders who serve everyone on our campus.

**LEADERSHIP DEVELOPMENT DAYS**
@CASLFAN
This summer, CADA/CASL Leadership Camps brought students together for a metaphorical marathon of experiences, from incredible speakers and networking, to event planning. Not only did the students plan many of the important aspects of camp, they also deepened their personal leadership skills.

Using the theme, “The Leadership Marathon,” we worked to increase students’ capacity to “Go the Distance” as a leader. The first curricular lesson focused on vision, encouraging students to imagine where they want to get and to develop the steps they need to get there. Our next lesson was about grit or how to maintain the motivation to keep working toward their goals. Students developed mile markers to help them along the race. The final lesson was about developing resilience - the ability to overcome the hurdles that come their way.

The resilience lesson begins with students having 60 seconds to find as many words as possible on a word search. As soon as the timer begins, the leader plays a completely unrelated but compelling movie clip as a distraction. Students count how many words they can find and record their number. After that, students complete a second word search without distraction. Inevitably, they find more words the second time even though the word search is harder. From this, we point out that we must remain focused on our goals if we want to reach them.

From here, students choose a personal goal they are pursuing and list 3-5 hurdles they will encounter along the way. They work with a partner to decide if each hurdle is based on fact or feeling. By determining the nature of the obstacle, students are better able to come up with a plan to overcome it. If a hurdle is based on feeling, it can often be solved by talking through the issue and rationalizing how the feeling shouldn’t hold the student back. If it is based on fact, students can identify steps to tackle the problem and move forward.

Next students form small groups and have 60 seconds to plan a dance. While they are working, interrupt and yell out an issue that they will have to solve (their venue is double booked, it is raining, etc.) Each time that you announce a problem, give them 20 seconds to come up with a solution. The final difficulty should be that the DJ didn’t show up. Most groups will solve this problem by saying that they will use a playlist for music. Lead a discussion from this about how it is much easier to have a playlist in advance just in case there are issues instead of scrambling to create one last minute.

Finally, each student comes up with a few ideas of things that could go wrong on the way to their personal goal and plan in advance how to prepare for these obstacles.

By remaining focused, determining the nature of their hurdles, and planning ahead, students can develop resilience and continue to race toward their goals.

Hopefully this lesson and the camp experience will help all of our leaders to “go the distance” this year. If you would like to access resources related to this resilience lesson to use in your classroom, please visit the CADA Resource Library at cada1.org/resourcelibrary and enter the keywords Resilience Camp 2019. For more information about our CADA/CASL Summer Leadership Camps, please visit cada1.org/leadershipcamps.
CADA/CASL
LEADERSHIP
CAMPS 2020
Santa Clara University
UC Santa Barbara

Santa Clara University
June 24-27  Middle School & High School

UC Santa Barbara
July 6-9  High School Camp 1
July 11-14  High School Camp 2
July 16-19  High School Camp 3
July 21-23  Middle School Camp

Registration opens in January

For Updates & Conference Information Visit Us at
www.cada1.org/leadershipcamps
Bulls Eye
Form groups of 10-20 people. Everyone starts by looking down on the ground. One person in the group says “3, 2, 1” then everyone looks up and directs their attention to one person. If two people make eye contact, they then leave the circle and “get to know each other” (name, grade, school, etc.). This continues until everyone has a partner, or there is an “odd man out” (the winner).

Fast Fingers
Get in groups of 2. Hand behind back, pick a number between 1 and 5 (no “0” allowed). Add up the total displayed from each partner’s hand. Play 2-3 rounds.

“AP” level – two hands 1-10 ("0" is allowed on one hand). Play 2-3 rounds.

Howdy, Howdy, Howdy
Works well with 20-40 people. Form a circle – holding hands with everyone but the “Howdy” person. The “Howdy” person, circles the group (similar to duck, duck, goose). They then tap a person. The two people circle in opposite directions, when they meet up they shake hands and say “howdy, howdy, howdy”. They then continue on the path to be the first person back in the empty spot.

Missing Identity – Snowball Fight
Materials needed are paper and writing utensils. Students write down 3 facts about themselves that makes them who they are without anyone seeing what they are writing. Then they crumple it up and throw at each other. Grab a new identity and find the correct person. Share the information they learned about their new person to the group.

Pst, Pst, Ding, Dong
Get into a circle. One person starts by putting their hand underneath their nose (like a mustache) and pointing either to the left or the right and saying “pst”. Then the person in the direction they pointed repeats “pst”. This continues around the circle. If someone makes a mistake or doesn’t reply in a timely matter, they then change to having to say “pst, pst”. For those that make the third mistake, they move onto “ding” and finally “dong”.

Index Finger Grab
Stand in a circle facing the center. Place your right hand, elbow bent, palm up, to their front/right side. Place your left index finger in the palm on the person on the left. On the count of 3, try to lift your index finger out of your neighbor’s palm before your neighbor can grab it. Do 3-4 times, switch hands.

Do You Love Your Neighbor?
Form a large circle (works well with large groups). One person starts and says “Do you love your neighbor?” the group then repeats “Yes, I love my neighbor”. Then they say “Do you love your neighbor __________?” adding some characteristic (who has a pet, who is wearing black, who has on flip flops, who hates math, etc.). All those that have the characteristic must go into the center of the circle and find another spot while those that didn’t move squeeze in closer with the people next to them to make a smaller circle. Those that don’t find a spot are now the speakers in the center of the circle choosing the next characteristic to move people.
**Never Have I Ever**

This is an icebreaker game that helps people get to know each other better. Everyone sits in a circle and take turns saying something they have never done. Each player starts with ten fingers showing. Each time someone says something that you've done, you drop a finger. The goal is to be the last player remaining.

This get-to-know-you game can be played indoors or outdoors. The recommended number of people for this game is ten to fifteen, but all group sizes can play by dividing into appropriate sized groups. Recommended age is 8 and up. No special materials are required.

**Instructions:**

Instruct everyone to sit in a circle. If you have an extremely large group, tell people to form smaller circles of about ten to fifteen people. To start each round, each player holds out all ten fingers and places them on the floor. Go around the circle and one at a time, each person announces something they have never done, beginning the sentence with the phrase “Never have I ever...” For example, a person could say, “Never have I ever been to Europe.” For each statement that is said, all the other players drop a finger if they have done that statement. So, if three other people have been to Europe before, those three people must put down a finger, leaving them with nine fingers. The goal is to stay in the game the longest (to be the last person with fingers remaining). To win, it’s a good strategy to say statements that most people have done, but you haven’t. Playing this game, along with the benefit of getting to know each others’ experiences better, can be very humorous (e.g. saying silly statements such as, “Never have I ever skipped a class in school” or “Never have I ever soiled my pants.” Have fun with it!

---

**Group Juggling**

This is a great, high-energy active icebreaker activity that helps participants learn the names of the other people in the group. It works best when it is played in groups of about 15-20 people. If you have more than this number of players, you can divide into smaller groups. This game can also serve as a teambuilding activity if people do not know each other well.

**Setup:**

This game is best played outside in a grassy area, or in a large, open space indoors. You will need several soft balls/tennis balls or other soft fun objects, like rubber chickens and stuffed animals. Dog toys (preferably unused) make great choices too, as they usually come with great sound effects. Bowling balls are not recommended.

**Instructions:**

Ask the group to form a large circle, with everyone facing the center. Start by tossing the ball across the circle to another person. As you toss, say the name of the person to whom you are tossing. This lets them know the ball is coming to them and lets everyone hear their name. Once that person catches (or retrieves) the ball, they pick someone else, shout their name and toss them the ball. Play continues with the one ball until it makes it to everyone in the group. Once someone has received the ball, they cannot get it again. Last person in the group throws it back to the group leader. Practice the pattern a few times, always tossing to and receiving from the same person in the group. Once your group has the pattern down, start adding additional balls/objects, this is where the mayhem really begins. Keep going, try to get at least five objects going at once. Feel free to try again with a new pattern and mix it up. This game takes about 10 minutes in a group of 20-30 people. If you have more than 30 players, consider dividing into two circles to keep the throws within easy catch and toss range. If having too many objects makes the game too chaotic for your group, you may also reduce down to one ball.

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**SUMMER 2019**

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Who Done It (Whodunit)

Who Done It? is an icebreaker that reveals interesting (and sometimes incredible) things people have done. It’s a simple guessing game that is straightforward to play. This game is a get-to-know-you style icebreaker in which players try to guess which person corresponds to each item written on notecards. The recommended group size is a medium sized group of about eight to sixteen people, although the game can be adapted to accommodate other sized groups. Playing this icebreaker indoors is most ideal. Materials required are: several notecards and pens. Who Done It? is playable by all ages, including college students and adults in corporate settings.

Setup and Gameplay:
This game can be played individually or with two teams. For extremely large groups, choose ten volunteers and split them into two teams of five. To set up the game, pass out an index card and a pen for each participant. Ask each person to write down something interesting they have done. Examples include the following:
- I went skydiving once.
- I have ridden an elephant.
- I collect fingernail clippings.
- I lived in seven different states.
- I ate bugs before.

Try to instruct people to write a fact that most people don’t already know - the sillier (or more unbelievable) the better. Collect all the cards (separate them into two piles if two teams are playing). Shuffle the cards and then pass them back out. Each person (or team) takes turns reading aloud their card and then the reader must guess whose fact he or she read. After he or she guesses, the guessed person simply says “yes” or “no”. If the person guesses correctly, the guessed person can briefly explain what they wrote (if desired). The guessing continues until all cards are exhausted. Everyone reveals who wrote which card at the end.

The Who Done It? game is a good, simple get-to-know-you game that is especially good for groups with new people, or for whenever you wish to help people get to know each other better to break the ice. Sometimes humorous facts can be revealed, leading people to exclaim, “You did WHAT?”

Two Truths and a Lie

It’s a classic get-to-know-you icebreaker. Players tell two truths and one lie. The object of the game is to determine which statement is the false one. Interesting variations of this game are provided below.

This game is a get-to-know-you icebreaker. Recommended group size is: small, medium, or large. Works best with 6-10 people. Any indoor setting will work. No special materials are needed, although pencil and paper is optional. For all ages.

Instructions:
For Two Truths and a Lie ask all players to arrange themselves in a circle. Instruct each player to think of three statements about themselves. Two must be true statements, and one must be false. For each person, he or she shares the three statements (in any order) to the group. The goal of the icebreaker game is to determine which statement is false. The group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

Variations to Try:
“Two Truths and a Dream Wish.” - An interesting variation of Two Truths and a Lie is “Two Truths and a Dream Wish.” Instead of telling a lie, a person says a wish. That is, something that is not true — yet something that the person wishes to be true. For example, someone that has never been to Europe might say: “I often travel to Europe for vacation.” This interesting spin on the icebreaker can often lead to unexpected, fascinating results, as people often share touching wishes about themselves.
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WOW! Events
Here is what the California delegation had to say about their 2019 NatStuCo experience:

**Sandra Kurland**
Leadership Development Coordinator
leadership@cadal.org

The 2019 NatStuCo Conference was easily one of the most rewarding and eye-opening experiences of my life. Entering my final year of high school and my last year serving on the CASL State Board, I am eternally grateful for the opportunities I have been granted because of my involvement with CASL and student leadership. During the duration of this three day conference, I was able to network with students from all over the United States and Puerto Rico who share similar interests. The three conference days were filled with attending workshops, listening to speakers, engaging in discussions with fellow delegates, and participating in a service project. The California delegation had the opportunity to connect with students from all over the nation by exchanging ideas, sharing goals, and empowering each other to create positive change in their communities and on their campuses.

Of the many opportunities NatStuCo offers, listening to renowned guest speakers may have been the most impactful. Hearing from Dr. Deborah Gilboa, known for her appearances on NBC’s “TODAY”, reminded me of the importance of resilience; the ability to bounce back and recover from a setback, which is especially important in a world that is so fast-paced. I am incredibly excited to implement the newfound knowledge I gained at NatStuCo within my own community and CASL in the coming year. Thank you, CASL and NatStuCo, for an unforgettable experience with inspiring student leaders from across the nation!

Morgan Rajala | Liberty High School
CASL State President

**Dylan Loth**
Lincoln High School
CASL Media Director

Having been involved with student leadership since middle school, I have always believed the peak of my experience as a leader was at the CASL State Conference, but there was even more! The NatStuCo National Conference was an immersive convention that allowed me to network with leaders, listen to noteworthy speakers, and understand what other student leaders were doing around the country, truly teaching me the importance that there are so many possibilities and ideas out there. Take your leadership to the next level at NatStuCo!

This year’s NatStuCo Conference was an amazing experience for students and advisors alike. It provided a unique opportunity to network with leaders from across the nation. Our California delegates were able to share their ideas and gain new perspective from peers who have common goals and ideals.

I am proud that CADA helps to sponsor the journey of our young leaders as they expand their horizons and grow their skills. If you are an advisor who wants to help your students further develop their passion for leadership, the NatStuCo Conference is an exceptional way to do so. I hope you will help provide them with the opportunity as part of next year’s delegation to Colorado!

Congratulations to this year’s amazing team of student delegates. I’m so proud of each and every one of you for the outstanding representation you provided on behalf of California’s student leaders in Pittsburgh! And to California’s NatStuCo Executive Director, CADA’s own Sandi Kurland, thank you for preparing, inspiring and encouraging our students to reach their highest leadership potential at the local, state, and national levels!

Allison Gadeke | Sierra Middle School
Activities Director
CADA President Elect

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Join us for the 2020 NatStuCo Conference June 19-24 in Denver, Colorado!
For more details contact:

Sandra Kurland
California Executive Director
leadership@cadal.org

Who is eligible? Students entering grades 9-12 from a CADA/CASL & NASSP Member School in the fall of 2020 are eligible to apply.

How do I apply? Fill out the application online (www.casl1.org) along with a one page essay and a $600 deposit by February 3, 2020. A second deposit of $600 is due on April 3, 2020.
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“The CASL Rapids...Lean in Together”

State Conference is now behind us and our mission to teach about shared ownership over the three days we spent with your crew was accomplished! I hope you and your team departed the journey more educated, more inspired and more determined to return to your campus and create the most inclusive student body which leans in together at every classification of difficulty and victory.

In attempts to move campus culture forward, we need more people in the raft and fewer spectators on the land. A kind of “don’t do anything for us without us” philosophy if you will. As the leadership crews are often the ones in the raft, we must create strategies which give others ownership on the ride. This is the only way to create sustainable impact. Every school will have their own rapid classifications ranging from moving along slowly (Level 1 Rapids) to those with extremes of difficulty and unpredictability, (Level 5) and we can all imagine the falls that have never been attempted (Level 6). Yet as we become teams of experts and understand what makes the ride the most successful and eventually navigate the greatest journey of all, we will begin to notice the significant change of everyone in the raft.

Our curriculum we worked on all year focused on this idea of shared ownership, giving every student the opportunity to learn how to create more stakeholders on the campus. The most impactful leaders are not always the ones out front, leading, with a following behind them. They are the ones helping the followers to become leaders themselves, providing a safe place for others to contribute. A sense of common purpose and a growing feeling of achievement help everyone play a vital role and allow more students to become more connected. Once the leaders on the campus are given the right resources and training, they are equipped to create the environment in which others can thrive. It’s time to lean in together to make this movement happen.

All of our curriculum from this year can be found at caslboard.com under resources. We had a sold-out conference with 2,128 passionate students and advisors representing 155 schools with us at our new venue, the Santa Clara Convention Center. Including the CASL board, support team, and speakers, we managed to host 2,203 people onsite. Everyone stayed engaged every step of the way - from the workshops, to Meet the Pro’s, to the Service Project (PenPal Schools) to the State Board Elections, all those in attendance continued to show us how much they genuinely cared about serving others and wanted to learn how to lean in together back at their school!

I hope it was also a time filled with special memories for the students and CASL will remain in their hearts forever. “Once a CASL kid, always a CASL kid” is now common to hear among the delegates and our alumni group from previous CASL boards were anxious and happy to reconnect with all of you and your current change agents, while paying it forward at the 2019 CASL State Conference.

Thanks to our motivating general session speakers, the Amazing Tei Street, Johan Khalilian, and Geoffrey McLachlan. They articulated our message on stage and helped us think about the way we look at our leadership programs. We were also extremely fortunate to have such a visionary film director, Erahm Christopher, present a special screening of his film Listen to the HS delegates. As we know mental health is a topic which needs much attention these days and we all learned ways to listen better as he spent time with us discussing the film and its impact.

Rotation highlights included Leon Logothetis from the Netflix Series, (Kindness Diaries), Charlotte Vitak
presented her program, My Story, as MS and HS CASL delegates worked with her weeks before the conference to learn how to tell their story. Zuhair Imaduddin and Ella Smith gave us important information about Student Advocacy and #ICanHelp taught us how to help others via social media. Additionally, Mark Danforth and Jessica Altounian were passionate in presenting our service project and teaching us how to connect with other change agents across the world via PenPal Schools.

We could not offer this conference without the help of our Platinum sponsors SOS Entertainment, Pegleg Entertainment, PMMnP and World Strides. They continue to give much more than their services. Their contributions are from the heart and they truly do make this world THAT much better. Our Gold sponsor, Live Performance Productions added the star of the night as everyone wanted their picture with Radar the Dog!

Special thanks to the CASL board – who remind me what student leadership can really look like if everyone is willing to lean in together. They make work seem fun and understand all the hard work leads to opportunities for others. BIG SHOUT OUT to the CASL President this year, Jasmine Tong-Seely, who is incredible insightful and wise beyond her years, not to mention kind and a role-model for all.

Behind the scenes were Mikaela Ayala, Jose Duenas, Leah Grant, Brodie Kaster, and Ryan Willer serving as humble heroes on the CASL advisory board this year with complete dedication, passion, and professionalism. I am grateful to have them as a crew and also as friends. Add the creative genius interns Dylan Gadeke and Jesse Magana and the CASL ASK ME CREW (Kate Lewis, Jenna Webb and Javier Azua, who gave blood, sweat and tears for seven days so everyone else could look like a rock star) and together, adults, students, parents, and the CASL board make all that I do possible.

Lastly, and most importantly, we all know the campuses across California would look very different without you, the advisors and mentors of the Rapids Crew. I applaud and thank each one of you. Your hard work and enthusiasm inspire those around you to keep striving for the most inclusive campus possible.

“Individually, we are one drop. Together, we are the CASL Rapids.”

See you next year at the Ontario Convention Center!
CADA had another successful year of performing sold out conferences and growing membership! The CADA board continues to strive to have financial transparency, fiscal accountability, and a clear understanding of CADA’s finances. They have made great strides in recent years to achieve this and continue to work on maintaining this. In turn they have been able to find areas to save, areas to grow, and areas to invest in new programs.

Because of the great work of all our dedicated volunteers, we are able to provide our members with valuable programs and services at an affordable cost. CADA is also faced with rising hotel costs, food costs, operating costs, etc. but it is our loyal membership, councils, and board that help CADA provide so many affordable programs.

Alongside our loyal members and volunteers are our CADA Sponsors who continue to give their generous contributions to the entire organization. The dedication, motivation and commitment CADA’s sponsors have for making the school experiences the best possible for all students is greatly appreciated. It is these efforts that allow CADA to provide exemplary services at reasonable costs. When planning your next school purchases and events please consult the CADA directory (available online at www.cada1.org or delivered in print at the end of September) for a list of loyal CADA sponsors.

Thank you member schools and sponsors for your devotion and contributions to the CADA membership. CADA looks forward to another successful year in partnering together with you to help “Creating Leadership Training Experiences to Empower Educational Stakeholders to Take Action, Be Better People, and Improve Our World.”
Be sure to check the Resource Library to take advantage of all of these great resources that are just clicks away!

www.cada1.org/resourcelibrary
CADA NEWSLETTER SEEKING CONTENT CONTRIBUTORS

Do you have a great idea you would like to share with the CADA membership?

We are looking for content contributors for the quarterly CADA Newsletter.

Articles and accompanying graphics and/or photos can be submitted to Lindsey Charron at pic@cada1.org.

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## 2019-2020 Calendar of Events

### 2019

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### 2020

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