If you attended IMAGINE - from Thought, to Sketch, to Masterpiece, the convention will be sure to help you transform your program into a work of art, bringing your school from good to great. The convention included all of the essential elements of art including: motion (it was fast moving), direction (of the positive type), and light (as in shedding lots of it on all kinds of things).

The pre-conference offerings included “Solve for X” (see below) as well as a session that helped advance your program’s technology.

Solve for X, OK... would you just do the math? The Alliance for Student Activities has created an engaging multi-media based presentation titled Solve for X that pulls together current research, dialogue and thinking about the impact of co-curricular activities on student performance. Solving for X, the preconference session, was a research based, best practices workshop to help your school: 1) Put thousands of dollars back in the budget, 2) Increase test scores by as much as 5%, 3) Improve graduation rates, 4) Free up time for your administrative staff 5) Reduce dropout and walkout rates to almost 0, 6) Provide a “lab” for Social Emotional Learning (SEL), and 7) Introduce the “missing link” in “education reform.”

Research shows participation in student activities increases students’ standardized test scores, GPAs, daily attendance, graduation rates, college acceptance

Continued on page 10
From our president

I pledge to listen, really listen to the needs of you, our CADA members and strive to continually brainstorm ideas to keep CADA on the cutting edge of the leadership movement. Please share your thoughts, ideas and concerns with me at anytime. My email is: president@cada1.org. I can’t wait to hear from you. Just ‘IMAGINE’ what we can all do together.

Janet Roberts  
CADA President

I was so excited to meet so many of you at the convention. For those I didn’t meet, or those who were unable to attend, I’m Suzy Krzaczek your new CADA VP! I am looking forward to serving you for the next four years. Your input is invaluable to me, so please be sure to share your thoughts and ideas.

I am currently an English teacher, activities director, yearbook adviser and volleyball coach at South Tahoe Middle School. I’m in the trenches, so to speak, right along with you. I firmly believe that what we all do on our campuses is what really impacts students more than anything else. Sometimes I wonder if I am crazy to take on all that I do. Then I remember the students who I know benefited from student activities and it makes it all worth it. I know you are tired this time of year. We all are. Hang in there. You are changing the future of our kids. Don’t let anything stop you!

Remember: Leadership, and life, is like skiing—take it one bump at a time. Find your BALANCE and KEEP skiing!!

Feel free to contact me at skrzaczek@hotmail.com or at (530) 318-8905. I am here to serve YOU!

Suzy Krzaczek  
CADA Vice President

Meet your New VP!

Meet your New VP!

And, Area A Coordinator

Area A welcomes Allison Gadeke as the coordinator. Allison is a teacher and activities director at Sierra Middle School. She has also served on the CADA Steering Committee and CADA Camp staff for many years. Her enthusiasm and creativity will serve Area A well. Her experience as the Assistant Coordinator makes her the right choice to lead Area A going forward. You can meet Allison at the Area A Spring Conference at the Modesto Center Plaza. Go to the CADA website for details.

Allison Gadeke  
CADA Area A Coordinator

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Copper Level: School Specialty, Prom Plus, TSS Outfitters


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Building an Officer Team

With spring elections on the horizon for many schools, student activity advisers are beginning the transition process between outgoing and incoming officers for their student organizations. In addition to all the work of running the elections and wrapping up the school year, spend some time cultivating your new officer team this spring to plant some seeds of leadership. The time you spend on the following activities will bear fruit next fall as your team develops confidence in leading your organization.

- **Get to know each other.**
  Even if you think all the officers already know each other, it’s important to take some time to bond as a team. Lead the officers in some icebreaker or boundary breaker activities that will help them learn a little more about each other and what their aspirations are. Discuss what motivated them to become an officer and what they have enjoyed about being a member of your organization. Some groups have a tradition in which the adviser takes the officers out to dinner or they all meet at a local park to begin planning their term of office. These are ideal times to begin the officer team bonding.

- **Review roles.**
  Job descriptions for each of your officers probably exist somewhere, and if not, should be developed. Take time to go over these roles and be sure everyone is clear on who has responsibility in various areas. An officer notebook with your clear on who has responsibility in various areas. An officer notebook with your expectations for them are. Some advisers have their officers and their parents sign a code of conduct with the expectations clearly written out for them as well as the consequences of not living up to those expectations.

- **Define expectations.**
  What are the behaviors your officers expect of each other? What values and standards will guide them during their term? Discuss things such as coming to meetings on time, attending all events of your group, asking for help if they need it, and so forth. As the adviser, be clear about what your expectations for them are. Some advisers have their officers and their parents sign a code of conduct with the expectations clearly written out for them as well as the consequences of not living up to those expectations.

- **People support what they create.**
  Rather than having a program in which the adviser determines what is to be done and directs the students to make it happen, consider having the students take the lead. Hold a session with the officers in which they discuss what they would like to accomplish during their term of office. What issues would they like to address, what events would they like to undertake, and so forth. Consider these questions:

  - What are you most looking forward to in your term of office?
  - What activities our organization will help them accomplish this goal?
  - What activities have sponsored in the past are you NOT looking forward to this year?
  - What is the one thing you most want to accomplish as an officer this year?

- **Set goals.**
  The officer team should set its own goals for the year, and they should also lead a goal-setting session with the members. Remember: people support what they create. If the officers don’t take the time to involve the members in selecting the goals and get consensus that these are worthwhile things to strive for, it’s unlikely that they’ll have member support as the year progresses. People will work hard for things they support. If they don’t support them, your officer team will have problems getting involvement and might encounter active obstructionist behavior.

  Next fall, post the goals in a conspicuous place and refer back to them often. When a new activity is proposed ask “How would that help us achieve our goals?” Keep the focus throughout the year on achieving the goals of the group.

- **Create an action plan.**
  Once goals are set, officers should identify some specific action items that once accomplished will make the goals a reality. For example, a common goal for student councils is to develop positive school climate. What specific things will your officer team and members do to accomplish this goal?

- **Select a theme.**
  Consider selecting a theme for the year that encompasses the spirit of what your officer team wants to accomplish. The theme will be easier to remember than a laundry list of goals—and makes for a better graphic design if you decide to create an organization T-shirt. A few themes that schools have found effective include:

  - “Go MAD!” (Make A Difference)
  - Time for MAGIC (Making A Greater Individual Commitment)
  - Let’s SHOUT (Spread Happiness Over Untouched Territory)
  - STARS (Students Together Are Reaching Success)
  - Lead Out Loud!
  - “There are countless ways of attaining greatness, but any road to reaching one’s maximum potential must be built on a bedrock of respect for the individual, a commitment to excellence, and a rejection of mediocrity.”

  - “Live as if you were to die tomorrow; learn as if you were to live forever.”
  - “Dreams don’t work unless you do.”
  - “Tell me and I forget. Teach me and I remember. Involve me and I learn.”
  - “Who dares to teach must never cease to learn.”
  - “It is not what is poured into a student that counts but what is planted.”

Fresh New Leadership Activities

This is a list of 10 of our best leadership activities. The name and brief instructions are listed, as well as a lesson you can make from each. Please call or email if you have any questions/comments. Thanks and good luck!

1. Draw Your Partner - Each student needs a sheet of paper with a large square on it, a writing utensil and a partner. When you say go, everyone has 60-seconds to draw a picture of their partner in the square. Don't tell them what they are doing until right before you say go. After 60-seconds ask for who either thought or said loud, "I'm so sorry." We feel this way because we fear the judgment of others. This activity teaches that as leaders we can't let fear hold us back from doing what is right.

2. Stand Ovation - Take two students out of the classroom. Tell them outside. I use this activity for knowledge or “hot feet” explanation for the two ways to share something with the group. See the "hearts of leadership".

3. Clock Challenge - Each student needs a sheet of paper with a clock on it (with no hands), a writing utensil and a partner. Give them a challenge: the clock breaks into four pieces, the numbers on each piece add up to fifteen, your task is to figure out how that is so. The easiest answer to explain (although there are six answers) is to put 7/8, 9/6, 10/5 and 11/12/12/3/4 in each piece. The secret is to see the 11 and 12 as 1+1+2, in a few of the answers, the 10 is 1+0. This activity teaches two lessons: It is difficult to see things differently (you have been looking at a clock for years with the 10 as a 10, the 11 as 11 and the 12 as a 12) and once you find the key the answers come quickly.

4. Hot Feet - Students need to be seated in circles of chairs with anywhere from 5 to 10 in each circle. There needs to be one less chair than people in each circle. The chairs need to be faced toward the middle of the circle. When you start the music, everyone begins walking in a circle in the middle of the chairs. When the music stops, everyone tries to sit down. One person will be left standing. This person now must present something to the people seated. I use this activity for two purposes: as a debrief activity for a lesson (the person standing must present something they learned) or as a get-to-know-me activity (the person standing must share something about themselves).

5. Identity Crisis - Students are standing in an open area. Each student has three things about themselves ready to share: name, birth place and a place they'd love to visit. When the music stops, everyone tries to sit down. One person will be left standing. This person now must present something to the people seated. I use this activity for two purposes: as a debrief activity for a lesson (the person standing must present something they learned) or as a get-to-know-me activity (the person standing must share something about themselves).

6. Monkey in the Corner - Students are standing in a circle of no more than 40 people. One person is in the middle - that person is the starting "monkey". The monkey's task is to walk up to people and ask if each is the monkey. The monkey's other task is to try to get in the circle by filling an empty space. Empty spaces are created by the task of the people in the circle. Their task is to run across the circle and switch places with someone else. If the monkey gets in that empty space before they do, they are now the new monkey. You are always the resolver of disputes on who made it to the empty space first. This activity teaches three things: how lonely it can be if you aren't a part of the group (IE - the monkey), how you have to do what it takes to get the monkey and how you must learn to handle when people break trust with you (IE - someone starts to switch places with you, but doesn't and the monkey fills your original space).

7. Grab it or Gab it - Students are in groups of 5-10. Each group is standing around a table. Each table has a pile of non-breakable, small items (mints, wads of paper, etc.). The number of items is one less than the number of students at that table. You start some music and students stand with hands at their side. When the music stops, everyone tries to grab an item. The person who is item-less gets to share something with the group. See the Hot Feet explanation for the two ways I use Grab it or Gab it.

8. Sullivan Ballou - This is an audio recording you can download. It's a few of the answers. The easiest answer to explain (although there are six answers) is to put 7/8, 9/6, 10/5 and 11/12/12/3/4 in each piece. The secret is to see the 11 and 12 as 1+1+2, in a few of the answers, the 10 is 1+0. This activity teaches the power of how you treat others.


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Area Award Winners

**Area A**
Lori Sato - Encina Preparatory HS
Lori works very hard at school and the area council. She works behind the scenes allowing others the opportunity to shine. She never complains and she will take on the tedious tasks that require much effort. She maintains a hectic schedule as the Activities Director at the Middle School and High School while helping ensure the success of numerous conferences held in the area.

**Area B**
Francis Rojas, James Logan HS
Francis has been the driving force behind the Area B Student Leadership Conference for the last 5 years. He has worked on all levels of the conference to make sure it goes without a hitch. He has worked at the CADA Conference helping with the Area booths, Meet the Pros, the Area Suite and anything else Area B has asked of him. He has taught leadership class, served as Assistant Principal for Activities and currently oversees activities and athletics as part of his duties as a House Principal.

**Area C**
Julie Larrivee, Madera South HS
Julie has taught for the last 10 years and just opened up a brand new high school as the Activities Director. She grew up going to CADA camps and now is on the Area C Council. Her program has received the Outstanding Activities Program award through CASL. Julie has accomplished a few of her bucket list activities during all of her busy moments, and that is conquering the world’s highest bungee jump, running a few marathons and doing the Harlem Shake with her 2 year old.

**Area D**
Joe Hurtado, Arroyo Grande HS
Joe has proudly been a member of CADA for the last seven years. Serving on the Area Board, a staff member of CADA Leadership Camps and earning his Master Activities Advisor Certification has sealed him into the ranks of CADAholick. Over the years Joe has presented at many CADA events. In collaboration with his wife Shannon their school’s ASB and Link Crew have grown into award-winning programs. His passion for technology and connecting the invisible student is apparent in everything he does for his school and for CADA.

**Area E**
Jeff Culver, Quartz Hill High School
Not only was Jeff the emcee of this year’s conference he has made a name for himself with his 9 year involvement in CADA. He has presented in Area and State Conferences, he works with CADA Leadership Camps, his school attends CASL State Conference, and he is as energetic as he is funny. Jeff has become a mainstay in the Cyber Café as his website has become the envy of most. All things he’s learned through previous CADA Conferences.

**Area F**
Randy Jensen, Amelia Earhart MS
Randy has been teaching US History for the past 22 years, and the Activities Director almost all of those years. He has been an Area F Council Member for the past 14 years and an active CADA member for 18 years. He has presented at both high school and middle school conferences and helps run a multiple school leadership retreat in Riverside.

**Area G**
Christina DeSanto, Chavez Middle School
Inspiration, motivation, perspiration are just a few words that describe Christina. After 20 years of teaching Christina still arrives at work excited to see what her day will bring. Her current assignment is ELD Teacher, Yearbook Advisor, Read 180 Teacher and ASB Advisor. She was also honored last year as Region 9 Middle School Educator of the year.

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All this and you hadn’t even registered yet! Once the conference really got rolling, beyond the collage of workshops and presentations, the keynote speakers sparked our imaginations. On Wednesday we saw Jason Hewlett. Jason was born in Salt Lake City, UT in 1978. His first show was in front of his 3rd grade class where his teacher promised him some time to perform at the end of the day if he’d remain quiet until then. When his chance arrived, Jason went to the front of the classroom as his favorite TV character, Pee Wee Herman, and as his classmates roared with laughter, Jason was bitten by the performance bug. When he hit the stage we were uncertain of what was to come and we all left with the understanding that we are the difference-makers on our campus. Jason talked about “finding our voice”, “signature move.” He suggested “It’s how we’d stand out in the audience.” Do we focus on the disabilities or the abilities of students?” He put faces on this question when he brought his audience; “Do we focus on the disabilities or the abilities of students?” He put faces on this question when he brought his three beautiful grandchildren on stage. One had been born dangerously premature, and thus substantially behind in their development. Seeing his three grandchildren was powerful. And the audience was clearly relieved to know the twins are flourishing; having made it through very tough circumstances.

David Garibaldi hit the stage on Thursday with his fast paced talent. Art has been an ever-present part of David Garibaldi’s life. From the moment he picked up a crayon as a young child and started to draw, he knew his passion for creating color and images would serve a greater purpose. Creativity surrounded him through his father’s music and dance and his mom’s work as a beauty stylist. Garibaldi picked up his first instrument, a trumpet, in fourth grade and shortly after developed a love for the beats and rhythms of hip-hop. His message reminded us to “go after the crazy things that live in our hearts” and said in no uncertain terms that teachers are “life changing.”

On Friday, Richard Parkhouse and Bob Tryanski rounded out the conference we will not forget. Janet Roberts has a true connection with Richard Parkhouse, known throughout educational circles as “Park”. He taught in the district where she currently teaches and Janet has “grown up” in CADA with him as a colleague. Park never claimed to be a keynote speaker but his message was pure. We need to “focus on the whys” in life, he said, and his four truths of human nature echoed through the halls: “1) We are all insecure, 2) We hate to be dismissed, 3) We love to be appreciated and, 4) We need to be understood.” Park said it’s time to stand up and tell people why we do what we do, shout it to the district office and let them hear us as far as the state capital. Activities Directors bring tremendous value to the student body. He asked the audience; “Do we focus on the disabilities or the abilities of students?” He put faces on this question when he brought his three beautiful grandchildren on stage. One had been born weighing more than most babies weigh at birth and had met all the expected benchmarks in a baby’s life; and twins who had been born dangerously premature, and thus substantially behind in their development. Seeing his three grandchildren was powerful. And the audience was clearly relieved to know the twins are flourishing; having made it through very tough circumstances.

Bob Tryanski closed Friday’s session with a reading of his poem “I Wish I Could Tell You” (you’ll find a copy in this newsletter and you can purchase it online at http://blurboutepublishing.com/wishicouldtellyou/cada), during the reading colored glow sticks in primary colors were passed out to the audience creating a sea of colorful light and ending Imagine: from thought to sketch to masterpiece. There wasn’t a peep to be heard. It was the closing moment. It was a stroke of genius.

Imagine Scholarship

Throughout the state of California, seventy-two student leaders, from the Class of 2013 created 300 word essays, answering the question: “What leadership skill have you made part of your life and how have you used it to impact your high school campus.” They submitted their answers for a chance to be selected for the CADA “Imagine” Scholarship.

At this year’s CADA Convention: “Imagine: from Thought, to Sketch, to Masterpiece”, over 29 pieces of art were auctioned off in our first ever CADA Silent Art Auction during the reception before our annual dinner dance. It was fun to watch people bidding on their favorite piece of art. The true joy was in knowing that people just wanted to give. All the pieces were sold to the highest bidder and $4,825 was collected and donated to the Scholarship Fund.

During the sit down dinner, everyone got out their “live auction” bidding paddles. They placed bids on the chance of owning an amazing painting of Albert Einstein created and donated by keynote speaker, David Garibaldi. The spirited action went several rounds. The winning bidder donated $3,750 to the ‘Imagine’ Scholarship Fund.
Bob Burton Award Winners

Area A
Lisa Walters
Marsh Junior High School
Lisa was awarded the Bob Burton Spirit Award for the unbelievable work she does at her school, Marsh JHS, to create a positive school climate through activities. After many successful years at Chico Jr. High School Lisa moved to Marsh JHS. High when it opened. Through her hard work and dedication, activities became part of the culture of the school. She is always willing to share her awesome ideas with other activities directors, especially those in her town. She sets a high bar and her students, staff and other activities directors appreciate all she does.

Scott Cavanias
Workman High School
Annually, Scott arranges a fantastic ASB retreat up in Big Bear to help his students get pumped for the school year and plan for the year. The kids get to know each other and form bonds that will help build the “team spirit” and LOBO PRIDE. He has prepared curriculum lessons from the legendary John Wooden’s book on Leadership that the school has skyrocketed in the past few years. Students are proud to represent Workman High. Scott and the ASB students promote all sporting events, and he has created a student section at games, called “The PACK.” He also encourages all staff members to get involved. Many staff members perform in rallies, participate in lunchtime games/rally games such as CST incentive games vs. staff, and or get involved in our LOBO vision commercials that are viewed by all students and staff. Scott is an amazing leader! His enthusiasm and spirit is inspiring! The ASB kids love him, the students admire him and the staff appreciates all he does to make Workman a better place.

Renee DeCanio
Selma High School
Renee has been a career activities Director (14 years) and has helped build a team at Selma High School. Her school is connected; rallies bring large crowds, they enjoy high attendance at dances and her faculty is more involved because of her commitment to connections. Her Personal Goal: Every student at SHS is connected to something: sports, clubs, active at rallies, intramurals, involved in lunch activity, etc. There are over 40 active clubs on campus, each offering students an opportunity to gain valuable experiences as an extension of the classroom. Community Service projects are offered school-wide. Renee’s favorite life quote to share with students is: “It doesn’t matter where you come from, what matters most is where you’re going and how you’re going to get there.”

Sara Cowey Catalli
San Mateo High School
Sara Cowey Catalli is the noted Activities Director of San Mateo High School. Connecting with educators at CADA has been an amazing experience one that has changed her life as an instructor and leader. Since 1992, she has been teaching mathematics. She explored extracurricular duties such as coaching, advising clubs and class councils. In the year 2000, she was selected to be the Activities Director and Leadership teacher. More recently she also took on the role of Renaissance Coordinator and The Jefferson Awards Students in Action Advisor. Her program has achieved acclaim at the district, county and national level for outstanding work in the area of community service. Sara has helped San Mateo High School raise thousands of dollars each year for local charities including the Samaritan House and the Second Harvest Food Bank. As the Leadership teacher she encourages all students to expand their horizons, celebrate, collaborate and recognize their fellow students. At San Mateo High School, student leaders are “Changing Lives and Impacting Futures” in a positive way. Sara is extremely grateful for the support and guidance from her family, colleagues, her fellow SMUHSD Activities Directors and her incredible mentor, Richard Parkhouse.

Kelcie Butcher
Crawford High School
Kelcie Butcher can be considered the most involved teacher on the Crawford campus. She takes on the task of being an advisor for five major clubs including ASB, Class of 2014, Class of 2014 Leadership, Centaur (yearbook), and California Scholarship Federation. Alongside her duties as an educator, she motivates students to become better leaders and people. Her nickname, mama bear, is completely justified by her ability to create a classroom atmosphere that allows students to feel safe and at home. Overall, Kelcie is the driving force for Crawford Cat pride and without her Crawford would not be the same. Kelcie welcomes all students into her Student Government/ASB class including the untraditional leader. After the semester is over, it is evident the effects her leadership has impacted each student.

Sharon Tavaglione
Rubidoux High School
Sharon took over the Activity Advisor position at Rubidoux High School two years ago with little past experience in activities. The school was not in a good place spirit-wise. She took the bull by the horns and has done wonderful things, and the numbers of student participants has increased significantly. She has taken her ASB to both Area Student Leadership Conference and has taken them to CADA Camps.

Area C
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Kelcie Butcher can be considered the most involved teacher on the Crawford campus. She takes on the task of being an advisor for five major clubs including ASB, Class of 2014, Class of 2014 Leadership, Centaur (yearbook), and California Scholarship Federation. Alongside her duties as an educator, she motivates students to become better leaders and people. Her nickname, mama bear, is completely justified by her ability to create a classroom atmosphere that allows students to feel safe and at home. Overall, Kelcie is the driving force for Crawford Cat pride and without her Crawford would not be the same. Kelcie welcomes all students into her Student Government/ASB class including the untraditional leader. After the semester is over, it is evident the effects her leadership has impacted each student.

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I Wish I Could Tell You

By Bob Tryanski

Illustations by Dottie Moore

There had to be a point at which all time and life began, a seed or spring from which it sprang, a path from which it ran.

It all had to begin sometime.

It had to have begun.

I only wish I had been there to witness the birth of the sun.

Then I could tell you what it’s all about, and I could tell you with some sort of clout, how from those beginnings we all came to be, and discover the meaning of life in the sea.

But as it stands now, well I only know what somebody else once told me is so, and as for the meaning, I only can guess, how something so simple became such a mess.

But I’ve gathered my thoughts; I’ve collected them here in a series of phrases I want you to hear.....

For more of this poem and about the author Bob Tryanski visit www.bobtryanski.com. To learn more about the illustrator Dottie Moore visit www.dottiemoore.com.

Hidden Thank You’s

During Bob Tryanski’s Session the “Hasta Barista” Approach, I heard one thing loud and clear and that’s we don’t hear kids say thank you “loud and clear”. Bob mentioned:

Young people don’t say thanks; they give thanks. As educators, we need to learn to recognize “Hidden Thank You’s”.

· When a student asks you to sign his yearbook or write a letter of recommendation or shares his excitement about being accepted to the college of her choice (after you wrote the recommendation letter), those are hidden thank you’s.

· When a member of the class of 2013 invites you to their graduation party, or a student tells you that they’re going to miss you as they make the transition from middle school to high school (and he means it!), those are hidden thank you’s.

· When one of your student leaders let’s you know you’re right without admitting they’re wrong, they are giving you a hidden thank you.

Hidden thank you’s are affirmations that the work you do really does matter, that it is noticed, and most importantly, that your contributions are valued by a young person whose life is a whirlwind of hopes and fears, determination and distractions, change and uncertainty. What hidden thank you’s are you more and more aware of as you go through your day, we’d like to hear them on the CADA Facebook site.

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How do You Promote Value?

• Help the stakeholders in your school and community to recognize that student activities are a bargain.
• Determine what percentage of your school district’s overall budget is devoted to supporting student activities. Share that information with all the stakeholders. Compare that with the national average of 1–3%.
• Remind school board members, parents, and administrators that student activities develop core social and emotional skills in ways the traditional curriculum does not.
• Be a catalyst for developing financial partnerships with local businesses, corporate sponsors, and community foundations.
• Share the data on college acceptance rates, career readiness, and civic-engagement benefits when asking for financial assistance and support from local businesses, corporate sponsors, and community foundations.
• Remind school board members, parents, and administrators that student activities develop core social and emotional skills in ways the traditional curriculum does not.
• Be a catalyst for developing financial partnerships with local businesses, corporate sponsors, and community foundations.
• Share the data about the positive effects that student activities have on college acceptance rates, career readiness, and civic-engagement with your students and their parents.
• Help the stakeholders in your school and community to recognize that student activities are a bargain.
• Determine what percentage of your school district’s overall budget is devoted to supporting student activities. Compare that with the national average of 1–3%. Share that information with all the stakeholders in your community.
• Remind school board members, parents, and administrators that student activities develop core social and emotional skills in ways the traditional curriculum does not.
• Be a catalyst for developing financial partnerships with local businesses, corporate sponsors, and community foundations.
• Share the many benefits of involvement in student activities when asking for financial assistance and support from local businesses, corporate sponsors, and community foundations.
• Tap into parental talents and networks.
• Write newspaper articles and send media releases highlighting your program.
• Partner with adult service organizations such as Kiwanis or Optimists whose goals include supporting the youth of the community.
• Connect with the local Chamber of Commerce and let them know you’d value their involvement in your program.
• Encourage students to find business sponsors for the activities they plan.
• Create an activities advisory board with members of business and industry from your community.

Parents & Community

• Be a catalyst for developing financial partnerships between your school and local businesses, corporate sponsors, and community foundations.
• Collect, compile, and share data about the real dollar value of community service hours contributed and funds raised by students to support local charities and causes.
• Emphasize the long-term costs of short-term cuts to student activities funding by pointing out the lost benefits and opportunities.
• Show how your program supports the principal’s goals.
• Tie in with curriculum standards in as many areas as possible; connect to the curriculum or for real-world practice of academic concepts.

What is RSVP?
The word RSVP is from the French phrase ‘rerépondez s’il vous plaît’ that means ‘reply if you please’. The purpose of RSVP is to give people a chance to either commit to an event or to decline. It is typically used for events where space, food, or other resources are limited. RSVP is a method to make sure that everyone who attends is aware of what to expect.

How does it work?
When you invite someone to an event, you provide an RSVP deadline. This is the date by which you expect the guest to confirm or decline their attendance. The purpose is to ensure that you have an accurate headcount for planning purposes. If a guest does not respond to the RSVP by the deadline, you may follow up to confirm their attendance. This helps to avoid confusion and ensures that everyone knows what to expect.

Who is involved?
For the CADA RVP Program, students, ASB officers, teachers, and parents are encouraged to participate. Anyone who has chosen to be included is strongly encouraged to participate. As many people as possible should be included so that we can show our support for this program.

Need more info?
Contact Sandra Kurland
Leadership Development Coordinator
(818) 987-1107
sandra.kurland@casda.org.com

California Association of Directors of Activities

16

Outstanding Activities Awards

Bear Valley Middle School
Advisor: Denise VanDoorn & Vanessa Lodge
Beaumont High School
Advisor: Jennifer Martin
Bishop Amat High School
Advisor: Bill Battaglia
Carmel High School
Advisor:Leigh Cambra
Ceres High School
Advisor: Linda Cooper
Chino Hills High School
Advisor: Janet Roberts
Crenan Lutheran High School
Advisor: Nicole Moon
Don Antonio Lugo HS
Advisor: Annie Weeks
Douglas Middle School
Advisor: Melissa Edsal & Ted Weinberg
El Dorado High School
Advisor: Eron Campuzano
Ensign Intermediate School
Advisor: Lindsay Charron
Excelsior Middle School
Advisor: Kim Kerr & Louise Colbert
Francis Parker High School
Advisor: John Morrison & Jill Duerr
Grossmont High School
Advisor: Jeremy Hersch
Herbert Slater Middle School
Advisor: Sandi Martin
Horner Junior High School
Advisor: Matthew Shaffer
John A. Rawland High School
Advisor: Leslie Phillips
John C. Kimball High School
Advisor: Matt Soeth
Kraemer Middle School
Advisor: Don Shaffer
Lone Hill Middle School
Advisor: Leslie Sandovol
Maria Carrillo High School
Advisor: Lorraine Martinez
Marysville High School
Advisor: Michelle Hendrix
Meadowbrook Middle School
Advisor: Joe Gizzo & Janice Teixeira
Mendenhall Middle School
Advisor: Joyce Meyer
Mesa Middle School
Advisor: David Osterbauer
Modesto High School
Advisor: Gloria Hernandez
Murrieta Mesa High School
Advisor: Stan Elander
Murrieta Valley High School
Advisor: Geniel Moon
North Salinas High School
Advisor: Margaret Honan
Pacifica High School
Advisor: Michael Castanon
Patriot High School
Advisor: Mark Lantz
Pioneer High School
Advisor: Patricia Hill & Gilbert Castaneda
Quartz Hill High School
Advisor: Jeff Baker
Rancho Cucamonga High School
Advisor: Francis Ward
Redwood High School
Advisor: Isaac A. Lopez
Ruben S. Ayala High School
Advisor: Deborah Weiss
Santa Fe High School
Advisors: Ferre Fernandez & Marissa DeCassas
Sierra Middle School
Advisor: Allison Gadeke
South Pasaden High School
Advisor: Casey Shotwell
Temescal Canyon High School
Advisor: Carl Strange
Tuffree Middle School
Advisor: Jill Barlow
Valley Center High School
Advisor: Carol Culfrel
Vista Murrieta High School
Advisor: Hien Nguyen
Whitney High School
Advisor: Jennifer Vafon
Ygnacio Valley High School
Advisor: Corissa Stobing
Yorba Linda Middle School
Advisor: Patricia Holt

Raising student Voice and Participation Bringing leadership out of the ASB Room

In partnership with the National Association of Student Councils (NASC), and the National Association of Secondary School Principals (NASSP), CASDA is offering ASB, administrative teams, and community leaders in California the opportunity to join forces with student leaders across campus that work together to make the leadership development programs we recognize and drive the issues most important to their schools and communities creating a positive school climate and culture for all.
1. Everyone can learn something from this video:  
http://www.youtube.com/watch?v=757bq0Qp1gE

2. CADA’s Harlem Shake:  
http://www.youtube.com/watch?v=O05hY2ZLw

4. Memoirs of an ASB kid:  
http://www.youtube.com/watch?v=3ioDrCa2zSYbU

5. Stuff Activities Directors Say:  
http://www.youtube.com/watch?v=fezqy3yVjyM

6. ASB Directors can work miracles under pressure like the Google Mom:  
http://www.youtube.com/watch?v=9xq8QgY5gBQ

8. Don’t judge a book by its cover / Susan Boyle - Britain’s Got Talent audition:  
http://www.youtube.com/watch?v=HrElYeFU

12. Where good ideas come from:  
http://www.youtube.com/watch?v=vhRZGJdPF

Ideas just don’t happen, they are the direct result of a process.

1. What Teachers Make: Classic poem on teaching with graphics:  
http://www.youtube.com/watch?v=faB8m5bWvQo&list=FLXEdvKWkHRER6E5Hgk1Q

2. The surprising thing behind what motivates us:  
http://www.youtube.com/watch?v=uxAXMhufyLc

3. RSA Animate: how time affects our way of thinking  
http://www.youtube.com/watch?v=JbOhI78Lmgs&list=PLA7E18659F2152DAA

4. Great video to make us think about how we focus on time, how we feel about time and how our attitudes affect our decisions.

5. Missed Chance for a first impression / Marco Rubio’s Response to SOTU2013:  
http://www.youtube.com/watch?v=19ZxJVnM5Gs

8. This is a newer one, the idea of everything we do leads to a moment:  
http://www.youtube.com/watch?v=sicC-KNu790

10. Life Vest, Good Deeds Could pay forward:  
http://www.youtube.com/watch?v=19ZxJVnM5Gs

11. Stuff Students Say:  
http://www.youtube.com/watch?v=9xq8QgY5gBQ

13. Commitment and Perseverance / Dick and Rick Hoyt:  
http://youtube/dDnrLv6z-mM

Congratulations to our most recent Master Activities Advisor graduates!

Sharyl Backues - A  
Bonnie Bagheri - A  
JJ Barlow - G  
Laurie Buompensiero - F  
Lori Burrow - A  
Gabriela Camacho - E  
Sanford Carvajal - G  
Sara Callati - B  
Wendy Cochran - B  
Raven Coit - A  
Christina Cruz - B  
Renee De Canio - C  
Dianna de Matos - C  
Kari Enciso - F  
Michele Flericha - B  
Mary Alice Finn - C  
Summer Flaherty - E  
Wendie French - B  
Paulette Gaspero - E  
Julie Gibson - C  
Denise Gunter - E  
Kathleen Hamamoto - G  
Karen Hauschild - F  
Nancy Hillard - D  
Michelle Hoffman - F  
Catherine Hutzel - E  
Rob Iverson - B  
Daniel Laine - A  
Kristin Lilly-Porter - C  
Isaac Lopez - C  
Joe McMahan - C  
Steve Mills - A  
Michael Simon - B  
Sharon Tavaglione - F  
Lisa Walters - B  
Kaitlin Wood G  
Judy Zavzrsky G  

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Renee De Canio - C  
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Karen Hauschild - F  
Nancy Hillard - D  
Michelle Hoffman - F  
Catherine Hutzel - E  
Rob Iverson - B  
Daniel Laine - A  
Kristin Lilly-Porter - C  
Isaac Lopez - C  
Joe McMahan - C  
Steve Mills - A  
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Sharon Tavaglione - F  
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More info:  
National School Studios

Mike Westra  
703 Pier Avenue, Suite B-231  
Hermosa Beach, CA 90254  
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Kristin Lilly-Porter - C  
Isaac Lopez - C  
Joe McMahan - C  
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Michael Simon - B  
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Kaitlin Wood G  
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More info:  
National School Studios
CADA Board of Directors

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Chino Hills High School
Chino Hills, CA
president@cada1.org

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San Jose, CA
preselect@cada1.org

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Vice President
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South Lake Tahoe, CA
vp@cada1.org

MONICA ANDERSON
Past President
Nipomo High School
Nipomo, CA
pastp@cada1.org

ALLISON GADEKE
Area A Coordinator
Sierra Middle School
Stockton, CA
AreaA@cada1.org

LORRAINE MARTINEZ
Area B Coordinator
Maria Carrillo High School
Santa Rosa, CA
AreaB@cada1.org

LAURETTA ELDRIDGE
Area C Coordinator
Stockdale High School
Bakersfield, CA
AreaC@cada1.org

MARGARET NAROIAN
Area D Coordinator
North Salinas High School
Salinas, CA
AreaD@cada1.org

DEBI WEISS
Area E Coordinator
Ayala High School
Chino Hills, CA
AreaE@cada1.org

KEVIN FAIRMAN
Area F Coordinator
Marina High School
Huntington Beach, CA
AreaF@cada1.org

HEIDI CHOI
Area G Coordinator
Santana High School
Santee, CA
AreaG@cada1.org

SANDI KURLAND
Leadership/CASL Coordinator
Ramona, CA
leadership@cada1.org
www.casl1.org

MATT SOETH
Technology Coordinator
Kimball High School
Tracy, CA
tech@cada1.org

JACK ZIEGLER
Leadership Camps Coordinator
Woodland, CA
cadaleadershipcamps.org

CADA CENTRAL
Glenn Zimmerman
Executive Director
glenn@btfenterprises.com

Stephanie Munoz
Account Manager
stephanie@btfenterprises.com

CADA Board of Directors

3540 Soquel Avenue, Suite A
Santa Cruz, California 95062

Calendar of Events

2013-2014

Registration materials are available online for all Area Conferences and the State Convention at: www.cada1.org

For the CASL Conference: www.casl1.org

For Leadership Camps: cadaleadershipcamps.org

Area A
Advisor Conference
August 24-25
South Lake Tahoe

Area B
Advisor Conference
September 25
Union City

Area C
HS: October 1
MS: October 2
Woodland

Area D
MS & HS Conferences (North) September 26
Salinas

Area D
MS July 8-10; HS I July 13-16;
HS-II July 18-21; HS-III July 23-26; @ UCSB (2013)

Area D
MS Conferences
November 13
Ventura

Area F
HS Conference
November 25
Anaheim

Area G
HS & MS Conference
November 6
Ontario (2014)

Area A
2014 State Convention
March 5-8, 2014
Reno, NV

Area C
HS & MS Conferences
September 6
Hanford

Area D
Advisor Conference
September 9
HS Student Conference
October 4
San Luis Obispo

Area F
MS Conference
October 3
Riverside

Area E
HS & MS Conference
October 15
Pasadena

Area C
Advisor Conference
December 3
Fresno

Area D
MS: March 27-29
HS: March 29-31
Ontario (2014)

CASA

Please route to the following people:

[ ] Activities Director
[ ] Advisors
[ ] Principal
[ ] Other Admin.
[ ] Yearbook
[ ] Cheer Advisor
[ ] NHS
[ ] ASB President
[ ] Key Club

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