



volume 112  
issue 4

# CADA News

learning • leading • living



## Convention 2013

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



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# From our president



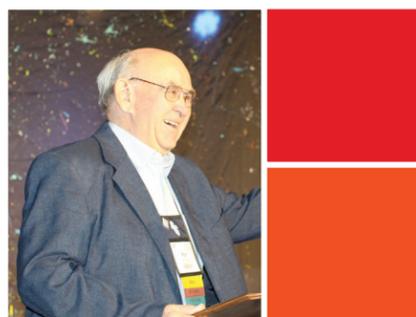
while embracing their uniqueness. David Garibaldi shared that there are a lot of students on our campus like him that need that special teacher who cares. He encouraged us to "create," "develop" and "repeat". Richard Parkhouse reminded us that every student has a story that needs to be heard. "Thank you CADA" for being the "artistic master" that we can learn from as we create our own masterpieces on our campus.

My goal as CADA President is to work together with the other CADA Board members to continue to provide meaningful programs for the students and advisors in the State of California and beyond. I am passionate about reaching out to the schools in California that are not presently involved with CADA and sharing with them all we have to offer. I will help market and support our programs like the CASL Convention, CADA Leadership Camps, our new Raising Student Voice and Participation (RSVP) Program, Area Conferences and CASL Leadership Development Days. We've started some new marketing techniques by creating the CADA/CASL membership window decals and CADA and CASL lettermen's jacket/sweater patches. My goal is for more people to utilize the amazing technology resources available through the CADA and CASL websites and Facebook pages.

After four full days in San Diego attending workshops, sharing ideas, networking with other activity directors, being encouraged by keynote speakers, and feeling the inspiration from others I know that CADA is truly a "masterpiece." I am so humbled to serve as the CADA President. I returned home with a renewed spirit full of ideas to help me create an activities program that reaches out to all students on my campus. Jason Hewlett reminded us that's it's "okay" to be weird, that we need to encourage students to be themselves

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



# Meet your New VP!

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](mailto:skrzaczek@hotmail.com) or at (530) 318-8905. I am here to serve YOU!

*Suzy Krzaczek*  
CADA Vice President



# 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 CASL 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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# 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 organization's constitution, directory of officers and members, forms for things like project planning, purchasing supplies, submitting announcements, requesting room reservations, and so forth is also a good idea.

## • 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 has sponsored in the past are you looking forward to doing again this year?
- What activities 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!

The continuing success of an organization depends in large part on the quality of its leaders. Officers who take an active role in leading the activities of the organization will help ensure a successful year for everyone.

*Lynn Fiscus*

Founder of Leadership Logistics  
www.leadershiplogistics.com

# Quotes: Who said that?

A.) "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."

B.) "Live as if you were to die tomorrow; learn as if you were to live forever."

C.) "Dreams don't work unless you do."

D.) "Tell me and I forget. Teach me and I remember. Involve me and I learn."

E.) "Who dares to teach must never cease to learn."

F.) "It is not what is poured into a student that counts but what is planted."

A.) Buck Rodgers, B.) Mahatma Gandhi, C.) John Maxwell, D.) Benjamin Franklin, E.) John Dana, F.) Linda Conway

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# Fresh New Leadership Activities



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 11/12/1/2/3/4 in each piece. The secret is to see the 11 and 12 as 1+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 an 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 travel (or you can choose different items). When the activity begins, each student introduces themselves to someone. The next time, they introduce themselves as the last person they met. This repeats until you end the activity. This activity teaches how confusing it is when you try to be someone you are not.

**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 take calculated risks sometimes (IE - cross the circle) 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 one 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 from iTunes - search for Sullivan Ballou, it is the last track



on the Original Soundtrack Recording The Civil War. This is a reading of a letter written by a, then active-duty, civil war soldier to his wife. Ask the students to listen and as they do to think about (or write down) what they think Sullivan’s defining characteristic is. (I think it is conviction. The drama comes from his conflicting convictions of family man and patriot.) After the 3-minute reading, ask the students to share. This activity teaches two lessons: the list of traits they share about Sullivan is an excellent list of traits to personally strive for and the importance of sacrificing for your conviction for your beliefs and values.

**9. Balloon Toss** - Instructions can be accessed in the Activator giveaway from the 2011 CADA Convention. Download at: [https://dl.dropbox.com/u/2789945/2011\\_CADA\\_The\\_Activator\\_Giveaway.pdf](https://dl.dropbox.com/u/2789945/2011_CADA_The_Activator_Giveaway.pdf).

**10. Mattress Company** - Instructions can be accessed in the Activator giveaway from the 2011 CADA Convention. Download at: [https://dl.dropbox.com/u/2789945/2011\\_CADA\\_The\\_Activator\\_Giveaway.pdf](https://dl.dropbox.com/u/2789945/2011_CADA_The_Activator_Giveaway.pdf).

**Rhett Laubach**  
Your Next Speaker

## The Heart of Leadership

Keeping your leaders on track during their second semester:

1. Have your leadership class make a list of words that define the traits a leader should possess. (Words like: listen, compassion, inspire, trust)
2. Cut out a paper heart for each student.
3. On one side of the heart have each student write down their name and the one leadership word that is their personal “passion”.
4. Each student selects a partner and shares their words. Explain why it is their word. Listen to the other’s explanation. Talk about how they are going to put that word into action or how they have already put it into action.
5. On the back of their hearts write their action plan...“How are they going to make their leadership trait their passion?”... In other words...“How are they going to take their word to “HEART”?”
6. Hang the hearts on the ceiling of your leadership classroom for all to see the “hearts of leadership”.
7. Each month get with new partners and share experiences of “hearts of leadership”. How are your leadership students affecting others on your campus by living their words?

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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 booth, 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 worlds 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 CADAholic. 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 years 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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## Convention Wrap Up Cont. from page 1

rates, and college success rates. This participation practically eliminates the likelihood that a student will choose to drop out or “walk out” of high school while it provides an opportunity to learn and practice social emotional learning (SEL) which reduces behavior remediation costs in both time and money.

Two Google “experts” helped you “Paint your Digital Masterpiece” through some intense training in Google Docs or in creating your own online personal communication network for school. You learned how to master your blog, share documents online, create a website, tweet, mass text, and how to manage it all from your very own computer or iPad, or iPhone, or Smart Phone or...

All this and you hadn’t even registered yet! Once the conference really got rolling, beyond the collage of workshops and presentations, the keynoters 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”, he said to “mimic the masters” and he asked us about our “signature move.” He suggested “It’s how we’d stand out in a sit down world.” His message was inspired, creative and entertaining, reminding us to “neglect normal and discover the disqualifiers in our lives.”

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.” A high school animation teacher first inspired him to take his passion for graffiti and move it into a more positive and creative direction. Garibaldi never forgot this encouragement and more importantly the value of someone believing in him. David sees every performance as an opportunity to give back – either through teaching youth or providing resources to the community. His four step look at life: “Imagine, Create, Sketch,



Repeat” with the focus on “Repeat” truly struck a chord with the audience.

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 mentor. 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://blueroutepublishing.com/iwishicouldtellyou/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: from Thought, to Sketch, to Masterpiece** provided wisdom of the masters (that we saw present all week long), but more than that (stealing a phrase from Octavia Spencer the Academy Award winner from “The Help”) ... “It changed the way we dream”.

# 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.

CADA was very proud to present college scholarships at the CASL State Convention to ten student leaders. **McKenna McFarland from Quartz Hill High School was awarded the \$1,000 Scholarship.**

The following 9 students each received \$840:

- Matthew Greathouse from Chino Hills High School
- Zachary Peterson from John F. Kennedy High School
- Aloukika Shah from John C. Kimball High School
- Chelsea Ner from John A. Rowland High School
- John Stewart Gordon Aitchison from Maria Carrillo HS
- Shelby Lord from Maria Carrillo High School
- Sarah Pitts from Quartz Hill High School
- Noah Cole from Rancho Cucamonga High School
- Andrew Vasquez from Will C. Wood High School

Congratulations to all our student leaders who are making a difference on their campus. Thank you to all our CADA members who took part in our Art Auction. What a blessing to help make so many students’ dreams come true.

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# 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 Jr. 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.

## Area B

**Sara Cowey Catali**  
San Mateo High School

Sara Cowey Catali 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.

## Area C

**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."

## Area D

**Peaches MacKenzie**  
Notre Dame High School

Peaches class has credibility, integrity and embraces the love for student activities. She guides her students in helping them develop an effective plan through learning organizational skills, goal setting and time constraints. She radiates being positive and optimistic. Ms. MacKenzie leads by example and allows her students the same freedom. She always keeps in mind that her students need to put their own stamp on the activity which adds to their character as individuals and their ability to work as a team member. She continually validates her students to let them be themselves so they can realize their potential which is a vital component to their success. From the Welcome Back Rally to the Prom, there is positive reinforcement. She takes time to chat with class officers, staff and parents. She is able to connect the Notre Dame School community to the Salinas Valley community as well. Being activities director and having a leadership/ASB class gives her students the connections both inside the classroom and in community action projects. She always remembers that it is "about the kids." The bridges that Peaches and her students have built over the last few years have touched the students, staff and community. There is

pride and confidence; her students will say that being involved has added to their success. The success of the program belongs to the kids. Ms. MacKenzie is the guide.

## Area E

**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 that "team spirit" and LOBO PRIDE. He has prepared curriculum lessons from the legendary John Wooden's book on Leadership. Lobo Pride 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.

## Area F

**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 Camp.

Sharon attempts and succeeds to promote clubs on campus. Clubs allow students of like interests to become involved in the campus community. The number of clubs on her campus has risen dramatically since she became ASB Advisor.

Sharon has often said that she wishes she had been involved in student activities sooner in her career. It is something she really enjoys.

## Area G

**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 Colt 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.



## CADA's social network

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**JULY 18-21**

U.C. SANTA BARBARA III HIGH SCHOOL  
**JULY 23-26**

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

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[www.youtube.com/cadacamps](http://www.youtube.com/cadacamps)



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# I Wish I Could Tell You

By Bob Tryanski

Illustrations 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](http://www.bobtryanski.com). To learn more about the illustrator Dottie Moore visit [www.dottimoore.com](http://www.dottimoore.com).

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# 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?



## Aministrator

- 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.
- 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.

## Teacher

- 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 coesocial 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.
- Emphasize the many benefits of involvement in student activities when asking for financial assistance and support from 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 consequences of short-term funding cuts to student activities by pointing out the missed benefits and lost opportunities.

## Advisor

- Show how your program supports the principal's goals.
- Tie in with curriculum standards in as many areas as possible; connect to the curriculum for real-world practice of academic concepts.
- 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.

- Emphasize the many benefits of involvement in student activities when asking for financial assistance and support from local businesses, corporate sponsors, and community foundations.
- 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 school and community.
- Remind school board members, elected officials, and other community members that student activities develop core social and emotional skills in ways the traditional curriculum does not.
- Emphasize the long-term consequences of short-term funding cuts to student activities by pointing

## Parents & Community

- Be a catalyst for developing financial partnerships between your school and 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 kids, with other parents, and with the members of your community.



When X = Student Activities, performance follows!

# Outstanding Activities Awards

<b>Bear Valley Middle School</b> Advisor: Denise VanDoorn & Vanessa Lodge	<b>Excelsior Middle School</b> Advisor: Kim Karr & Louise Colbert	<b>Mendenhall Middle School</b> Advisor: Joyce Meyer	<b>Ruben S. Ayala High School</b> Advisor: Deborah Weiss
<b>Beaumont High School</b> Advisor: Jennifer Martin	<b>Francis Parker High School</b> Advisor: John Morrison & Jill Duehr	<b>Mesa Middle School</b> Advisor: David Osterbauer	<b>Santa Fe High School</b> Advisors: Fernie Fernandez & Marissa DeCasas
<b>Bidwell Jr. High School</b> Advisor: Bill Battaglia	<b>Grossmont High School</b> Advisor: Jeremy Hersch	<b>Modesto High School</b> Advisor: Gloria Hernandez	<b>Sierra Middle School</b> Advisor: Allison Gadeke
<b>Carmel High School</b> Advisor: Leigh Cambra	<b>Herbert Slater Middle School</b> Advisor: Sandi Martin	<b>Murrieta Mesa High School</b> Advisor: Erin Moran	<b>South Pasadena High School</b> Advisor: Casey Shotwell
<b>Ceres High School</b> Advisor: Linda Cooper	<b>Horner Junior High School</b> Advisor: Mattew Shaffer	<b>Murrieta Valley High School</b> Advisor: Geniel Moon	<b>Temescal Canyon High School</b> Advisor: Cari Strange
<b>Chino Hills High School</b> Advisor: Janet Roberts	<b>John A. Rowland High School</b> Advisor: Leslie Phillips	<b>North Salinas High School</b> Advisor: Margaret Noroian	<b>Tuffree Middle School</b> Advisor: Karen Sieper
<b>Crean Lutheran High School</b> Advisor: Nicole Moon	<b>John C. Kimball High School</b> Advisor: Matt Soeth	<b>Pacifica High School</b> Advisor: Michael Castanon	<b>Twin Peaks Middle School</b> Advisor: JJ Barlow
<b>Don Antonio Lugo HS</b> Advisor: Connie Weeks	<b>Kraemer Middle School</b> Advisor: Don Shaffer	<b>Patriot High School</b> Advisor: Mark Lantz	<b>Valley Center Middle School</b> Advisor: Carol Cultrera
<b>Douglass Middle School</b> Advisors: Melissa Edsall & Ted Wimberg	<b>Lone Hill Middle School</b> Advisor: Leslie Sandoval	<b>Pioneer High School</b> Advisor: Patricia Hill & Gilbert Castaneda	<b>Vista Murrieta High School</b> Advisor: Hien Nguyen
<b>El Dorado High School</b> Advisor: Eron Campuzano	<b>Maria Carrillo High School</b> Advisor: Lorraine Martinez	<b>Quartz Hill High School</b> Advisor: Jeff Culver	<b>Whitney High School</b> Advisor: Jennifer Yadon
<b>Ensign Intermediate School</b> Advisor: Lindsey Charron	<b>Marysville High School</b> Advisor: Michelle Hendrix	<b>Rancho Cucamonga High School</b> Advisor: Francie Ward	<b>Ygnacio Valley High School</b> Advisor: Corissa Stobing
	<b>Meadowbrook Middle School</b> Advisor: Joe Gizzo & Janice Teixeira	<b>Redwood High School</b> Advisor: Isaac A. Lopez	<b>Yorba Linda Middle School</b> Advisor: Patricia Holt

## What is RSVP?

The goal of RSVP is to provide leadership opportunities to the entire student body, so they can take the initiative to make changes at their school. The novel thing about the RSVP program is that it extends outside of ASB groups and to the entire student population. No student is left without a voice in the RSVP program.

## How does it work?

When a school decides to start using the RSVP process on their campus, the first step is for the ASB and administration to select a team of diverse students who have a positive impact on the school's climate (athletes, actors, club members, and other influential students). This leadership team will train student facilitators who go to "homeroom" classes-or any class which every student will take, like an English class-and lead discussion "summits" which make up the four steps of the RSVP process. The process works by running through a timeline in a recurring way. Once one student desire has been met, the summit process begins again. RSVP is a continual work that allows the ever-changing needs of the student to always be met.

## Who is involved?

For the RSVP Process to be the best it can be, you'll need the participation of everyone who has a stake in fostering an intellectually curious, welcoming, and participatory campus culture. While this means different things for different schools, it generally includes people and groups like:

- Principals and Assistant Principals
- Advisors, Coaches, and Teachers
- School Psychologists and Guidance Counselors
- Members of Local Government
- School Safety Officers
- ASBs
- Athletes, Actors, Club Members
- Other Influential Students

**"Before RSVP, I did not realize that I was allowed to make a difference."**  
-Student participant

## Need more info?

Contact Sandra Kurland  
Leadership Development Coordinator  
(619) 957-9107  
sandra.kurland@caslboard.com

## 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), CADA/CASL is offering ASBs, administrative teams, and community leaders in California the opportunity to join forces with student leaders across campus that work outside of the leadership classroom to recognize and solve the issues most important to their schools and communities creating a positive school climate and culture for all.

# Links & Resources



Kimmy Karr,  
Excelsior Middle  
School from Area A,  
presented an entire lesson  
about Leadership on ...  
YouTube at the CADA & CASL  
State Conferences this year

and it had inspired us to share out some of the coolest videos on YouTube that you can use in your class. A Big shout out to Kim Karr, Ron Ippolito, Matt Soeth, Paul Chylinski and Jeremy Hersch for brainstorming this list.

### From Kimmy Karr's workshop:

1.) Stuck on an escalator: How do you take initiative as a leaders?

<http://www.youtube.com/watch?v=CwOi4D9IPig>

2.) Take Initiative-New Anthem of India: Have you taken initiative and others joined you? Tree represent?

<http://www.youtube.com/watch?v=csSuVnKymG0>

3.) Beyonce saves Taylor Swift: When have you shown class before?

[http://www.youtube.com/watch?v=6LtsX\\_6on7g](http://www.youtube.com/watch?v=6LtsX_6on7g)

4. Anti-Bullying Red Head: Have you ever taken a stand on someone bullying before?

<http://www.youtube.com/watch?v=nWJut7KQh14>

5. Words Hurt: What hurtful comments do you hear or say? How can you stop it?

<http://www.youtube.com/watch?v=1j6YA03hm4k>

6. Tightly Whites: Why does a school have a school dress code? Do jobs have dress codes?

<http://www.youtube.com/watch?v=rea86ELXafY>

### The Brainstorming listing:

1. Everyone can learn something from this video:

<http://www.youtube.com/watch?v=757bq0Op1gE>

2. CADA's Harlem Shake:

<http://www.youtube.com/watch?v=IOSshy72ZLw>

4. Memoirs of an ASB kid:

<http://www.youtube.com/watch?v=JkoDrCaZt5Y&list=UUsb3vKNX5kyPhSjch2CttgA&index=11>

5. Stuff Activities Directors Say:

<http://www.youtube.com/watch?v=wKtayHXyJl0&list=UUsb3vKNX5kyPhSjch2CttgA&index=14>

6. Shadow Puppets:

[http://www.youtube.com/watch?feature=player\\_embedded&v=PIX-DW8Qk4w#](http://www.youtube.com/watch?feature=player_embedded&v=PIX-DW8Qk4w#)

7. This is a newer one, the idea of everything we do leads to a moment:

<http://www.youtube.com/watch?v=vkC-YKNuF90>

8. Movie of your life:

<http://www.youtube.com/watch?v=JCQXbNbaVIE&list=FLXE0yJWJhk9ERcEb5zfgk1Q>

9. If you had to make a movie of your life, what would be in it? Who would direct it and what would it be about? Who would play you?

10. Life Vest, Good Deeds Could pay forward:

<http://www.youtube.com/watch?v=nwAYpLVyeFU&list=FLXE0yJWJhk9ERcEb5zfgk1Q>

11. Stuff Student Leaders Say:

<http://www.youtube.com/watch?v=X5F6gmnT2ec&list=FLXE0yJWJhk9ERcEb5zfgk1Q>

12. Where good ideas come from:

<http://www.youtube.com/watch?v=NugRZGDpPFU&list=FLXE0yJWJhk9ERcEb5zfgk1Q>

### 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=fuBmSbiVXo0&list=FLXE0yJWJhk9ERcEb5zfgk1Q>

2. The surprising truth behind what motivates us:

<http://www.youtube.com/watch?v=u6XAPnuFjJc>

How are you motivated? Do you agree or disagree?

3. RSA Animate: how time affects our way of thinking

<http://www.youtube.com/watch?v=A3oliH7BLmg&list=PLA7E1B850F2153DAA>

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&feature=youtu.be>

6. ASB Directors can work miracles under pressure like the Google Mom:

<http://youtube.com/FyJZqHyKKIw>

7. Be part of the circle of kindness / Kindness Boomerang:

<http://www.youtube.com/watch?v=nwAYpLVyeFU&feature=youtube>

8. Don't judge a book by its cover / Susan Boyle - Britain's Got Talent audition:

<http://www.youtube.com/watch?v=JSDoPY9B0wQ>

9. Commitment and Perseverance / Dick and Rick Hoyt:

<http://youtube.com/dDnrLv6z-mM>

# MAA Graduates

## 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 Catalli - B  
Wendy Cochran - B  
Raven Coit - A  
Christina Cruz - B  
Renee De Canio - C  
Dianna de Matos - C  
Kari Enciso - F  
Michele Fichera - B  
Mary Alice Finn - C  
Summer Flaherty - E

Wendie French - B  
Paulette Gasporra - 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 Zazvrskey G

[www.cada1.org/certification](http://www.cada1.org/certification)



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**Please route to the following people:** [ ] Activities Director [ ] Advisors [ ] Principal [ ] Other Admin. [ ] Yearbook [ ] Cheer Advisor [ ] NHS [ ] ASB President [ ] Key Club

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# Calendar of Events

## 2013-2014

Registration materials are available online for all Area Conferences and the State Convention at:  
[www.cada1.org](http://www.cada1.org)

For the CASL Conference:  
[www.casl1.org](http://www.casl1.org)

For Leadership Camps:  
[cadaleadershipcamps.org](http://cadaleadershipcamps.org)

