



NEWSLETTER

OUR MISSION

California Association of Directors of Activities was established in 1957. CADA is the largest statewide support network for Activities Directors in the nation. Our mission is to promote and support leadership development through student activities.



WELCOME BACK!

Bienvenidos! Welcome to a new school year filled with endless possibilities and fresh beginnings! As activities directors, we have a unique and exciting opportunity to shape the experiences of our students and staff. Our mission is clear - to build strong relationships that foster inclusivity, creativity, and equity within our school community. And at the heart of this mission lies our incredible students, who are the driving force behind the positive change we aim to bring.

Continued on page 2

HIT THE GROUND RUNNING:

SOME CLUTCH EARLY EVENTS FOR STUDENT INVOLVEMENT

Whether you're a veteran Activities Director or advisor with several years of experience, or you are brand new to the gig for this coming school year, the thought that goes through all of our heads around this time is: "Where do we begin?" And obviously that question has several layers of answers to it, from forming your ASB Leadership class, to conducting teambuilders, to getting paperwork straightened out, lesson planning, and of course, event planning. We'll focus on that last one for this article, since it's the most fun part of our job, and will have the biggest impact on your campus community.

CONTINUED ON PAGE 4





PRESIDENT'S MESSAGE

CONTINUED FROM PAGE 1

BONNIE BAGHERI

CADA President
bbagheri@cadaboard.org

Students are not just the recipients of our activities; they are active participants, leaders, and changemakers. By involving them in the decision-making process and ensuring their voices are heard, we empower them to lead and influence the direction of our schools positively. It is through collaboration and partnership with our students that we can truly create a vibrant and supportive learning environment.

Communication is the key to understanding one another, and we encourage all activities directors to embrace this principle. Let us take the time to share our own lives, cultures, and experiences with our students. In turn, we should encourage them to do the same with their peers and us. These meaningful exchanges not only foster understanding and empathy but also create a sense of belonging within the school community.

We understand that schedules can be tight and finding time for such interactions might seem challenging. However, dedicating just 3-5 minutes a day to be intentional about class openers, playing games, or sharing anecdotes from our lives can make a significant impact. These small gestures of human connection can create a positive ripple effect,

shaping the overall atmosphere of our schools and enhancing the overall learning experience. The past year has taught us a valuable lesson - the importance of human interaction and genuine connections. The pandemic reminded us that we are, at our core, social beings who thrive on meaningful relationships. As we embark on this new school year, let us carry this understanding forward and foster an environment where our students feel seen, heard, and valued.

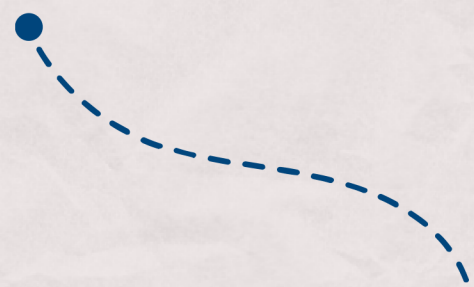
Inclusivity, creativity, and equity are not just buzzwords; they are guiding principles that will shape our activities and decisions. By embracing the strength of our diversity and encouraging student leadership, we lay the foundation for a more inclusive and harmonious school community.

As activities directors, we have the power to make a lasting impact on the lives of our students. Let us be strong in our commitment to building meaningful relationships and creating opportunities for our students to shine. Together, we can make this academic year a remarkable journey filled with growth, learning, and unforgettable memories.

Here's to a successful and transformative school year!

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2024 CADA CONVENTION



JOE MCMAHON

CADA President-Elect

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I cannot wait to see you in Reno. I look forward to connecting & being rejuvenated with all the CADA spirit that only the annual CADA Convention can provide to finish off the school year. We will gather in Reno 2024 to celebrate the 60th Anniversary of the CADA Convention with the theme of CADA Spirit Games. While participating in the glorious games you will have the opportunity to enhance your understanding of how to encourage and embrace all the students and staff on your campus. The convention always provides new ideas, resources, and support for our new and seasoned members. We will have three impactful keynote speakers that will stimulate your inclusionary nature to reach out to those students on your campus that are apprehensive and unsure of their social standing on campus. They will share their life lessons and experiences with you in an effort to move you to tears and joy that will inspire you to look out for people on campus and in the community that needs to be accepted and celebrated. Lastly, they will nurture and motivate you beyond your expectations to "Make a Difference Everyday" in people's lives. This year we will be joined by the Killer Dueling Pianos as part of the interactive and high-energy nightly entertainment. The convention will have some of the

nation's most talented workshop presenters, providing information that is viable in today's world. In Reno, come meet some of the most inspiring and entertaining speakers that can make your students want to do their part in changing the world. We will also have a large exhibit hall full of companies showing all the newest attractions, apparel designs, fundraisers, entertainment experiences, and much, much more. As always the CADA Bookstore will be there to offer resources for all aspects of your student leadership program. This year I have created an activities committee made up of representatives from all the areas of CADA and they have been brainstorming ideas of how we can support educators at the school sites in our ever-changing world. The goal of the activities planned by the games committee will be things that you will be able to use the week you return to school. My goal is to make every portion of the Spirit Games meaningful and resourceful to the membership. I can't wait to see you March 6th-9th, 2024.



CADA STATE CONVENTION REGISTER NOW!



6-9
March



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2024 CADA STATE CONVENTION
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HIT THE GROUND RUNNING:

SOME CLUTCH EARLY EVENTS FOR STUDENT INVOLVEMENT

Continued from the front cover

“ Three awesome early events to boost school spirit, establish a positive culture, and create lasting memories. ”

ADAM ERICKSON

ASB Leadership Class Advisor/Activities Director
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Having a few events at the beginning of the year, while challenging to organize and hard to fit into a packed September school schedule (think the beginning of the year assemblies, parent nights, team tryouts, etc.), can be a game-changer when it comes to establishing positive student experiences that can last the entire school year. I'll share with you three key events that my ASB Leadership class puts on each year at Rio Vista Middle School to start our students off on a positive path to success, both socially and academically. If you're a veteran or a newbie, perhaps these will give you some ideas about what you can do at your school too!

I'll begin with one event that my school does even before the school year begins: 6th Grade Orientation. Whether in middle or high school, the concept is the same: welcome your newest students to campus and give them and their parents a lay of the land. Now, you may think that your school already does this, and you may not even be involved. But ask yourself: "Is it FUN?" If your orientation events are a simple gathering in your multipurpose room or Gym while the administrator shares a lengthy presentation about school policies and how not to break the rules, it's time to rethink how this goes. After all, an orientation for your new students should make them feel welcome, not like they're already in trouble! At my school, we hold 6th Grade Orientation once a weeknight approximately one week before school starts, so parents can attend after work. It is scheduled for the same day as my ASB Summer Retreat, so we can spend part of the retreat day planning and preparing for the event. We set it up like a station rotation activity in a classroom, using our Quad space. As new 6th graders and their parents show up, they can freely go to any station they like in any order, and they receive a "punch card" at the gate that they can redeem on their way out for a free school shirt if it is hole-punched by every station. The stations we include to provide information to parents and students are: Music and Drama Programs, PTSA, Front Office (to receive login codes for our online grade system), PE Clothing purchases, ASB Campus Tours, Athletic Programs, and sometimes a few more if others want to join in. Also, our administrators do give a 15-minute long presentation on school policies, but they give them 3 or 4 times during the event so parents and students can choose when to go. In the past, we have even had a taco truck or ice cream truck available. This event shows parents and students all the amazing things our school has to offer and helps to temper the anxieties many 6th graders feel about starting middle school. Even though they're older, incoming freshmen have similar anxieties too, and a well-planned and fun Orientation event can make all the difference.

The second early event that my school's ASB Leadership class puts on is Club Rush. I am very lucky to work at a school where many of our Staffuly enjoy hosting lunchtime and after-school clubs for our students to experience. However, if you are at a site where everybody locks their doors at lunch, I can relate, and my school wasn't the way

it is now. So if you're looking for a way to get lunchtime clubs started, email me and I can give you some strategies. Anyway, back to Club Rush. Each year, we have some continuing clubs, and we have some new clubs created and some old ones shut down, just based on interest. So the way we do Club Rush is that during the second (!!) week of school, ASB advertises signups to receive a table at Club Rush. Students come by and sign up with their name, their club's name, and their advisor (if they have one yet). Then based on that, one week later, so the third week of school, we host the lunchtime Club Rush event. ASB sets up as many tables as we have signups for, and each club gets a signup sheet. Students in each club sit at their tables and advertise as kids walk by to try to get signups. Then, I usually coordinate finding advisors for any "homeless" clubs that have significant student interest. Doing it this way puts kids in control, and shows off what they want to spend their lunchtime doing. In addition, I use this as an advertising pull for my teacher colleagues to advise existing clubs or start their own, relating how awesome it is to spend time with kids who are genuinely interested in something. Establishing lunchtime clubs through Club Rush is a great way to kindle excitement about coming to school in students as well as your colleagues!

The third event that we always try to cram into the beginning of the year is the Welcome Back Rally. Admittedly, this takes longer to get together than I would like, and I am working on that. In years past, we have only been able to get this going in the fourth week of school, and I would love to do it earlier. Some day! However, by this time, we have started to see whatever consistent behavior challenges among the student body emerge that we will need to focus on this year, which connects to our Rally quite well in fact. Our Welcome Back Rally combines many things: 1. Our Jostens Renaissance™ recognition for the previous trimester (last year); 2. A positive principal's message to the whole school; 3. Fall Athletics recognition; and 4. Entertainment from our Band, Cheer, and Dance teams. This Rally replaces what we used to do: Discipline Assemblies. If you gagged a little when you read that, I understand. To satisfy the "powers that be," sprinkled throughout the Rally, my ASB kids put on skits associated with common school policies we want to (comically) remind kids to follow: dress code, respect, cell phones, etc. It provides a low-key and non-accusatory way of reminding kids to follow school rules, but also within a fun environment. Those old discipline assemblies basically said "Here are the rules. We expect you to break them. Here's what happens when you do." But our Welcome Back Rally shows off all the fun and rewarding activities being a positive part of our school community provides, gently reminds everyone of the school policies, and gives an incentive to be part of maintaining the great culture our school has, rather than purposely tearing it down, as a hardline discipline talk essentially challenges kids to do.

Well there you have it, three awesome early events to boost school spirit, establish a positive culture, and create lasting memories. If September is fun for students, it's more likely they'll see the positive side of all the other months to come.

REGIONAL/AREA EVENTS

1-DAY TRAININGS FOR BOTH STUDENTS & ADVISORS



AREA A COORDINATOR

Melissa Edsall
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9/6/2023

LDD - Harriet Eddy Middle School - MS Delegates
Elk Grove, CA

9/12/2023

LDD - Sutter Union High School - MS Delegates
Sutter, CA

9/20/2023

LDD - Lee MS + Douglass MS - MS Delegates
Woodland, CA

10/3/2023

Woodland High School Conference
Woodland, CA

10/4/2023

Woodland Middle School Conference
Woodland, CA

10/11/2023

LDD - Bidwell Jr. High School - JHS Delegates
Chico, CA

10/17/2023

LDD - Summerville High School - MS/HS Delegates
Tuolumne, CA

11/4/2023

Sacramento Area Advisor Conference
Sacramento, CA

4/30/2024

Modesto Student Leadership Conference
Modesto, CA



AREA B COORDINATOR

Monique Walton
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11/20/2023

Bay Area Student Conference
Union City, CA



AREA C COORDINATOR

Nestor Cerda
areaC@cada1.org
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10/16/2023

Hanford Student Conference
Hanford, CA

12/5/2023

Fresno Advisor Conference
Clovis, CA



AREA D COORDINATOR

Lisa Walters
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11/7/2023

Santa Maria Student Conference
Santa Maria, CA

11/9/2023

Oxnard Student Conference
Oxnard, CA



AREA E COORDINATOR

Ruth Simonds
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10/11/2023

LDD - Chaminade Middle School - PRIVATE
Chatsworth, CA

10/24/2023

Pasadena Student Conference
Pasadena, CA

11/3/2023

LDD - Lone Hill Middle School - PRIVATE
(Elementary Schools in Bonita USD)
San Dimas, CA

1/24/2024

LDD - Chino Hills High School - HS Delegates
Chino Hills, CA

2/6/2024

Pomona S.T.A.R.S. Student Conference
Pomona, CA



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AREA F COORDINATOR

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9/7/2023

LDD - Riverside Prep Middle School - MS Delegates
Oro Grande, CA

9/13/2023

Temecula Advisor Conference
Temecula, CA

10/9/2023

Inland Empire Middle School Student Conference
Perris, CA

10/27/2023

LDD - Kraemer Middle School - MS Delegates
Placentia, CA

11/8/2023

LDD - Rialto High School - MS and HS Delegates
Rialto, CA

11/14/2023

LDD - Liberty High School - HS Delegates
PRIVATE
Winchester, CA

11/20/2023

Disneyland High School Conference
Anaheim, CA

2/15/2024

LDD - El Dorado HS (PYLUSD AVID) - MS Delegates - PRIVATE
Placentia, CA

2/22/2024

LDD - El Dorado HS (PYLUSD AVID) - MS Delegates
Placentia, CA



AREA G COORDINATOR

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9/18/2023

San Diego/Imperial Area High School Conference
Escondido, CA

9/21/2023

LDD - San Marcos Middle School - MS Delegates
San Marcos, CA

9/21/2023

LDD - Madison Middle School - MS Delegates - PRIVATE
Oceanside, CA

11/9/2023

San Marcos Advisor Conference
San Marcos, CA

1/26/2024

Carlsbad Middle Student Conference
Carlsbad, CA

4/23/2024

LDD - San Marcos High School - HS Delegates
San Marcos, CA

LDDS

Leadership Development Days (LDD) utilize experiential learning activities to unite students and develop lifelong skills. You can host one at your school!

www.cada1.org/ldd

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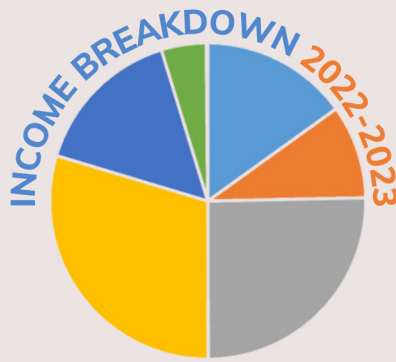
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CADA FINANCIAL RECAP



- Summer Leadership Camp
- Convention Income
- CASL Income
- Association Income
- Area Income
- LDD Income

RADON FORTENBERRY

CADA Treasurer
rfortenberry@cadaboard.org

Our school year is off to an exciting start after previous years of ever-changing pandemic events and protocols. In-person Leadership Camps this summer were very successful and Student and Adult Conferences are making highly anticipated returns. CASL and Leadership Development Days continue to promote leadership excellence.

As an organization we have weathered the financial storms of

the pandemic through the united efforts of fiscal responsibility. Previous planning and prudent practices supplied checking and investment account balances that have allowed us to provide excellent member services and content despite the challenging constraints imposed over the past two years.

Congratulations CADA! Cheers to a year of unlimited opportunities and growth.

THE VALUE IN DEVELOPING STUDENT ATHLETE LEADERS



JESSICA OWEN

Area E Council
Link Crew Advisor, Highland High School
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"We're All In This Together" - If you have seen the movie High School Musical then you have probably envisioned a school in which all student groups support each other. It is not as easy as Zac Efron makes it look.

The most valuable session I have ever attended at any teacher conference was one led by the CIF Commissioner regarding sportsmanship. I went down a rabbit hole reflecting on the position our student-athletes are put in, how we seem to associate elite athletes with just that one skill, how they are expected to balance academics and athletics, and we often dismiss their need for development outside of that. So, for the last 6 months, I have studied the student-athletes, had conversations about their needs and goals, and came up with 5 ways to grow our student-athletes and school culture at the same time.

1. VARIETY- When choosing candidates for your leadership programs make sure that they represent a wide range of clubs, programs, and teams on your campus. If you find you are missing representation from a certain sport or club, reach out to the coach or advisor to see who you should be recruiting. It is so valuable for our athletes to have a network of support on campus outside of their teammates.

2. GROUPING- Be intentional about grouping students from different subgroups. They will not like it at first, but after some team building, you can create a culture of celebrating successes and skills all over your campus. There is always something to celebrate and it is so fun to celebrate together!

3. FLEXIBILITY- Let your leaders know up front that during their season you expect them to be role models to other team members and underclassmen. In the off-season they will be expected to contribute more to support the students who are in season. A culture of support and encouragement is vital in a balanced leadership program.

4. SUPPORT- I keep things like cough drops, band-aids, safety pins, hair ties, and lotion in my classroom. Often when there is a big game the team leaders need one of these items, but they don't have them. They need a moment to have someone take care of them before they take on the pressure of leading their team. No matter how talented they are they still need reassurance before the pressure of leading a team.

5. EXPECTATIONS- Last but not least, let the athletes know that they are LEADERS. You take the time to develop and grow them, and that needs to stay with them all over campus and in competition. Integrity first. Bad sportsmanship is not acceptable from a student leader.

Our student-athletes know what is expected of them on the field, it is our responsibility as leadership teachers to teach them what is expected of them everywhere else.



MINDFUL MOMENT WITH MORTY

JILL MORTENSEN

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Start the Year Strong with Self-Determination

As we embark on a new year, it's important to set the tone for the months ahead. This is the perfect time to cultivate a mindset of self-determination, resilience, and unwavering self-belief. By embracing these qualities, we can overcome obstacles, pursue dreams, and make the most of the opportunities that come our way.

Self-Determination: Embracing Your Inner Drive

1. Self-determination is the inner force that propels us to take control of our lives and make decisions that align with our values and goals. It is the recognition that we have the power to shape our own destiny. By embracing self-determination, we tap into our innate potential and set the stage for a fulfilling year ahead. This involves setting clear intentions, defining our aspirations, and making a commitment to ourselves to follow through.

Staying Strong: Resilience in the Face of Challenges

2. No journey is without its obstacles, and staying strong is crucial to navigating the ups and downs that come our way. Resilience is the ability to bounce back from setbacks, adapt to change, and keep moving forward despite adversity. Cultivating resilience involves developing a positive mindset, practicing self-care, seeking support when needed, and learning from failures. Remember, it's not about avoiding challenges, but rather about building the strength to overcome them.



Being Fierce: Embracing Courage and Confidence

3. To make significant progress and achieve our goals, we need to be fierce. Being fierce means embracing courage, stepping outside our comfort zones, and taking calculated risks. It's about challenging self-imposed limitations and embracing new opportunities for growth. By being fierce, we demonstrate self-belief and the willingness to push ourselves beyond what we thought possible. Remember, great accomplishments often come from daring to do things differently.

Always Believing in Yourself: Harnessing the Power of Self-Belief

4. Self-belief is the cornerstone of success and personal fulfillment. It is the unwavering trust and confidence we have in our abilities, talents, and worth. When we believe in ourselves, we unlock our full potential and set the stage for extraordinary achievements. Cultivating self-belief involves celebrating our strengths, embracing our uniqueness, and focusing on our achievements rather than dwelling on failures. Remember, your mindset can be your greatest asset or your biggest obstacle, so choose to believe in yourself.

As we kick-start a new year, let's prioritize self-determination, resilience, fierceness, and self-belief. By nurturing these qualities within ourselves, we lay the foundation for a year filled with growth, success, and personal fulfillment. Embrace the power within you, stay strong in the face of challenges, be fierce in pursuing dreams, and always believe in yourself. Remember, the path to greatness starts with the unwavering belief that you are capable of achieving anything you set your mind to. Here's to a strong and empowering year ahead!



PERSPECTIVE FROM OUR YOUTH: STARTING THE NEW YEAR WITH EXCITEMENT



ABIGAIL CRADER

(Incoming 8th Grader)
Fred Newhart Middle School
2023-2024 ASB Secretary

To me, leadership means more than just being the person or group of people to make decisions for a particular group. I feel that it also means making changes to help improve everyone's experience somewhere, even if it breaks tradition. And most importantly, I have learned that leadership and friendship are two closely related things.

Being in a leadership class has helped me learn so many things, make new friends from a grade other than my own, and even make friends who go to different schools. At the beginning of the year, leadership training helped me learn the foundations of leadership. I learned that tradition is a good thing, but it can, and possibly should be, broken. As a returning ASB student, I look forward to what this new school year's

leadership training will bring and what new friendships I can make with people from both inside and outside my school. These friendships can help me make connections with new people I haven't met before and help me come up with new activities that ASB hasn't orchestrated yet.

As last year's ASB secretary, I can't even count how many new skills for organization I learned. I can now easily take down notes and type faster than I ever have been capable of before taking notes at ASB business meetings. This new skill is even helping me write this article now, and can even help me if I need to type anything else for both school and extracurricular activities.

I am very eager to keep learning new things about leadership, organization, and many other things in this upcoming school year. I know that there are always new things to learn and new friends to make. I doubt anyone knows what I will learn or who I will meet, and I can't wait to find out.



WE MUST BE SIBLINGS, RIGHT?

SHAWNA NUNES

Retired Athletic Director
Ceres High School, Ceres CA



Because sometimes you don't like them, and sometimes you can't live without them! I'm talking about the relationship between the Athletic Director and the Activities Director. Even though we each believed that (and like siblings were often vocal about) our job was "the hardest, had the most issues/problems, was the most important to school culture and spirit"—the reality was that neither would be successful without the other!

The most common, unhelpful refrain I have ever heard is, "It's not my job" or "That's not in my job description." Neither program will run smoothly nor effectively without the support of the other: it's a partnership of the greatest kind, and the best occurs when each AD considers the other an MVP on "Their" team.

Activities ensure students and staff know about upcoming athletics and events (one of the most important things to an athlete is people watching them) and organizes activities so that ALL students feel as though they belong and are a part of the school. This feeling is what makes a student say, "MY school", not just "school." Activities provide knowledge of rules, laws, regulations of school, and district policies regarding finances.

Athletics are the front porch of the school – it is what the community sees and reads about in the papers. Athletics

provides the student body and community with a sense of pride in supporting a "winner." It teaches students lessons in life: discipline, work-ethic, succeeding after a failure, and drive.

A team is ONLY accomplished by the AD's (and if possible, the secretary/support personnel) sitting down and comparing calendars, schedules, notes, comments, duties, and really teaching each other about their jobs. They don't have to do the others' job, but they should feel confident that in a pinch, they can cover for each other, and they should TRUST that each will cover for the other. For example, the Athletic Director should know how to fill out ASB forms and speak at a rally, and the Activities Director should know how to set up for and manage games even though these may not be part of your actual duties.

True partnership (like a great sports team) will happen when the two ADs decide together how their jobs will work in tandem for the betterment of the school and the students. In fact, it's possible that some tasks that one director might be doing could be handled more efficiently and effectively by the other! My Activities Director and I would often switch up responsibilities—the key is we talked (argued too!), listened to our support staff (because they also see things we didn't), and made decisions as a TEAM. As a retired Athletic Director, I will say that just about everything in life is a competition to me! But this wasn't one of them. I didn't succeed unless the Activities Director did, too. (Although I will confess that we still laughingly argue to this day about who was better at their job, or whose job was more difficult!)

When Athletic Directors and Activity Directors have that feeling of "family", students see that, feel that, and want to be a part of it. THAT is what makes a school truly unique.

PROMS + SPECIAL EVENTS 2024

EXCEPTIONAL EVENTS AT GUARANTEED LOWEST PRICES



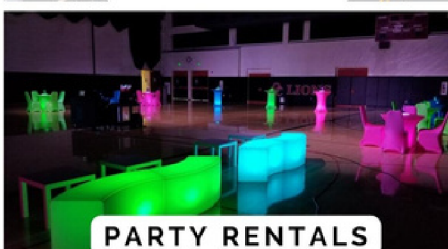
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START THE YEAR WITH MORE STUDENT VOICE AND STUDENT CHOICE IN LEADERSHIP

TERRESA AMIDEI

Area F Council Member, CADA MAA Graduate
Colonel Mitchell Paige Middle School
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Being an activity director is a lot of work. After working with students to create a positive climate and culture on campus, designing, planning, and hosting events, monitoring clubs, and completing deposits, when do you find the time to grade the work completed by student leaders? Completing all the activities and events is exhausting and time-consuming. Adding feedback, grading, and parent communication to the advisor workload can be challenging. Some advisors use rubrics, student self-grading, reflective conversations, photos, student presentations, or even just remembering what the student contributed and giving a subjective score for task completion. But what happens when the parent has a question or challenges a score given for that event? A few years ago, I wrestled with that question and came up with something that answered all my questions. This is a system that is equitable, student-driven, easy to explain and implement, helps with organization, and makes both grading and evaluation easy for all stakeholders to understand. Using CADA/CASL Roadmap is student-driven, easy to explain and implement, helps with organization, and makes both grading and evaluation easy for all stakeholders to understand. Using CADA/CASL Roadmap #2, "Provide your Leaders a voice in their school," not only did students select the events, activities, and service projects for the year; but they also set their daily and weekly contributions to our campus.

At the time, I was the activity director for an active public middle school and taught seven classes a day: two ASB, two Yearbook, one Renaissance, one WEB, and one Journalism class. I had between 36-41 students per class. I was doing before and after-school events while also maintaining lunch activities, lunch sales, and a Speaker Series. My goal was to have the groups of student leaders work on class-specific tasks while supporting one another in larger events such as Winter Ball, Club Rush, Lunch Activities, Student Store, Renaissance Rallies, Photography, PBIS Rewards Store, and Start with Hello Week while also cross-training students to do the tasks and leadership necessary in each class. For example, ASB was responsible for running, maintaining, and operating the lunchtime and after-school student store, but those student leaders may also have wanted to experience taking photos for the yearbook or writing an article for the digital newspaper we published highlighting school and current events. I also wanted the students to have more voice in the types of learning they would do each week, and to have more ownership of their grades and how they were "built" each week. I say built, because of the strategy I used in each class. I told the students and their parents that the grade each student leader got would be 100% up to them. I said students needed to earn 100 points per week by selecting and completing each task from the job board, documenting the work that was done, and submitting their "timesheet" to me for grading. I would create a digital and hard-copy "job board" where every task that needed to be done was written out and assigned a point value. Jobs that students didn't like doing (think inventory) were given a higher point value. This also helped with students who were absent. If



they only earned 80 points in a week - they could easily earn 120 points in the next week to maintain the A+ that so many of our driven student leaders seek to maintain. I added a reflection portion at the bottom of the timesheet to gain insight on what students thought about the quality of the work and the contributions made to our campus and community. By including such tasks like being a "temporary TA" or "Assist the custodial team" students were also encouraged to follow the CADA/CASL roadmap #7. "Encourage a culture of Service."

This style of grading made it easy to have discussions with parents and guardians because every task was student selected. If a student was having an emotionally tough week, they could select multiple low-point tasks to still maintain their grade in my leadership class. In fact, I also allowed students who completed their point total earlier in the week to submit

Make Respect poster and hang on campus with blue tape	Clean and sort the pod pod Period 1
Clean and sort the pod pod Period 6	Clean and sort the pod pod Period 7
Create, host and perform a lunch time game for the students Clean the items and return to 615 when done	Create, host and perform a lunch time game for the students Clean the items and return to 615 when done
Help with lunch sales Thursdays 615 12:30-12:50	Help with lunch sales Thursdays 615 12:30-12:50

their timesheet early and use the additional class time for SEL work, bigger projects, or other campus tasks (like homework for another class).

Having a job board for students to select from made student engagement less challenging because the student leaders were able to select what appealed to them that day or that week. This system also helped students with time management and helped them to determine where they wanted their grade to be each week.

MENTAL HEALTH AWARENESS: NATIONAL MENTAL HEALTH CRISIS IN SCHOOLS



CLAIRE MORRIS & ELIAS RAMIREZ

Ripon High School, Class of 2025

A global pandemic, an opioid epidemic, and a national mental health crisis. These are all things that high schoolers have lived through, and are currently living through. While we have no control over an outbreak of a deadly virus, and we can't end an opioid epidemic, what we can do is educate others on how to make positive changes to the mental health of students.

According to [cdc.gov](https://www.cdc.gov), 42% of high schoolers struggle with feeling persistently sad or hopeless, and 22% of students seriously consider suicide (that being 1 in every 5 students). These numbers are seeing new heights and are continuing to rise. This brings about an evident need

for more awareness regarding youth mental health and the spread of tools that students can use to see danger signs. All in the hope that students can reach out for help in times of crisis, whether it be for themselves or for others.

The "Youth Mental Health Academy," a new program in San Joaquin County, opened to high school students. This is a huge step in the right direction for those in participating districts. Being a part of the academy means having the opportunity to learn and understand warning signs along with how to successfully combat mental health problems. In addition to this, students get to educate their peers on what they have learned. The special part of this program is once a month, those in the academy get to go to any school in their district and teach a lesson to students on a specific aspect of mental health. The content being taught by the students stems from monthly lessons given by advisors in the program prior to the school visits.

The whole goal of the Academy is to bring awareness to students about how normal it is to struggle with mental health. This way peers in their community can help them understand more about their own mental health, and how they can reach out for help if they need it. There is a huge stigma about mental health struggles in youth demographics, which makes it really hard to speak up and ask for help. Creating a community where discussions about mental health are welcomed could change the lives of students. Those taking part in the academy hope that by the time this year is completed, students feel comfortable reaching out for help and realizing that it is okay to not be okay.

CADA/CASL MEMORIAL SCHOLARSHIP

www.cada1.org

A chance to win a scholarship to CASL state Conference and/or CADA Leadership Camp.

OPPORTUNITIES

CASL Deadline:
Applications Due December 15, 2023

CAMP Deadline:
Applications Due April 30, 2024

LIMIT 1 PER SCHOOL



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CADA CAMP 2023: FROM SELFIE TO GROUP PHOTO TO PANORAMA

MELISSA EDSALL

CADA Camp Curriculum Director
medsall@cadaboard.org

This summer middle and high school leaders from California and beyond came together and made memories all while Capturing the Moment in this year's Leadership Snapshot at CADA Camps. During the four full camps at UC Santa Barbara, campers learned from a variety of leadership lessons and opportunities. This year the camp curriculum focused on building our leaders up, teaching them how to work together effectively and how to then take what they learned back to their campus and share the responsibility of creating positive change on their campuses.

The three main lessons that all students dove into and focused on were first the "Selfie" in which students looked at their leadership on the surface level but also on a deeper level, finishing the lesson by completing the True Colors quiz that helped them to figure out their dominant personality traits.

The second lesson, the "Group Photo," had the campers look at their True Colors and how they worked together with campers of the same and different colors and their strengths and areas for growth to be a more effective leader and group member, while also looking at misconceptions about their personality groups and how to move past them as a group.

The final lesson of camp was the "Panorama" lesson which walked the campers through their ripple effect and responsibility to create positive change on their campuses. Camps went through a variety of activities that demonstrated different levels of responsibility and what their level of commitment would be in each case and then also how to honor that responsibility as a leader on their campus and put themselves and each other to make positive ripple effects of change.

PART OF A LESSON:
RESPONSIBILITY ACTIVITY INSTRUCTIONS (15 minutes)

"It is not only for what we do that we are held responsible, but also for what we do not do." - Molière

ESSENTIAL QUESTIONS

- What does it mean to be responsible?
- What are the different types of responsibility?
- What is our responsibility to ourselves, our family, school, community, nation and the world?
- How are we connected through our responsibilities?

STEP 1:

Have students stand in a circle. Begin by passing a book around the circle. Inform students the object must pass through everyone's hands and be returned to the first person. Next pass the papers in alphabetical order, then a glass of water.

To make the point clear, consider timing the activity or having students pass the object with their eyes closed.

REFLECTION QUESTIONS:

- What did you notice?
- What was the point of this activity?
- What role did you play?
- Once the object left your hand did your investment in the activity lessen/strengthen?

STEP 2:

- Share the definition.
- Responsibility noun (pl. responsibilities)
 - the state or fact of having a duty to deal with something or of having over someone
 - the state or fact of being accountable or to blame for something
 - the opportunity or ability to act independently and make decisions without authorization

As students share, pose the rhetorical question: do they only have a responsibility for themselves, or do they also have a responsibility to others?

NCSA 2023

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Pre-Conference Workshops
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Social Networking
First General Session - Keynote Speaker

SATURDAY DECEMBER 2, 2023

Second General Session - Parade of Ideas & Keynote
First Breakout Workshop Session
Conversation Café Sessions
Keeper of the Flame Award
Third General Session - Keynote Speaker
Second Breakout Workshop Session
Meet the Pros
Third Breakout Workshop Session
Regional Meetings

SUNDAY DECEMBER 3, 2023

Closing General Session
• Parade of Ideas
• Keynote Speaker
• Conference in Review



ENLIGHTENMENT OF A VETERAN: STARTING THE NEW YEAR STRONG!

MARK VINCENT

Retired Activities Director
prettyvincent@hotmail.com

Oh my! As another summer slips away, my Activity Director time clock kicks into high gear, even after being retired for 12 years. After 38 years in the Activities job, I know you are planning yearly calendars, working with your leadership teams to tap into the energy of school opening, and, most importantly, planning ways to promote a sense of inclusion through the activities you create with your team.

For me, the start of another year becomes a time of reflection. If you are new to the activities business, I remember the day I first started. The most beneficial move for me was to become active in CADA and find a mentor from which I could glean information, ask questions and begin to create my own Activities Program based upon my mentor's program, experience, and advice, tweaking it to fit my school.

I learned quickly CADA is a place to share and not keep secrets to success. As a community, Activities Directors have in their hands the ability to not only create school spirit but develop programs that reach the many different

groups on campus. Whenever I changed schools, I would listen to students and staff, making only minor changes to activities during the first critical year. I added special touches to the presentations and activities, allowing my leadership students to buy into me as their Director. I was a student-driven Activities Director, always looking for input from my students and assisting them to try new ideas, evaluating each upon completion, and finding ways to improve. Your program needs to be ever-changing, growing, and the most developmental ground for ways to promote inclusion. As I reflect on my own career, a quote from Dr. Suess comes to mind. "Sometimes you will never know the value of a moment until it becomes a

*"
Sometimes you
will never know
the value of a
moment until it
becomes a
memory."
"*

memory." It is the yearbooks staff's job to capture moments as they occur. It is the Activities Director's role to be a leader, creator, imagineer, puppeteer, set designer, stagehand, inventor, and, yes, counselor resulting in "moments" for as many in the Student Body as possible. Activities for inclusion and connection take a significant amount of time and effort from you with the help of administrators, staff, and students. You are a leader who will never be compensated in cash for all your hours worked. But the payback comes from the alumni, who say, "I remember when..."

letting you know the time you spent creating moments are indeed memories.

Lastly, I encourage you to be passionate about your job. Don't see being an Activities Director as a stepping stone in your career. Be in it for the long haul, loving your role and the students who you do it for each and every day. Have a moment-filled year!

SANTA CRUZ BEACH BOARDWALK

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MOTIVATION: EMBRACING THE SUNDAY SCARIES: FINDING JOY AND PURPOSE AS A TEACHER

JILL MORTENSEN

Activities Director, Ripon High School
Area A Council Member
CADA Print Media Coordinator
jmortensen@cadaboard.org

As we start our year, a few weeks in now, Sunday evenings often bring a mix of emotions for teachers around the world. The looming "Sunday Scaries" cast a shadow as they prepare to face another demanding week filled with teaching, lesson planning, grading, emailing, meetings, activities, and more. It's natural to feel a sense of anxiety, longing for the next Friday to arrive quickly. However, amidst these challenges, it's vital for teachers to find moments of gratitude and belief in themselves. Each day holds importance, and the work teachers do is not only essential but also transformative for the next generation.

Let's explore how teachers can navigate the Sunday Scaries by embracing joyful moments of gratitude and cultivating a strong belief in themselves.

1. Acknowledging the Sunday Scaries - Validating Your Emotions - The first step in managing the Sunday Scaries is to acknowledge and validate the emotions that arise. It's natural to feel a certain level of apprehension or anxiety about the week ahead. Recognizing and accepting these feelings can help alleviate their intensity and provide a starting point for developing strategies to address them effectively. Perhaps take a half-hour Sunday evening and journal your thoughts and feelings to release them and let go. In that session of the journal, do a quick list of "to-dos" you would like to tackle the next day, and again, let them go until Monday begins. There are many journals out there for one to find. Here are a few sites/suggestions to get you started as needed

a. Check out www.gratitudegifted.com - a small business out of Sedona Arizona creating ways to find gratitude in life each day. Check out their journal: [Choose Gratitude, Change the World!](#)

b. Another small business company call [Inside then Out](http://www.insidethenout.com) has beautiful journals that help you dig deeper into your mindset and ask the tough questions. Find more at www.insidethenout.com

2. Finding Joy and Gratitude in Everyday Moments - Amidst the hustle and bustle of teaching, it's essential to find moments of joy and gratitude in everyday experiences. Whether it's witnessing a student's "aha" moment, receiving a heartfelt note of appreciation, or simply enjoying a laugh with colleagues, these small but significant moments can reignite the passion for teaching. By actively seeking out and cherishing these moments, teachers can infuse their work with positivity and fulfillment.

3. Embracing the Importance of Each Day - Every day a teacher holds immense significance. Each morning presents an opportunity to inspire young minds, foster growth, and make a lasting impact on students' lives. By shifting focus from the long-term challenges to the present moment, teachers can find purpose and motivation. Recognizing that their efforts contribute to shaping the future of the next generation can instill a deep sense of fulfillment and drive to excel.



4. Cultivating Self-Belief: Recognizing Your Value as a Teacher - Teaching is an invaluable profession that often requires tremendous dedication and resilience. It's crucial for teachers to recognize their own worth and the profound impact they have on students' lives. By embracing their expertise, experience, and unique teaching styles, teachers can build confidence in their abilities. Self-belief fosters resilience and allows teachers to navigate challenges with a sense of purpose and determination.

5. Building a Supportive Community - Teachers face similar challenges and emotions, making it beneficial to connect with a supportive community. Sharing experiences, seeking advice, and finding solace in the company of fellow teachers can help alleviate the Sunday Scaries. Collaborative environments foster inspiration, provide fresh perspectives, and remind teachers that they are not alone in their journey.

While the Sunday Scaries may cast a temporary shadow over teachers each week, it is possible to navigate these emotions with resilience and optimism. By finding joy and gratitude in everyday moments, embracing the importance of each day, cultivating self-belief, and building a supportive community, teachers can transform their perspective and approach to their work. Each day presents an opportunity to make a positive impact on the lives of students and shape the future. So, let us celebrate the essential role of teachers, their unwavering dedication, and their ability to find joy and purpose even in the face of the Sunday Scaries.

We Need YOU!



CADA is looking for passionate and involved members statewide to be a part of the digital and print media teams. Love technology? Join the Digital Media Team! Love sharing your words of events and fun on your campus? Join the Print Media Team! Sign up today at the following link:

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Digital Media Team Member Responsibilities

- Attend monthly Digital Media Team meetings
- Assist in creating content for the CADA digital media platforms
- Provide media coverage (photo, video, interviews) at Area student & advisor conferences
- Reach out to members in your Area for event tips, tricks, and ideas to be shared via the CADA digital media platforms
- Assist with outreach to highlight different activities advisors and programs in your Area

Print Media Team Member Responsibilities

- Attend bimonthly Print Media Team meetings
- Assist in developing the newsletter's theme & purpose quarterly, contribute by writing for the newsletter, and reach out to members in your area to write for the newsletter.
- Provide photos for the newsletter.

THE IMPACT! FROM AN ALUMNI: ASB LEADERSHIP ALUMNI SPEAK

JUDY ZAZVRSKEY

Retired Activities Director
jzazvrskey@cadaboard.org

Some thoughts from former leadership students about their experience in leadership:

"I learned how to lead selflessly, lead humbly, and serve a purpose above myself."

"My junior year, I did not consider myself a leader because I wasn't vocal. I joined ASB with the sole purpose of developing my leadership skills. I learned what leadership looks like in various forms, that being vocal and speaking up is important, and that there are also countless other ways to be an effective leader. I learned that every person has a voice and every voice matters."

"ASB was one of the largest contributors to developing my soft skills. I learned to build consensus, work with people of different motivations and skills, provide value to a community through organization, and have real responsibilities beyond just doing well in school, which all had a profound impact on my work ethic and personality."

"My time in ASB gave me the drive to join the military and have confidence in my leadership abilities. Currently, I am deployed

to the Middle East, leading a crew of five military aviators to provide protection to our troops on the ground in Afghanistan. Without that initial training, I would not be here doing what I have dreamed of doing for a mission much bigger than myself."

"I learned to take a new step of engagement with my community and to move from being a contented wallflower in a community to an active participant and leader. I still find myself relying on the skills of ownership, resilience, leadership, and perseverance to do good work."

"I learned that 'perception is reality' and I have carried that with me and thought about it frequently. While we may have felt that others' characterizations were untrue, it was our responsibility to mend the rift by going above and beyond in all of our actions as ASB members. That has changed the way I see and evaluate my interactions with others, which reminds me to continue to cultivate empathy by slowing down and taking the time to view things the way other people do."

"I learned how to be a patient, servant leader and how to deal with disagreements humbly. I use these skills today, taking care of patients and working in the high-stress environment of a hospital."

Continued on next page.

THE IMPACT! FROM AN ALUMNI - CON'T

"ASB has truly made an impact that is meaningful and goes beyond my years in high school. It was a place where I felt welcomed and relaxed. I found a culture of serving, leading, and encouraging. I was pushed to do hard things and things that were outside of my comfort zone. I also learned that I would be held to a high standard, which encouraged me to watch what I said and did, and that has helped shape my character."

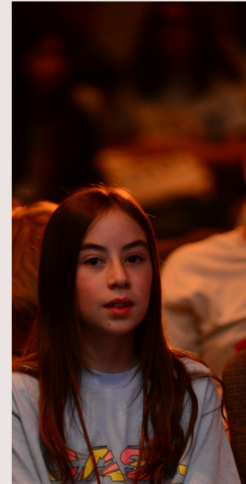
"It feels like just yesterday, I was a shy girl interviewing for ASB as an anxious little freshman. That insecure girl had no idea the impact the next four years in ASB would have on her. The friends she would make, the late nights she would endure, the stressful hot lunch days, and, the endless over-the-top dress-up days. I was challenged in ways I had never been challenged before and stretched to grow and learn from my mistakes."

"Little did I know, when I entered ASB, I would gain a family. I went from not knowing who I was, into finding my role in the community and developing into the person I am today."

"I was once told 'If you want a man to put in more effort, give him a purpose.'" As a freshman, I was a stunted, bright-eyed kid without any proper direction in the new world in which I found myself. It wasn't until my sophomore year that I was given a very unique opportunity that few are given. My position in ASB as Director of Technology required every ounce of effort, and after a year of hard work, I had finally secured a sense of direction, purpose, and belonging."

"I'd like to think I'm not as much of a control freak because I learned in ASB that everyone has something to offer, and when it comes down to it, your team will get the work done and be there for you. I learned the importance of how to compose myself and the weight that my words have on people."

"My junior year (2001-2002) was an extremely difficult time as an ASB member. It had its own kind of 'elephant', but I learned to just 'eat it one bite at a time'. There were so many things that were out of our control and there were many times there was nothing more we could do. I learned that instead of focusing on the many things that were out of our control, I simply had to focus on the things that we could do and make them really great."



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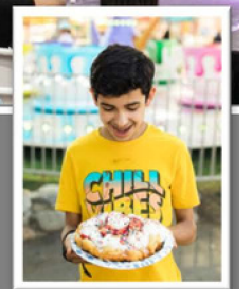
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** Dates and times subject to change

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WHAT ARE LDDs

Led by facilitators with more than 10,000 hours of leadership training experience, Leadership Development Days provide opportunities for elementary, middle, and high school students to become inspired and contribute to the betterment of their campus and communities.

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connecting to others, individualism vs. collectivism, expanding the leadership base, perseverance, and courage to help students become the best version of themselves.

\$30 per student is all it takes to bring this day-long, research-based, interactive leadership conference to your student leaders and their peers at your local schools, or you can call for special pricing to host one for your own school only!

LDD LEADERSHIP DEVELOPMENT DAYS!



JACKLYN UWEH Stockton, CA, as a Senior she served on the 2009 - 2010 CASL State Board. When she's not working with passionate student leaders, she works professionally in LA as an actor, writer, director, and improv coach.

Jacklyn is thrilled to be starting her 3rd year as a Leadership Coach! Originally from



EDGAR BLACKMON Edgar couldn't be more excited to be entering his first full year of being a Leadership Coach! Edgar is a father of two. As a result, he has seen first hand just how important principles like integrity, initiative, and compassion can be to a young person's development. A writer, actor and improviser originally from the Chicago suburbs, Edgar and his family now live in Los Angeles.

MEET THE LEADERSHIP COACHES!

2023-2024 LDDDS

AREA A

8/1/2023
Pitman HS / HS
Delegates

8/11/2023
Sierra MS / MS
Delegates

9/6/2023
Harriet Eddy MS / MS
Delegates

9/12/2023
Sutter Union HS / HS &
MS Delegates

9/20/2023
Douglass MS / MS
Delegates

10/11/2023
Bidwell JHS / MS Delegates

9/26/2023 | 10/3/2023 |
10/4/2023 | 11/14/2023 |
11/15/2023 | 11/16/2023 |
12/5/2023 | 12/7/2023
Stockton Unified School District /
Private

AREA C

8/4/2023
Caruthers HS / HS Delegates

8/14/2023
Hanford West HS / HS Delegates

AREA D

8/11/2023
Pajaro Valley HS / 9th Grade

AREA H

10/20/2023 - 10/21/2023
BCASAA Conference / HS Delegates

CONTACT
SANDRA
KURLAND
FOR MORE INFO:

leadership@cada1.org

AREA E

8/31/2023
Chino HS / HS
Delegates

10/11/2023
Chaminade MS /
MS Delegates

11/3/2023
Lone Hill MS / Elementary
Delegates

1/24/2024
Chino Hills HS / HS
Delegates

AREA F

7/31/2023
Warm Springs MS / MS Dele-
gates

8/16/2023
Lakeside MS / MS Delegates

9/7/2023
Riverside Prep MS / MS Delegates

10/27/2023
Kraemer MS / MS Delegates

11/8/2023
Rialto HS / HS & MS Delegates

11/14/2023
Liberty HS / HS Delegates

2/1/2024
CASL Regional Conference / MS Delegates

2/15/2024
PYLUSD AVID 7th grade (El Dorado HS)

2/22/2024
PYLUSD AVID 8th grade (El Dorado HS)

AREA G

8/7/2023
Bernardo Heights MS / MS Delegates

8/23/2023
Grossmont HS / HS Delegates

9/21/2023
San Marcos MS / MS Delegates

9/21/2023
Madison MS / MS Delegates

4/23/2024
San Marcos HS / HS Delegates



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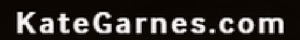
Check our vendor directory for a list of all our vendors.
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**2023-2024
CALENDAR
OF EVENTS**

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2023

- September 13, 2023** Temecula Advisor Conference Hosted By Area F - Temecula, CA
- September 18, 2023** San Diego/Imperial Area High School Conference Hosted By Area G - Escondido, CA
- September 18, 2023** CADA Chats! - Virtual Event
- October 3, 2023** Woodland High School Conference Hosted By Area A - Woodland, CA
- October 4, 2023** Woodland Middle School Conference Hosted By Area A - Woodland, CA
- October 9, 2023** Inland Empire Middle School Student Conference Hosted By Area F - Perris, CA
- October 9, 2023** CADA Chats! - Virtual Event
- October 16, 2023** Hanford Student Conference Hosted By Area C - Hanford, CA
- October 24, 2023** Pasadena Student Conference Hosted by Area E - Pasadena, CA
- November 4, 2023** Sacramento Area Advisor Conference Hosted By Area A - Sacramento, CA
- November 7, 2023** Santa Maria Student Conference Hosted By Area D - Santa Maria, CA
- November 9, 2023** Oxnard Student Conference Hosted By Area D - Oxnard, CA
- November 9, 2023** San Marcos Advisor Conference hosted by Area G - San Marcos, CA
- November 20, 2023** Bay Area Student Conference Hosted By Area B - Union City, CA
- November 20, 2023** Disneyland High School Student Conference Hosted By Area F - Anaheim, CA
- December 5, 2023** Fresno Advisor Conference Hosted by Area C - Fresno, CA

2024

- January 26, 2024** Carlsbad Middle School Student Conference Hosted By Area G- Carlsbad, CA
- February 6, 2024** Pomona S.T.A.R.S. Student Conference Hosted by Area E - Pomona, CA
- March 6-9, 2024** 2024 CADA State Convention - Reno, CA
- April 11-13, 2024** CASL Middle School Conference - Ontario, CA
- April 13-15, 2024** CASL High School Conference - Ontario, CA
- April 30, 2024** Modesto Student Leadership Conference hosted by Area A - Modesto, CA

LDDs

CADA also offers **Leadership Development Days** throughout the state. LDDs utilize experiential learning activities to unite students and develop lifelong skills. You can host one at your school or attend one near you! To learn more visit www.cada1.org/ldd