

million, resulting from the failure in the late 1980's of a Texas savings and loan. The best chance to save the Headwaters Forest is through a debt-for-nature swap in which the Government would acquire the headwaters and in return would relieve all or part of Mr. Hurwit's outstanding debts.

A debt-for-nature settlement negotiated with the help of the Clinton administration would allow the taxpayers to recover some of their losses from the savings and loan scandal while preserving one of the true treasures of nature—the Headwaters Forest.

Less than 4 percent remain of the ancient, old-growth redwoods that once covered more than 2 million acres from Big Sur to the Oregon border. These majestic redwoods, such an important part of our California and national heritage, need to be preserved for future generations.

FAMILY, COMMUNITY, AND OUR PUBLIC SCHOOLS

HON. GEORGE P. RADANOVICH

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, January 22, 1996

Mr. RADANOVICH. Mr. Speaker, all too often our public schools are dominated by a bloated bureaucracy unresponsive to the needs of families and local communities. The more we can return effective control over education to localities, Mr. Speaker, the more we can enhance the active involvement of parents in our public schools, curb costs and bureaucracy, and ensure that our children leave school equipped with the adequate knowledge and skills to play their full part in American society.

The Clovis Unified School District [CUSD] in my congressional district, makes a welcome contrast to this grim picture. Superintendent Walter Buster, building on the foundations laid by the CUSD's first superintendent, Floyd V. Buchanan, has demonstrated that public schools can provide a good education without inflated costs and with maximum parental involvement. The CUSD works actively with its local community and is responsive to it. It therefore gives me great pleasure to present the following article by Christopher Garcia, published in the latest issue of *Policy Review: The Journal of American Citizenship* (January/February 1996).

HUMBLE CLOVIS DEFIES THE EDUCATION VISIGOTHS

In 507 A.D., at Vouillé in present-day France, the King of the Franks led a band of warriors against the Visigoths, the marauding barbarians who had sacked Rome a century earlier. The king, named Clovis, defeated the Visigoths and broke their hold on Europe.

Today, a modern namesake—the Clovis Unified School District (CUSD), in Fresno, California—is successfully defying another ominous empire: the education establishment. Despite serving a significant portion of Fresno's urban poor, Clovis is proving that public schools can deliver a good education with a small budget and minimal bureaucracy.

Clovis has long ignored the prevailing cant about the need for high spending and huge bureaucratic machinery to regulate public education. During the 1993-94 school year, CUSD spent \$3,892 per pupil; school districts

nationwide averaged \$5,730. The district's student-to-administrator ratio is 520:1—nearly twice the national average. And although similarly sized districts (like those in Rochester, New York, and Madison, Wisconsin), typically house 300 to 400 employees in their central office, CUSD employs just 167. With no teachers union or Parent Teachers Association (PTA), CUSD is a rarity among public schools.

In this case, less means more—more students performing above average across a broad range of measures. The district's average score on the Scholastic Aptitude Test (SAT) is 52 points higher than the state average and 42 points higher than the national average. CUSD's mean composite score on the American College Test (ACT) stands respectably at the 65th percentile. In 1995, with a senior cohort of 1,606, CUSD students passed 720 Advanced Placement (AP) exams.

Perhaps one reason Clovis kids outperform their peers is that they show up for class more often: The district's high-school attendance rate is nearly 95 percent, and its drop-out rate is only 4 percent. The district doesn't skimp on its extracurricular offerings, either. More than 80 percent of Clovis students participate in one of the most successful programs in California. Last year, the district earned a championship at the National Future Farmers of America Convention and sent its state-champion Odyssey of the Mind team to compete in the world finals.

Many Clovis children are among the most disadvantaged in the region. Nearly 40 percent of the district's students live in Fresno City. Six of CUSD's elementary schools enroll enough AFDC children to qualify for direct financial assistance from the federal government. And five schools have student bodies with more than 50 percent minorities. In 1989, the median household income of the community surrounding Pinedale Elementary School was \$10,000 below the national median of \$28,906. And yet Mexican-Americans, who make up the district's largest minority (about 18 percent of all students), outperform their State and national counterparts on the ACT by significant margins.

Created in 1960 from the merger of seven rural, low-income school districts, CUSD presented its first superintendent, Floyd V. Buchanan, with a significant challenge: Barely more than one in three of the district's 1,843 students performed at grade level. Buchanan wanted to push this figure to 90 percent—but how?

Put simply: competition, control, and consequences. Buchanan reasoned that schools would not be spurred to meet the goals that he and the central administration set for them unless they competed against one another in academic and extracurricular achievement. He established goals for each of the system's 11 schools at the start of the year, ranked them according to their performance at year's end, and established a system of carrots and sticks (mostly carrots).

Most importantly, administrators and teachers were allowed to choose the teaching methods and curricula they felt suited their objectives. This formula, in place for decades, has allowed the district—now with 30 schools and 28,000 students—to place between 70 and 90 percent of its students at grade level.

Competition in the district exists at several levels. Earning a rating as a top school is its own reward, but the district recognizes high achievement in other ways. The top schools on the elementary, intermediate, and high-school levels are recognized at an annual, districtwide award ceremony. The district's best teachers and administrators are honored at a dinner. And the school's

achievements are reported to parents and the community in the pages of the district's publications.

The friendly, competitive culture at Clovis clearly has helped drive achievement. Because a school's performance at a district-wide choral competition or drama fair influences its ratings, teachers, students, and administrators work hard to give their routines the extra edge needed to push ahead of their colleagues. Schools borrow the winning strategies used elsewhere. Students at Clovis West High School, for example, often score better on SATs and AP exams than those at Clovis High School, so Clovis High has borrowed test-preparation tips from Clovis West. Clovis High is also trying to improve discipline by looking at successful techniques employed at Buchanan High.

Competition, however, would produce little without local decision-making. Anticipating trends that would revolutionize America's Fortune 500 companies, Buchanan made flexible, decentralized, site-based management a fundamental feature of the school system in 1972. The district office has been responsible for setting goals and establishing guidelines, but schools have worked to meet these goals in their own ways. "They give us the what and we figure out the how," says Kevin Peterson, the principal of Tarpey Elementary School.

When officials at Pinedale Elementary School determined that parent participation there was lower than at other schools, for example, they realized that immigrant parents felt locked out by language barriers. So they created "family nights" to help these parents take part in their children's education. With their children present, the parents are taught games and devices they can use at home to help their children with their homework. The result: Immigrant parents now participate more.

Such innovation is easier in the absence of teacher unions. For example, the district deploys teachers weekly to the homes of about 100 recently arrived immigrants to provide them English-language instruction and to help them build a bridge to their rapidly assimilating children. Meredith Ekwall, a first-grade teacher at Weldon Elementary School, teaches English at night to the parents of her ESL students to encourage English use in the home. In districts where collective-bargaining agreements stipulate precisely how much time teachers spend teaching, micromanage the amount of time teachers can devote to activities outside of the classroom, and dictate what a district can and cannot ask its teachers to do, such flexibility and voluntarism is rare.

Along with teacher autonomy and greater parent access, Clovis strives for accountability. All the teachers, without exception, are expected to bring 90 percent of their students up to grade level. If they do not, everyone knows about it. The district's research and evaluation division notifies teachers, parents, and administrators of school and student performance. And with curriculum development and teacher hiring and firing in the schools' hands, knowledge is power. The approach has "made every teacher accountable," says Redbank Elementary School Principal Susan VanDoren. "[I]t made me sit down and look at all those kids [needing help] and ask, 'What can we do?'"

Parents seem more likely to ask that question in Clovis than in other school districts. Parents and other community members (including the clergy, senior citizens, and businessmen) sit on advisory boards, where they review individual school performance and formulate policy. Last year, some parents were upset that children were required to read feminist author Maya Angelou's *I Know Why the Caged Bird Sings*. Parents forged an

agreement with the district that allows them to review books assigned to their children and help develop alternatives. Other boards recently voted to institute a voluntary uniform and a fee-based home-to-school transportation program. Teams of parents issue critiques of schools on the basis of data culled from parent surveys; these reviews are posted in every staff room in the district.

These boards function the way PTAs are meant to, but without the stifling hand of teacher-union influence. "The reason for the success of Clovis," says Superintendent Walter Buster, "is that these schools are truly governed by elected lay people."

Ultimately, it seems, success in CUSD is driven by community expectations. "There's a corporate culture that has been established that requires more of people, expects of people more, and gets of people more," says H.P. Spees, executive director of Fresno-Madeira Youth for Christ and member of CUSD's clergy advisory council.

This culture of expectation is impressed upon teachers even before they pick up a piece of chalk. A lengthy, multi-tiered interview process incorporates parents, teachers, community leaders, principals, and administrators and signals to prospective teachers that the Clovis community demands much of its teachers. According to Ginger Thomas, the principal of Temprance-Kutner Elementary School, some teacher candidates quit the interview process, saying "you guys work too hard." Assistant superintendent Jon Sharpe contends that Clovis sustains "a work ethic in the public sector that's almost unsurpassed." He may be right: In 1992, CUSD, teachers even voted down their own pay raise to channel the money into books and supplies.

In an education system under assault for its academic failures, Clovis has produced a winning formula. CUSD schools have won recognition by the state of California 15 times and earned national blue ribbons from the U.S. Department of Education 13 times. The prestigious Phi Delta Kappa Center for Evaluation, Development, and Research has featured Clovis in two works, *Clovis California Schools: A Measure of Excellence and Total Quality Education*. Even outspoken critics of public education recognize the district's accomplishments. "If we are going to limit ourselves to the Prussian system of education, Clovis is the best we are going to get in a tax-financed school," says Marshall Fritz, the founder of the Fresno-based Separation of School and State Alliance and the father of four Clovis students.

Awards aside, the real lesson of Clovis is that good education depends not on bloated budgets but on creative and committed teachers and administrators held accountable by engaged communities. Clovis's success also suggests that quality in public education will not be the norm until resources are channeled to classrooms rather than bureaucrats, and parents wrest control over education from teachers unions.

IN HONOR OF LANEY COLLEGE
PRESIDENT ODELL JOHNSON

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, January 22, 1996

Mr. STARK. Mr. Speaker, I rise today to congratulate President Odell Johnson. He is retiring after 22 years of service with the Peralta Community College District, the last 15 years as president of Laney College in Oakland, CA.

President Johnson is a long time resident of the bay area. He received his bachelor's degree from Saint Mary's College in Moraga and then moved to Fresno to receive his teaching credential. He returned to the bay area to receive his master's from Cal State Hayward and then moved back to Fresno to begin his teaching career.

From 1958 to 1965, he was an instructor in the Fresno Unified School District. He then served as executive director of the Trinity Street Community Center for 2 years before becoming the deputy director of the Fresno County Economics Opportunities Commission in 1967. In 1968, President Johnson returned to the bay area where he became the dean of men at Saint Mary's College. In 1970, he was promoted to dean of students at St. Mary and in 1973, he moved to the College of Alameda where he became the coordinator of special services and veterans affairs. In 1975, he became the assistant dean of instruction and in 1979, he was promoted to dean of instruction. In 1981, he went to Laney College where he served as president for the last 15 years.

President Johnson has been a member of a number of community organizations including the Cultural and Ethnic Affairs Guild of the Oakland Museum, the Oakland Public Library Association, the National Association of Black Psychologists, and a member of the Cultural Plan Steering Committee for the city of Oakland. He also served on the board of directors of a number of organizations including, Oak Center Towers Senior Citizens' Housing, Oakland Ensemble Theater, Oakland Youthworks, Patrons of the Arts and Humanities, West Oakland Health Center, San Francisco Bay Area Youth Excellence Initiative Executive Committee.

He has won numerous awards over the years including the Outstanding College Administrator Award, which was presented by the Associated Students of the College of Alameda. He received the Urban Services Award for Outstanding Community Service, the Outstanding Educator Award and the Basketball Player of the Century, and the Basketball Hall of Fame honor from St. Mary's College.

Mr. Speaker, I ask you and my colleagues to join me in honoring President Odell Johnson for his dedication and commitment to the young people of the community for the last 22 years. He will be sorely missed.

TRIBUTE TO TOBA AND EARL
GREINETZ

HON. HOWARD L. BERMAN

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, January 22, 1996

Mr. BERMAN. Mr. Speaker, I am honored to pay tribute to Toba and Earl Greinetz, who this year are being recognized by the Valley Jewish Business Leaders Association for their extensive efforts on behalf of the Jewish community of southern California. The honor is well deserved: Toba and Earl give so much of their time to a variety of organizations, and in so many ways. By their selflessness and boundless energy, they are in example to us all.

Toba and Earl, who first met at the ages of 11 and 13 respectively, literally grew up in and around the Jewish community of Denver. Dis-

playing a strong sense of involvement at an early age, they were active with the Denver Jewish Youth Council and were officers in AZA and BGG. After graduating from the university of Denver, and getting married, the couple resumed their involvement with the local Jewish community.

Earl became vice president of the Jewish Family and Children's Service, and chaired the Denver accountants/lawyers division. He was also an officer and member of executive committee of their synagogue. At the same time, Toba served on the board of the woman's division of the National Jewish Hospital, and as a member of the Jewish Family and Children's Service Adoption Committee.

In 1968, the couple moved to the San Fernando Valley, where they quickly resumed their involvement with the Jewish community. Some of the highlights over the past 27 years include Toba becoming founder of the Valley Jewish Business Leaders Association; Earl serving as president of the Valley Alliance of the Greater Los Angeles Jewish Federation and both of them becoming active with the University of Judaism.

The parents of three children, and the grandparents of six, Toba and Earl have succeeded at balancing family, career, and community. I ask my colleagues to join me in saluting Toba and Earl Greinetz, who are a shining example for us all.

WHAT HAPPENS WHEN A MAN-
AGED CARE COMPANY STARTS
LOSING PROFITS? THEY WORK
HARDER NOT TO INSURE SICK
PEOPLE

HON. FORTNEY PETE STARK

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, January 22, 1996

Mr. STARK. Mr. Speaker, United Wisconsin Services, Inc., describes itself as a "leading provider of managed health care products and services" offering HMOs, small group preferred provider organizations, and specialty managed care products.

For the latest 3 months ending September 30, 1995, as reported in their 10-Q to the SEC, profits were down from the previous year's quarter and for the first 9 months of the year compared to last year. On \$267,921,000 in revenues for the third quarter, United Wisconsin Services provided \$202,233,000 in health services—or 75.4 cents on the dollar of premium went to health care. The rest went to commissions, administrative expenses, taxes, and profits.

The 10-Q then lists a number of steps the company is taking to deal with the falling profit levels. The steps include

"* * * a review of underwriting practices to improve risk identification * * *

That says it, Mr. Speaker. When the going gets tough, the tough find new ways not to insure sick people.

This is why we need national health insurance reform. As price competition intensifies—which it should and which is good—the private sector will spend more and more time and energy uninsuring people. We need guaranteed issue, open enrollment everywhere for everyone.