

National Championship Competition. Their awards include the Choreography Award for all dances—jazz, high kick, military, lyrical and show production; Winner's Circle (all dances scored 95 or above from all judges); named Best in Class for having the highest overall scores in the competition; and the National Champion Jacket Winners for earning the highest score from all categories and all dances.

After this impressive victory, the Victoriadores aimed for the championship at the Miss Dance/Drill Team USA Pageant and Competition. They easily took first place in military, high kick and show production and second place in lyrical, and they earned the Producers Award for the best overall presentation.

The taste of victory was so sweet, the Victoriadores decided to take the International Championship, competing against Japan, Australia, New Zealand, Channel Islands, Mexico and South America. The team won first and second place in Military and High Kick, with New Zealand placing third.

This group of students deserves the honors it has earned. I commend each one of them to you:

Brooke Adams	Hilary Koenig
Chelsea Akin	Emily Loeb
Andrea Alvarez	Amanda Lott
Jennifer Alvarez	Aimee Lovik
Pia Arifiles	Waverly Lynch
Iza Arifiles	Tara Marek
Rachel Barber	Kelly Martin
Samantha Bernal	Ashley Martin
April Blackwell	Erin Martin
Liz Boldt	Nina Martinez
Meredyth Bryant	Stacy McCants
Lisa Buckler	Sarah McKay
Monica Canchola	Taysha McKibbin
Misty Cavazos	Tyler Meador
Stephanie Cernosek	Valerie Medina
Krysta Chacon	Corie Meinke
Melissa Chavez	Garrett Middleton
Cody Cole	James Miller
Kyra Coleman	Lori Monclova
Cari Collett	Tammy Newbern
Kristin Creech	Jamie O'Quinn
Carrie Dahlstrom	Jennifer Padilla
Nichol Dally	Dusty Patek
Katie Dayoc	Aaron Pearson
D'Lisa DeLuna	Matina Pflaum
Joey Dominquez	Sara Quitta
Cash Donahoe	Melissa Ragsdale
Wendy Dry	Katie Reimann
Carly Dunnam	Natalie Ricks
Jamie Dybala	Brandi Roth
Dyann Erwin	Jennifer Salinas
Bianca Estrada	Brianne Schmidt
Nicole Garcia	Penny Schumacher
Michelle Garcia	Sara Schweke
Mandy Gaskamp	Jamie Sedlacek
Clarisa Gonzales	Tenille Shafer
Valarie Gonzales	Loren Shafer
Amber Grunewald	Heather Shannon
Lacey Hall	Justin Sheppard
Erin Hanzelka	Brett Shoemaker
Megan Hearn	Amanda Stewart
Theresa Hernandez	Stacey Talley
Brandy Hill	Julie Teeters
Blair Hunt	Bianca Tilley
Amy Innocenti	Amanda Trevino
Melissa Jecker	Lauren Tuso
Laura Jecker	Elane Urbano
Eric Jentsch	Pam Urbish
Ida Jimenez	Jessica Vaughan
Kelly Johnson	Whitney Wilkinson
Allison Jones	Lindsey Williams
Morgan Kallus	Laura Windwehen
Jill Kauffman	Melanie Winston
Lindsey Klein	

D.J. Jaynes, Victoriadore Director/
Choreographer

Laura Klimist, Choreographer

I am proud to have these national and international championships in the 14th Congressional District of Texas. I am proud of the commitment to excellence and perseverance shown by each student which was necessary to reach these goals. I am proud of the support shown by the parents and guardians of these students which helped them reach their goals.

I trust all my colleagues join me in congratulating the Victoria High School Victoriadores on these impressive achievements.

HONORING THE "BLUE RIBBON SCHOOLS" OF CALIFORNIA'S 51ST DISTRICT

HON. RANDY "DUKE" CUNNINGHAM

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Mr. CUNNINGHAM. Mr. Speaker, I am proud to rise today to recognize that three schools in my 51st Congressional District of California are now being honored as National Blue Ribbon Schools for 1999.

In alphabetical order, these schools are:

La Costa Heights Elementary School, Carlsbad, California. The principal is Deborah Blow, and the superintendent of the Encinitas Union School District is Douglas DeVore.

Magnolia Elementary School, Carlsbad, California. The principal is James Boone, and the superintendent of the Carlsbad School District is Cheryl Ernst.

Solana Vista School, Solana Beach, California. The principal is Stephen Ludwiczak, and the superintendent of the Solana Beach School District is Ellie Topolovac.

Just this morning, I was honored to call each of these superintendents myself, to give them the good news and send my warmest congratulations.

The National Blue Ribbon Schools program evaluates schools based upon their effectiveness in meeting local, state and national educational goals. In 1999, 266 elementary schools are recognized as National Blue Ribbon Schools, including the three above in California's 51st District, five in San Diego County, and 41 in the State of California. Blue Ribbon status is awarded to schools that have strong leadership, clear vision and mission, excellent teaching and curriculum, policies and practices that keep the schools safe for learning, expanded involvement of families, evidence that the school helps all students achieve high standards, and a commitment to share best practices with other schools.

I am immensely proud of the men and women whose outstanding and tireless work in the interest of better education has now been recognized through the National Blue Ribbon Schools program. This is particularly close to my heart, because, as a former teacher and coach, and as a father, one of my passions is improving education so that every American can have a fighting chance to achieve the American Dream.

And while these three schools in my district have now been recognized as National Blue Ribbon Schools, the real winners are all of the children, parents, teachers and citizens who

have all been challenged through this recognition to successfully improve education in all of their local communities.

As part of the National Blue Ribbon Schools honor, representatives from each of these schools will be invited to awards events in Washington, D.C., this October.

Mr. Speaker, I ask that the permanent RECORD of the Congress of the United States note the excellence of these three Blue Ribbon Schools in California's 51st District, by including summaries of these three schools' superior work for my colleagues and all of America to read and review.

LA COSTA HEIGHTS ELEMENTARY SCHOOL

La Costa Heights Elementary School located in Carlsbad, California, is a school community committed to our motto, "La Costa Heights Where Learning Reaches New Heights." Our mission is to foster confident students who celebrate learning as a lifelong experience. Through the collaborative efforts of our many parents, community members, and teachers we prepare successful decision makers for a diverse, every-changing world. The students at La Costa Heights are educated in a positive and caring environment that promotes the achievement of their personal best, both academically and socially.

Our primary goal for the students of La Costa Heights is to prepare them to be life-long learners and productive members of society. They are provided a curriculum, which encourages collaboration, problem solving, and responsibility for individual learning. The entire staff and parent community are involved and committed to providing a learning environment that will allow each student to achieve these goals.

It is the vision of our school community that we be a school the puts children first. As a school community of teacher leaders, we are well on our way to achieving this vision. All staff members take responsibility for meeting the needs to every child. We focus on enhancing each student's learning and giving them the skills to problem solve and make choices. Our students learn to appreciate diversity in people through the instruction of life skills incorporating honesty, teamwork, perseverance, and self-reliance.

Our school staff is composed of teachers with expertise in a variety of areas. These professional willingly share their knowledge and experiences with all members of our staff creating a challenging, yet nurturing environment for our students. As leaders, the staff has worked together over the past several years as strong grade level teams, drawing upon each other's strengths to create programs that challenge yet nurture all students. Teachers at La Costa Heights are very helping and welcoming. They are eager to share ideas, materials, and endearing moments, because they believe that our strength comes from our collaboration.

Located in Carlsbad, California, La Costa Heights School is part of the Encinitas Union School District which serves students kindergarten through 6th grade. Opened in April 1987, it currently supports approximately 720 students. The school's strong reputation for providing a nurturing yet challenging learning environment draws new families into the community. Due to this reputation, the school draws several families from outside our immediate attendance area on inter and intra district transfers. The school serves a commuter community of middle to upper class families in the northern coastal region of San Diego County. Families from several ethnic backgrounds make up a portion of our community although only 2% of our population represents English Language Learners. La Costa Heights is also home to a regional special day class for severely handicapped students. Due to the stability of the

community and school enrollment, the majority of our students attend our school from kindergarten through sixth grade. Since the school's opening in 1987, we have experienced slow, but steady growth. In the past year, this growth has accelerated due to new housing developments in the area. As a school that was prepared for this growth, we have been able to provide a very welcoming atmosphere for our new families, allowing them to quickly assimilate into our school family.

Boasting a strong tradition of volunteerism, one cannot enter the school without finding several parent and community volunteers working in some capacity to assist in student learning. A spirit of collaboration and innovation pervades the school as teachers and parents work together to create solutions to challenges and to create programs and instruction that have been replicated at other schools in the district.

La Costa Heights Elementary School serves as the hub of the community in which it resides. It is a school truly dedicated to its community and its students. Having formed several business partnerships, we work together to both provide for our students, and in turn teach our students to give back to their community. Service learning is a major focus of our curriculum. Teaching an integrated curriculum that also provides a service to the community has become a strength at our school. We work as a community to use our existing resources and respond quickly to new challenges in support of the families and residents of our community. The most powerful example of this occurred when a fire struck the La Costa community in October 1996. The school became the gathering place for the community as a luncheon was served by staff members. From this tragedy grew a tremendous service learning project which was begun just one month after the fire. Utilizing our business partners and working closely with the city of Carlsbad, a local park was restored and an educational native plant trail created. From this beginning, several other service learning projects have evolved as students experience their curriculum in a "hands on" environment which is relevant to their lives.

In preparing our students for the future, La Costa Heights has placed a strong emphasis on bringing technology into our classrooms. The staff is aggressive about utilizing existing technologies while finding ways to acquire new hardware and software applications. We have tapped a variety of resources to update our existing computers and acquire new ones. Students can be found using technology applications in meaningful ways on a daily basis at our school.

The students at La Costa Heights are our stars. Through the many experiential learning activities in which they have participated, they have learned to give back to their community. Our students have also developed a strong sense of compassion due to their work with the special needs students. This is a unique opportunity which we have embraced.

La Costa Heights' staff and parents believe that our collaborative spirit is our greatest strength. We all work together to create an environment for each child where his/her learning can reach new heights.

MAGNOLIA ELEMENTARY SCHOOL

Magnolia Elementary School in Carlsbad, California is one of seven elementary schools in the Carlsbad Unified School District, and is in its 42nd year of operation. We are a K-6 grade school with a current population of 701 students including 56 students enrolled in our regional program for the Deaf and Hard

of Hearing. (We provide the Deaf and Hard of Hearing program for 14 school districts comprising the North Coastal Consortium for Special Education.) Also located at Magnolia are two District Special Day classes providing individualized services for special needs students within Carlsbad Unified School District. All special needs students at Magnolia have full access to regular education programs and are mainstreamed in regular education classes, in some cases, for the entire day. Our growing Hispanic population (155) is taught to speak and read English with the assistance of our ESL teacher. It's exciting to see non-English speaking students become fully bilingual in a three or 4 year span. Many of our Spanish speaking students are tri-lingual by 6th grade. They have mastered English and become fluent in sign language as well. Parents of students at Magnolia range from unskilled field laborers, to highly skilled professionals (physicians, attorneys, dentists, biomedical research, scientists, etc.)

Magnolia's parents and teachers hold the common belief that challenge in education is important and essential. Our parents want to see their children challenged and achieve. They demonstrate their commitment to education by supporting our highly active and involved PTA with volunteer time and donated money to support our arts and physical education programs that augment our academic curriculum. Our teachers work diligently to provide students with a variety of educational experiences thoughtfully designed, implemented and evaluated to ensure skill acquisition in all subjects and the opportunity to demonstrate those skills through problem solving activities involving application and synthesis of acquired knowledge.

Our single story facility is located on a 10.53 acre parcel of land adjacent to Valley Middle School and one block away from Carlsbad High School. Fourteen (14) relocatable classrooms have been added to our facility over the last 12 years to provide space for two District special day classes, a computer lab, and to accommodate class size reduction in grades 1 through 3. There are 47 certificated and 27 support personnel at Magnolia.

A large athletic field, basketball, volleyball, handball and tetherball courts are available for physical education and recreational use. A 5000 square foot garden with 32 raised planting beds and a butterfly enclosure is also located on our campus for instructional use. The Strategic Planning process we have incorporated has helped to focus our instructional program through the development of a comprehensive School Site Plan. Parents, teachers, students, and administrators developed the 5 year plan (1995-2000) designed to meet the educational needs of our diverse student population.

Magnolia Elementary School's MISSION STATEMENT was developed in the Spring of 1995 by a team of 19 individuals representing parents, teachers, students, classified employees, and the school administration. Our Mission reflects the vision we hold for every student enrolled at Magnolia and we ensure its implementation by always being our own best critic.

SOLANA VISTA SCHOOL

Solana Vista is located in Solana Beach, California. As the only K-3 school of five elementary schools in the Solana Beach School District, we focus on meeting the developmental needs of children aged five to eight. Our diverse population of 400 students includes English speaking students, English learners of Hispanic, Asian and European background, and a high percentage of special

needs students. The academic, social, and economic needs of our students were considered when we developed our Mission Statement to express our commitment to developing successful, creative, inquisitive, respectful and responsible students. We accomplish this through student-centered instruction, ongoing assessment, support programs, parent involvement, and community partnerships. Solana Vista was recognized as a Blue Ribbon School in 1990 and as a California Distinguished School in 1998. Our current school self-assessment shows how our educational programs and effectiveness as a primary school have evolved and improved dramatically since our last Blue Ribbon award, nearly ten years ago.

At Solana Vista, student-centered instruction is exemplified by effective teaching practices and ongoing, multiple assessment measures. All 21 classrooms participate in California's 20:1 student-teacher class size reduction program, which allows our teachers to focus closely on each student's specific behavioral, emotional and academic needs. Professional development and growth is a priority. Teachers remain abreast of the latest research by participating in conferences and workshops each year. We have created heterogeneous, balanced classes with small clusters of children receiving resource services in certain classes. Teachers use differential instruction and flexible-skills groupings to meet all students' needs. Students targeted for the gifted and talented program benefit from our Talents Unlimited curriculum, used with all students to foster critical thinking skills. Last year, our Gifted and Talented Education Program was rated exemplary. Approximately 60% of our school staff are bilingual and provide students alternative instructional delivery systems, such as Specially Designed Academic Instruction in English (SDAIE) and sheltered English instruction.

Our comprehensive curriculum and assessment are aligned with rigorous District and State Content Standards. Curriculum is integrated, using hands-on, investigative learning activities to increase student motivation and engage students in the exploration of new concepts. Technology such as CD-ROMs and laser disks support our curriculum. We employ a four-year cycle for curriculum renewal, spearheaded by our School Site Council. Committees within the District are involved when the District adopts new, state-approved materials. Selected teachers pilot new programs, read current educational research, and review feedback provided by teachers, administrators and parents to assist them in the decision-making process.

Students' academic needs are assessed regularly to ensure the teaching practices used in the classroom are effective. Assessment is achieved through a balance of authentic and standardized data that includes district math and language arts tests, student work samples, anecdotal notes, standardized test results, and running records. Our Student Success Team identifies and assists students who are not successful within the regular classroom structure. In addition, the bilingual resource teacher tracks oral language development among English Learners and conducts Student Appraisal Team (SAT) meetings involving the principal, resource and classroom teachers, parents, and support service personnel to discuss students' progress.

Support programs are in place to provide for children's physical, emotional and academic needs. We have a counseling program maintained by our bilingual school psychologist and guidance counselor. The psychologist works with interns from a local college to create individual behavior modification plans, while the guidance counselor works

with small clusters of students on social skills and conflict resolution. Our behavior program called PALS—Positive Attitude toward Learning and School—gives students a consistent school-wide behavior plan that focuses on rewards and recognition while deemphasizing negative consequences. Reading intervention programs include our new Miller Unruh Reading Specialist who works with small groups of children with reading difficulties, and the Rolling Readers Program that utilizes community volunteers to tutor children one-on-one. Our Study Buddy Program pairs students with high school buddies to assist them with schoolwork, and provide friendship, and positive role models.

Our parents demonstrate a commitment to meeting the needs of our school through donations and active participation. Over 10,300 volunteer hours were logged at our school last year, including volunteers assisting with programs such as the Rolling Readers, Books & Beyond, and Super Star Math. Parents also serve as decisionmakers with representatives sitting on the Solana Beach Board of Education, School Site Council, District Advisory Forum, and the Foundation for Learning.

We offer parents support to meet their children's needs. On-site before- and after-school childcare is available. Scholarships are available for all after-school enrichment activities. Newsletters and Web sites involve parents with classroom learning and homework assignments. We give extended opportunities for learning such as the Books & Beyond, and Math, Science and Beyond programs. The bilingual resource teacher, community liaison, and school nurse make home visits as needed for our Spanish-speaking families. Parent education sessions are held for Spanish-speaking parents on such topics as "Reading with Your Child" and "Child Nutrition."

Our community partnerships include businesses, community volunteers, and surrounding educational institutions. We collaborate to create a facility that will meet the community's needs. For six years, Mission Federal Credit Union has provided funds for earthquake preparedness, our garden project, and our weather station. Their employees dedicate many volunteer hours as reading tutors. Local restaurants and stores provide student awards for the Books & Beyond recreational reading program. The Solana Beach Foundation for Learning, a group of parent and community volunteers, are committed to raising funds for enrichment programs. Their Annual Pledge Drive raises thousands of dollars each year. We work closely with local high schools, colleges and universities to strengthen our students' educational experience, and to provide our teachers with support and continuing professional development.

The Solana Vista School facility was built in 1971 and has grown from the eleven original classrooms to the current 21, reflecting the growth in the community. We have a technology center, science laboratory and on-site childcare center. Traditions such as our third grade play, art fair, monthly school sings and community/town meetings are held in the popular Kiva meeting center that adjoins the media center/library. The community uses our extensive grass fields seven days a week for recreation. We have collaborative agreements with the Solana Beach Little League, Solana Beach Soccer Association, and the City of Solana Beach. The minimal rate of vandalism and maximum community use speaks highly of the respect our community has for the facility and programs offered at Solana Vista.

The journey to academic excellence begins at Solana Vista for our K-3 students. Their educational progression continues at the

Blue Ribbon Schools of Skyline Elementary for grades 4-6, Earl Warren Junior High School and Torrey Pines High School (honored in 1988, 1992, and 1987, 93, and 98 respectively). Solana Vista and its counterparts consistently demonstrate quality service to children and their families that results in superior education, recognition of individual efforts and a 97% college attendance rate for current high school graduates.

IN MEMORY OF THE HONORABLE
JOSE T. QUINATA

HON. ROBERT A. UNDERWOOD

OF GUAM

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Mr. UNDERWOOD. Mr. Speaker, it is with a great sense of sadness that I acknowledge the passing of one of Guam's great municipal leaders. The Honorable Jose T. Quinata, former mayor of the historical southern village of Humatac, passed away on April 29, 1999, at the age of seventy one.

Born on February 16, 1928, to Antonio and Anastacia Quinata, J.T. or Tun Jose, as he was popularly known, was committed to serve and protect the village of Humatac and the island of Guam. Barely in his teens during the Japanese occupation of Guam, Tun Jose enlisted in the Guam Militia and later in the Guam Combat Patrol. Having been part of the defense of the island against Japanese occupiers in 1941, he assisted the United States Marine Corps in seeking out Japanese soldiers immediately after the liberation of Guam in 1944.

In 1949, Tun Jose gained employment in the Naval Government's Police Department as a guard. This began a law enforcement career that spanned twenty-six years. As a police officer, he earned the respect of colleagues and community members for his strength, fortitude, and compassion. Upon his retirement from the police force, his love for the land and southern traditions carried over through his success as a farmer. All this time, Tun Jose was deeply dedicated to the Catholic faith having served as a parish council member for many years. He also contributed his time and efforts to worthwhile civic, community and religious organizations such as the Boy Scouts of America, the Humatac Parksh Council, the Parents-Teachers Association and the Holy Name Society.

To be of further service to the village he so loved, Tun Jose ran, was elected and served as mayor of Humatac from 1992 to 1996. He worked tirelessly towards projects and activities that improved upon the quality of lives for the people of Humatac. During his tenure, Tun Jose used the annual festival commemorating Ferdinand Magellan's landing on Guam in 1521 to foster goodwill between his village and the various U.S. military commands under the Sister Village/Command Program. As mayor, he was often sought after to give guidance and leadership to villagers. Known for his amicability, he commanded great respect—often being called upon to work as the intermediary between political parties.

Tun Jose was a close personal friend of mine. He and his lovely wife Tan Ana were always there to be of service to the people of Humatac and to demonstrate that village's hospitality. I will miss him. The people of Humatac will miss him. Adios Tun Jose.

HONORING JAMES J. DRADDY

HON. ELIOT L. ENGEL

OF NEW YORK

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Mr. ENGEL. Mr. Speaker, there are people who accomplish so much that even when viewed over the course of a lifetime, it seems larger than life.

Jim Draddy is such a person. He left Manhattan College in 1942 and joined the war effort, serving in the Army Signal Corps doing cryptanalysis on German and Japanese codes.

He left the service in 1946 and went into the music business at Columbia Records. There, in 1954, he rose to become National Director of Promotion. Between 1956 and 1975 he served as Sales Manager for Philco, Magnavox, Motorola and Packard Bell and for the next six years he was Vice President of Liberty Music.

He then moved from bringing music to people's ears to using his golden tongue as Director of Public Relations for the New York Medical School from 1981 to 1984 and then brought his talent to Our Lady of Mercy Medical Center as Director of Public Affairs from 1984 to 1996. He then served for two more years as Consultant for Public Affairs.

But Jim did not limit himself to mere work. He was Chairman of the Board of Directors of Daytop Village, a member of the Bronx Chamber of Commerce, a member of Community Board #12, a Board Member of the Dominican Sisters in Ossining, and, of course, a member of the Friendly Sons of St. Patrick of Westchester.

He and his wife Patricia have seven children and nine grandchildren. Jim has been a great and dear friend of mine for many years. A retirement party is usually joyous, but for me, and all Jim's colleagues, our joy in knowing him is tempered by his leaving. We can only wish him well.

CONFERENCE REPORT ON H.R. 1141,
1999 EMERGENCY SUPPLEMENTAL APPROPRIATIONS ACT

SPEECH OF

HON. DIANA DeGETTE

OF COLORADO

IN THE HOUSE OF REPRESENTATIVES

Wednesday, May 19, 1999

Ms. DeGETTE. Mr. Speaker, I rise today to express my support for the true emergency spending contained in this conference agreement: Adequate funding for the North Atlantic Treaty Organization's (NATO) military actions in Kosovo; support for operating loans for America's farms and farm workers, who are trying to provide food for our tables without going bankrupt; relief for our Central American neighbors who were devastated by Hurricanes Mitch and Georges; and relief for our Oklahoma and Kansas residents who were the victims of terrible tornadoes. These are emergencies that I believe Congress should be acting on in an expeditious manner.

But Mr. Speaker, I cannot support the \$15 billion funding package proposed in this Conference Agreement for H.R. 1141, because of the non-emergency items that are attached to