

West Lane Technical Learning Center

Public Charter High School

Sponsored by the Fern Ridge School District

ANNUAL REPORT

2013-2014 School Year

June 30, 2014

2013-14 School Improvement Goals:

- *Increase Students' Achievement in state tests, and MAP tests
- *Improve communication and participation with parents, students and staff
- *Develop working partnerships with business, community for students' success

Introduction: School Information

West Lane Technical Learning Center is a small charter school, serving grades 9 to 12, located in the rural community of Elmira in the Willamette Valley, located 12-15 minutes west of Eugene-Springfield, on the western and southern tips of Fern Ridge Lake. West Lane Tech is sponsored by the Fern Ridge School District, a 4-A school district. The school district's size, rural setting, proximity to Eugene-Springfield, Fern Ridge Lake and quick access to the Oregon Coast makes FRSD an attractive place to live.

FRSD encompasses 214 square miles, serving children from the surrounding communities of Walton, Noti, Veneta and Elmira with a combined population of approximately 9,700. FRSD is comprised of four schools - [Veneta Elementary](#), [Elmira Elementary](#), [Fern Ridge Middle School](#) and [Elmira High School](#). The district also has one charter school ([West Lane Technical Learning Center](#)) as well as other optional educational opportunities. West Lane Tech offers direct instruction in technical courses of Auto Academy, Welding and Electric Car Academy, and on-line instruction for core classes.

The total number of students at West Lane Tech is 70-120, while there are 1,450 students in the FRSD. West Lane Tech students come from 19 different school districts, with a majority from Lane County.

Vision Statement (revised, 2010-2011 School Improvement Plan)

"At West Lane Tech, students don't hesitate to ask for help; teachers are on top of students' problems; teachers are continuously refining their teaching skills; teachers are getting ongoing feedback from students; Students don't hesitate to offer ideas about learning more efficiently. Teachers and students have respectful relationships; teachers and students have fun while learning; and students come up with ideas about new classes and materials. Parents are kept abreast of students' achievement, issues; students are focused on goals that are important to them, goals they have developed themselves. Students understand and appreciate curricular Relevance; the curriculum is coherent. Students understand and use the MAP (Measure of Academic Progress) data and teachers develop systematic processes that promote efficiency. Educators, legislators, interested citizens and parents visit West Lane Tech to learn more about what is

happening at the school, WLTLC's reputation grows and the school is considered a positive force in the community."

Mission Statement (revised, 2010-2011 School Improvement Plan)

"West Lane Tech is a leader in quality secondary education, challenging students through technology, innovative instruction, and relevant curriculum."

West Lane Tech Receives Renewed NWAC Accreditation Parents Praise WLTLC Staff for Students' Success

The school received a fresh, six-year accreditation by the Northwest Accreditation Commission on April 7, 2011. West Lane Tech was commended for: "The team heard repeatedly from parents that their student was succeeding at West Lane when they never had succeeded in school before. They pointed out that the entire school team was 'flexible and personal.' They also noted that their students who can work at home on the on-line curriculum often prefer to be at school. A visitor to the building will note that everyone 'is on the same page.' All staff have a very clear picture of their mission, and they all treat students with an open caring for their success.

"The curriculum is both flexible and structured. The curriculum is comprehensive and provides a wide variety of learning opportunities, and the use of technology allows the program to individualize learning in an on-line environment. Since classes have a natural content and flow, teachers are able to deal with individualized student needs.

"Students also have the opportunity for hands-on learning in the auto and electric car classes. Students have the opportunity to work with others and experience meaningful project learning and authentic assessment. They also get to experience settings similar to that in the real world."

(note: the entire Accreditation Report is available on the West Lane Technical Learning Center's website: www.westlanetech.org)

School Program

West Lane Tech's instructional program is aimed at grades nine through twelve, aged 14-19. The Curriculum is based on OdysseyWare's online computer program which has been aligned to Oregon benchmark standards, and most recently, Common Core Standards. The school also serves 100 or more students in the traditional, bricks and mortar programs of auto and electric vehicle which are held on the West Lane Tech campus, adjacent to Elmira High School. In addition to the many students who do their work online off campus, (usually in their homes), West Lane Tech has an on-campus computer classroom which is staffed by three Highly Qualified Teachers. All of West Lane Tech's students are required to spend time in the computer classroom during the school year.

Although there are usually not many limited or non-English proficient students due to the reading requirements of the program, West Lane Tech has an ELD-certified teacher and the ability to administer the Woodcock Munoz reading assessment and the ELPA test to determine appropriate placement, any potential accommodations that need to be made or to determine exit from the program. In addition, OdysseyWare has many of its core classes in Spanish and the school has purchased a special online program that the Lane ESD has endorsed for working with ELD- students.

West Lane Tech serves many students who have medical disabilities (including pregnancy) and are unable to attend classes on a daily basis in the traditional classroom. By offering core classes in an online presentation, such students have the same chances for success that non-disabled students presently are afforded.

Mission-Related Programs

As a charter school, West Lane Tech's students are able to take classes from a flexible schedule, aiding in credit recovery and earning State-endorsed high school diplomas. Many of the students coming to West Lane Tech are one to two years behind in high school credits earned. Students may choose electives and core classes offered both on campus and online.

On campus, the students have access to Highly Qualified Teachers, an up-to-date computer lab and an auto lab for the West Lane Automotive Academy. The Automotive Academy is a professional training program for high school students interested in pursuing a career in automotive or mechanical technology. This is a two-year program for 11th and 12th graders. The Automotive Academy is open to students from any high school.

The West Lane Electric Vehicle Academy is a one-year, project-based course which challenges teams of students to design, construct and performance-test a battery powered electric vehicle suitable for competition in the Electrathon America. The program is targeted for students in grades 10-12 who wish to pursue training in manufacturing and fabrication, electrical systems, transportation systems and alternative energy. Students are able to access 14 different class offerings for college credit at Lane Community College through the auto program.

The number of students taking auto/electric vehicle numbered 102. There were three students from nearby Crow High School and one from Eugene's Sheldon High School enrolled in West Lane Tech's auto program. Formerly, those students' high schools had their own auto program, which was subsequently dropped. The teacher-student ratio in the auto and electric vehicle programs was 9:1, while the ratio for online students was 10:1; both ratios guarantee excellent personal attention from Highly Qualified Teachers.

The school year in 2013-2014 ran from September 3rd, 2013 to June 19th, 2014; with hours of operation being 8:20 a.m. to 3:20 p.m. At certain times, students could make arrangements for personal tutoring until 4:15 p.m. in the computer lab.

Applications are taken for enrollment all during the year. Fern Ridge District students may enroll during a two-week period at the beginning of the school year and at the semester, and a one-week period at the end of the first and third quarters.

School Staff

Geoffrey Barrett—12 years' experience, Master's Degree. Initial Biology/Social Studies, Special Ed licensure. Teaches World Geography, General History, World History, US History, Psychology, Vietnam Era, Health Qwest; Health/Personal Wellness; American Government, Economics, Biology 1-2, Earth Science, 20th Century, Mathematics. *Highly Qualified.

Valerie Brooks—11 years experience, Master's Degree. Initial II Language Arts/ESOL, Social Studies licensure. Teaches English I,II,III,IV; Essentials of Communication; Career Education, PE; Fitness Fundamentals; Fitness for Life; Weight Lifting. *Highly Qualified.

Forrest Cooper—22 years experience, Master's Degree. Standard Advanced Math licensure. Teaches Basic Math, Algebra 1,2; Personal Finance. *Highly Qualified.

Bill McCarty—11 years experience, Career/Tech; Mechanics endorsement. Teaches Intro to Auto, Auto Academy, Electric Vehicle Academy; Work Experience.

Amy Kappeler— 9 years experience, fine arts, music. Highly Qualified.

Kendra Brott—12 years experience, fine arts, art. Highly Qualified.

Silvia Alloway—13 years experience, fine arts, Spanish. Highly Qualified.

Kathy Davis—32 years experience, fine arts, Transition Coordinator, YTP Coordinator, Culinary, Highly Qualified.

Ken Woody, Director—12 years experience, BS Journalism-English, MC Communications, Ed.S, Counseling/Human Services. Continuing Oregon Administrative License.

Ann Claassen, Student Services Director—15 years experience, BA Drama, BA Social Work.

Sarah Naegeli, Business Manager—15 years experience. Graduate, Merritt Davis Business School.

Staff Turnover Rate

2005-2006 Sarah Schilling *One (1) year only

2006-2007 Gary Roberts *One (1) year only

Laura Olds *One (1) year only

2007-2008 Crystal Batchelor *One (1) year only

2008-2009 None

2009-2010 None

2010-2011 None
2011-2013 None
2013-2014 None

Student Characteristics

In the school year 2013-2014, 142 students were either rolled over from the previous year or newly enrolled. In the final count, 8 students were in 9th grade, 25 in 10th grade, 18 in 11th grade, and 28 in 12th grade. Sixty-three students either left the program or were dropped for lack of attendance or school work. The percentage of ELL students was 0%. The percentage of students on an IEP (Individual Education Plan) was 15%. Under new state guidelines, all WLTLC students on an IEP are the responsibility of West Lane Tech. The main purpose of IEP meetings is to change the placement of the child, look at the current goals or to exit the child if the IEP is not needed at this placement.

The percentage of students that were on the free and reduced lunch program was 44%. As far as demographics, 43 (54%) students were female and 36 (46%) were male. 96 percent of our students were Caucasian. There were 11 graduates in 2013-14.

After a successful fourth year of use, the school has refined the MAP testing process. Results of the tests are also very specific and valuable to teachers who are then able to differentiate the instruction for students who have unique needs or learning styles. This has been especially helpful in adjusting or customizing online instruction for students who are using the school's OdysseyWare curriculum. In math, much of the current curriculum has been customized embedding Khan Academy videos in the lessons. Students report increased satisfaction with the videos and the progress tracking system that comes with the Khan Academy videos. Students are able to view short (4-10 minute) videos that focus on an individual learning point. The student is able to slow down, or repeat the lesson to his needs, in addition to being able to go back and refer to it again and again. At this point, teaching staff feel that there is also a necessity, and opportunity, to develop more of their own online curriculum through Moodle.

Governance: Board Meeting Schedule: 2014-2015

Day	Month	Time
Wednesday	September 17 th	5:30 p.m.
Wednesday	October 15 th	5:30 p.m.
Wednesday	November 19 th Work Session followed by Regular	5:30 p.m. 6:30 p.m.
Wednesday	December 17 th	5:30 p.m.
Wednesday	January 21 st	5:30 p.m.
Tuesday	February 17th	Host FRSD Board 6:30 p.m.
Wednesday	February 18 th Work Session followed by Regular	5:30 p.m. 6:30 p.m.
Wednesday	March 18 th Executive Session followed by Regular	5:30 p.m. 6:30 p.m.
Wednesday	April 15 th	5:30 p.m.
Wednesday	May 20 th	5:30 p.m.
Tuesday	June 2nd	Graduation 7:00 p.m.
Wednesday	June 17 th	5:30 p.m.

Board of Directors Information

Stephanie Powers
capow@q.com
 Retired Educator

Reittus Walker
reittuswalker@wildblue.net
 Retired Educator

Ric Ingham
ringham@ci.veneta.or.us
City Administrator

Forrest Cooper
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EHS Mathematics Teacher

Tom Erwin

Auto Advisory Board:

Ed LeRoy, My Uncles Garage.....No Email

Mike Stump, Green Streak Automotive greenstreakauto@hotmail.com

Bill Morrow, Bill Morrow Automotive.....No Email

Jesse Papa' , Jesse Papa' Automotive....No Email

Rich Walker, Tech/Inst/retired..... richwalker@hughes.net

Paul Forte, Service mgr Guaranty Chevolet, paul.forte@guaranty.com

Shannon Nill, Owner Guaranty Chevolet, shannon.nill@guaranty.com

Pat O'Connor, Dean Lane CC, o'connorp@lanecc.edu

Kristen Gunson, Lane ESD, kgunson@lesd.k12.or.us

Finance

The projected budget for 2014-15 has been forwarded to the District office.

School State Test (OAKS) Performance 2007-2014

State (OAKS) test results in 2013-14 indicated dramatic improvement in the numbers of West Lane Tech students who passed state achievement tests. In math, 54% met the standard. In reading, 84% of the students met the standard. In writing, 65% met the state requirement. These marks were all in excess of school goals, which are set to achieve 100% by 2025. In science, 46% met the standard. Graduating seniors had to pass the reading, math and writing tests in order to receive their diploma. The school, for the first

time, under the inspirational leadership of Ann Claassen, Director of Student Services, scored 100% in student test participation.

2007-2008 State Tests—West Lane Technical Learning Center

M=Met

NM= Nearly Met (within 3 or less points)

DM= Did not Meet

M/NM=Met and Nearly Met combined

	#	M	NM	DM*	M	M/NM
Math	11	1	2	8(3)	9%	33%
Reading	11	2	2	7(3)	18%	36%
Science	11	0	2	9(2)	0%	18%
Writing	11	4		7	36%	36%

*Number in Parenthesis is number who were close (3 or less) from NM

2008-2009 State Tests

	#	M	NM	DM*	M	08-09 M/NM	08-09
Math	6	1	2	3(2)	16.5%	9%	50% 33%
Reading	7	1	5	1	14.3%	18%	85% 36%
Science	6	1	2	3(2)	16.5%	0%	50% 18%
Writing	2	--	--	--	--	36%	-- 36%

2009-2010 State Tests

	#	M	NM	DM*	M	09-10 M/NM
Math	21	2	0	19(1)	9%	9%
Reading	21	4	3	14(1)	19%	33%
Science	18	2	2	14(1)	11%	22%
Writing	--	--	--	--	--	--

2010-2011 State Tests

	#	M	NM	DM*	M	10-11 M/NM
Math	42	7	6	29	16%	30%
Reading	44	20	7	17	45%	61%
Science	43	17	3	23	39%	46%
Writing	30	6	4	20	20%	33%

2011-2012 State Tests

	#	M	NM	DM*	M	11-12 M/NM
Math	44	11	7	26	25%	(18)-40%
Reading	48	33	4	11	68%	(37)-77%
Science	42	14	5	23	33%	(19)-45%
Writing	13	9	3	1	69%	(12)-92%

2012-2013 State Tests

	#	M	NM	DM*	M	12-13 M/NM
Math	27	8	3	5	29%	(11)-40%
Reading	27	21	2	1	77%	(23)-85%
Science	23	7	2	3	30%	(9)-39%
Writing	16	data not available until July, 2013				
Writing						
Work Samp	8	8	-	-	100%	
Reading						
Work Samp	2	2	-	-	100%	

2013-2014 State Tests

	#	M	NM	DM*	M	GOAL +/-
Math	46	25	-	25	54%	29% +25%
Reading	64	54	-	10	84%	71% +13%
Science	13	6	-	7	46%	—
Writing	58	38	-	20	65%	40% +15%
Writing						
Work Samp	7	7	-	-	100%	
Reading						
Work Samp	3	3	-	-	100%	
Math						
Work Samp	4	4	-	-	100%	

An agreement was forged with NWEA (Northwest Evaluation Association) to procure a placement, testing and evaluation system that is easier to use for both students and teachers in 2009. Teaching and administrative staff are enabled to process, evaluate, and disseminate information gained from testing for students and parents, and develop individual instructional strategies for students. NWEA's program is aligned with the OAKS state tests and the test results, along with state test scores, should offer a more accurate and relevant measure of academic growth over time, than is currently available from AYP data for NCLB.

It is planned to use individual "report cards" for students returning to West Lane Tech next fall and to better utilize the individual goal-setting aspects of the MAPs program. Feedback from other schools using the MAPs program indicates that this use of student's data can be very motivating for both parents and students. Students become more engaged in where their learning skills are and become more aware of specific ways they may improve those skills. As this is embedded, students take more accountability for their own learning and don't fall into the trap of constantly comparing where they stand with others.

Teachers found that in several cases, students' achievement, as measured by the MAPS tests, actually regressed over the course of the year. Part of this may be explained by the fact that some students resent the seemingly incessant standardized testing that goes on in schools.

2013-2014 MAP TESTING

The biggest change in MAP testing this year was to exclude 11th graders from testing as they were required to do so much with state OAKS assessments, which were administered three times during the school year. There were some impressive gains in individuals' Math and Reading tests, which may, in part, be attributed to information gained through MAP test score improvement from semester to semester.

The biggest challenge is the fluid nature of the West Lane Tech student body. Sixty-three students either left the program or were dropped during the school year (compared to a high enrollment of 142, that would be a 44% turnover rate). In addition, a sample look at tested freshmen and sophomores this year shows only 5 of 26 (19%) students were present both fall and spring semesters for MAP testing, which makes it difficult to plot or demonstrate progress on a growth scale. On the positive side, 4 of the 5 students who were in attendance both semesters showed positive growth in mathematics.

The most outstanding example of gain came with a sophomore who has been in the program two full years achieved a gain of 28 RIT in reading from Fall of 2011 to Spring of 2012. In doing so, she moved from the 10th percentile to the 64th percentile, which aligns to probable passing of the OAKS reading assessment.

In mathematics, of 33 valid results, 21 (64%), met their projected growth while 14 of those (42%), exceeded their expected growth projections. Of 20 Elmira High School students who were taking math credit recovery classes at West Lane Tech, 10 improved their RIT scores by 3 points or more. This included one girl who improved 16 points, which is phenomenal.

Project Hawkeye—Math Project Conducted 2009-2010

In March-April, 2010, Geoff Barrett, West Lane Tech math instructor, put together an online remedial mathematics class for 20 Willamette Leadership Academy sophomores who were preparing for the state's OAKS math test. Willamette Leadership Academy is another charter school sponsored by the Fern Ridge School District. The class was intended to be one hour a day, five days a week for four weeks, to be conducted at WLA. The group was MAP tested before the class started and again when it ended, in order to determine growth gained, if any.

Early conclusions are that it is possible to customize an online remediation math skills class for students in preparation for the state math OAKS test. In that many middle school students come to high school without the prerequisite math skills to achieve proficiency in algebra, high schools

struggle to keep the majority of students moving towards higher levels of math and at the same time, help those skill-deficient students catch up and keep up with the whole group. In that case, there is much to be gained by having online remediation for such students in time frames that could best help them catch up to their peers, without losing too much time for their graduation track. West Lane Tech will continue to develop such courses and work to market their availability to Lane County high schools. Future development should also take into consideration the case for development of a middle school model. The lack of skill development and academic success in mathematics affects a large number of students, whose behavior and attendance sooner or later, becomes a negative, with an increasing chance of dropping out for many students.

Sheri Russell Named WLTLC's Student of the Year

Shari Russell, senior, has been tabbed by the staff of West Lane Technical Learning Center as the Student-of-the-Year for 2013-2014. She came to West Lane Tech this fall from Crow High School. "I wanted a better learning experience and I found it at West Lane Tech," she said; "The flexible schedule, having teachers right there when you need them, and being able to work at my own pace have helped me get my grade point up over 3.0." The oldest of three at home, Shari enjoys English and Digital Arts in particular. "I liked 'Hamlet', I enjoyed the challenge and passion of 'The Great Gatsby' and digital arts helped me discover what I want my career to be," she said. "I am going to go to Lane Community College for two years, get my fine arts degree and then finish at the U of O. I want to be an animated storyboard artist for kids' films."

Shari loves to draw, read, and play the flute (9 years). She is recovering from a foot injury, but hopes to get back to a favorite past time—running. "I like working, actually," she said,

acknowledging that this may be a little out of normal compared to her peer group.

One of her teachers agreed: "Shari is an excellent choice; she is intelligent, organized, and hard-working. Shari has a positive attitude towards academics and doesn't hesitate to ask for help when she needs it, which is a real strength. She is well-liked by peers, teachers and staff. Shari enjoys learning and has a passion for writing and a strong work ethic which will serve her well as she moves towards life beyond high school."

"I learned to work hard from my grandmother," Shari said, referring to Kathy Davis, who ran the culinary program at Crow and is currently a teacher at West Lane Tech. "If I had any advice for younger kids it would be to pick your friends wisely, stay on task, don't be afraid to ask for help, and know who you are and don't let anyone talk down to you."

Student Feedback—From Past School Years

Heather Wooden, senior---

At EHS as freshman: failed Algebra twice, science, I was too social, getting in trouble....just sat there in class

It's not easier at WLTL, but it's easier to understand, I don't have a teacher talking at me, I can see things easier; we have time, I could take my own time: if I need all day, I have all day."

When we are in class, all of us are working on different things, different classes, this takes the peer pressure away: no one is saying 'you're stupid."

I feel engaged here, technology is interesting, I feel like I'm getting something I need."

Dave TertHorst, senior---

At my high school, teachers didn't explain things very well—it's a lot different here, on-line is more interesting and if you need help, you get it sooner" At my high school there was a lot of talking going on with other students, it was a distraction."

Sophia Garcia, senior---

I was home schooled, and I am more focused at WLTLTLC than I was before; I was not self-motivated, my parents motivated me. On-line is good for me, it's quiet, it's just you and your computer. Teachers are there to help; if they're busy, I can move to another subject, I don't have to stop everything and wait. I have been able to focus more, and make classes up, I can work at home at midnight if I want. You do better at your own pace, you are not held back by the rest of the class. If you have problems and don't keep up your work, the teacher e-mails you and calls your parents."

Kayce Keeler, junior---

At EHS as a freshman, I failed one class; I had problems socially for the most part, I was sucked into the drama, there were harassment issues. I felt more stressed, I was not focused; the only time someone (adult) would talk to me was when I was in trouble." I flunked a math class because though I passed the final, the teacher said after that it would be better if I took the class again. I did and I did better, but I didn't think that it was right for the teacher to tell me if I passed the final I would pass the class, and then change his mind. That was a lost credit." Here it is different: I work better in small groups, I don't get distracted as easily. I can go on-line at any time, which is much more flexible.

Joe Cooper, senior---

AT EHS, I got competitive with an administrator, had good attendance, but received many referrals---at WLTLTLC, I'm doing good and liking it; I can do things at my own pace. Here, I have the opportunity if I'm behind to get at computer and catch up, which you can't do in a regular class when you get behind. I can do my work at home and over the holidays besides here at school."

Christina Hodges, senior---

I was behind in credits when I left EHS after my sophomore year---I felt like there was a lack of help in the classroom, the teachers were so busy with the whole classroom; at WLTLC there aren't so many students. I was distracted socially, there were lots of conversations in class. I like the online school because I get lots of help; I can concentrate better and actually get work done at my own pace. I also have a job, so going online helps me able to do that."

Lessons Learned, Actions Taken, 2014-2015

Being more meticulous about data and testing has been identified as a goal for school improvement. Through the State tests and classroom testing, we found the areas that students are doing well and identified areas where they need help. These areas matched predictions by the staff. There continues to be research done by staff as to appropriate testing materials and curriculum. Graduating seniors were required to take and pass the U.S. Citizenship and Immigration Services' test that is required of all immigrants applying for citizenship. Student feedback on the requirement was overwhelmingly positive.

At the end of the school year, staff identified several areas of needed improvement for the coming school year. A major goal of the school's improvement plan will be to increase participation and partnerships with parents. A more comprehensive orientation is necessary to teach students computer networking tools and skills for optimum communication with teachers. An orientation worksheet, demonstrating individual competency and knowledge, will be required of all students. Students identified as risks of not passing required state tests for graduation may be required for special classes in math and writing.

Reporting Accountability to Students, Staff, Parents, Public

Communication is a very important component in our organization and needs constant attention. We communicate with each other, with parents and students and the community via online - website, email, gmail (chat room), phone and letter.

Improving School's Accountability Plan

Administrative and teaching staff were pleased with the outcome of the 2013-2014 School Improvement Plan, which was put together by the entire staff utilizing the same process developed through a dissemination grant project with Cascade Heights Charter School of Portland and several other schools, public and charter in 2010. West Lane Tech administrators spent a week in Chico, California, with teachers and administrators from several other states to use data to construct a data-driven school improvement plan. Nearly all goals were reached well within the time frames selected. All course content was evaluated and aligned to State benchmarks. Power Standards were selected by teaching staff to focus on specific learning outcomes. Diagnostic testing was done, with some success and additional research was conducted to find better measures of academic growth. A partnership with the Northwest Evaluation Association (NWEA), was a product of that research. The 2013-2014 Plan was produced in the same fashion, with input from the Board, staff and students. The basic goal is to meet AYP (Average Yearly Progress) even though the measure is being phased out by the Department of Education.

The results of the National Automobile Technicians Education Foundation (NATEF) certification program indicated upgrades and improvements necessary in the auto and electric vehicle programs at West Lane Tech in 2010. Currently the school offers 14 classes that West Lane Tech students can take and get college credit through Lane Community College. In the fall of 2009, West Lane Tech students were able to receive applied math credit through the auto and electric vehicle programs, the result of a partnership with Lane ESD and Oregon Department of Education.

Audit Report

2012-2013 AUDITORS' COMMENTS AND DISCLOSURES

Oregon Administrative Rules 162-10-000 through 162-16-000 of the Minimum Standards for Audits of Oregon Municipal Corporations, prescribed by the Secretary of State in cooperation with the Oregon State Board of Accountancy, enumerate the financial statements, schedules, comments and

disclosures required in audit reports. The required statements and schedules are set forth in preceding pages of this report. Required comments and disclosures related to our audit of such statements and schedules are set forth as follows:

REPORT ON INTERNAL ACCOUNTING CONTROL

We have audited the basic financial statements of West Lane Technical Learning Center, Elmira, Oregon, as of and for the year ended June 30, 2013 and have issued our report thereon dated September 5, 2013.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement.

In planning and performing our audit of the basic financial statements of West Lane Technical Learning Center, Elmira, Oregon, for the year ended June 30, 2013, we obtained an understanding of the internal control structure. With respect to the internal control structure, we obtained an understanding of the design of relevant policies and procedures for the purpose of expressing our opinion on the basic financial statements and not to provide an opinion on the internal control structure. Accordingly, we do not express such an opinion.

ACCOUNTING RECORDS

The accounting records are adequate for audit.

BUDGET TRANSACTIONS

Not applicable under ORS 338.

2007-08 AND 2008-09 BUDGETS

Not Applicable under ORS 338.

COLLATERAL SECURING BANK DEPOSITS

There appeared to be adequate collateralization during 2012-13 based on our testing.

INVESTMENTS

There were no investments at June 30, 2013.

PUBLIC CONTRACTS AND PURCHASING

Not applicable under ORS 338.

INSURANCE AND FIDELITY BONDS

Details concerning insurance and fidelity bond coverage were reviewed during the audit. The coverage provided appears to meet legal requirements. We do not have the professional expertise to state whether the insurance coverage is adequate.

STATUTORY BONDED DEBT LIMITATION

Not applicable under ORS 338. There was no bonded debt.

STATE HIGHWAY

There were no programs funded from state highway funds during the year ended June 30, 2013.

PROGRAMS FUNDED FROM OUTSIDE SOURCES

We reviewed and tested, to the extent we considered necessary in the circumstances, transactions and reports relative to federal and state grant programs. Since less than \$500,000 was expended in federal financial assistance for the year ended June 30, 2013, it was not necessary to perform, nor did we perform, tests in accordance with the Federal Single Audit Act, as amended (U.S. Office of Management and Budget Circular A-133).

STATE SCHOOL FUND DISTRIBUTION INFORMATION

We did not separately perform the procedures recommended by the Oregon Secretary of State, Audits Division, regarding compliance with the requirements of ORS 327.013 as further defined by the Oregon State Department of Education pertaining to the calculation and reporting of the factors used to compute the State School Fund distribution for the year ended June 30, 2013 since all such information is accounted for by Fern Ridge School District and such information can be found in their audit report.

PAULY, ROGERS AND CO., P.C.

STATE TEST RESULTS, AYP REPORTS:

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

for further information: 541.935.2101

www.westlanetech.org

West Lane Technical Learning Center

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