



2023
2024

ANNUAL
REPORT

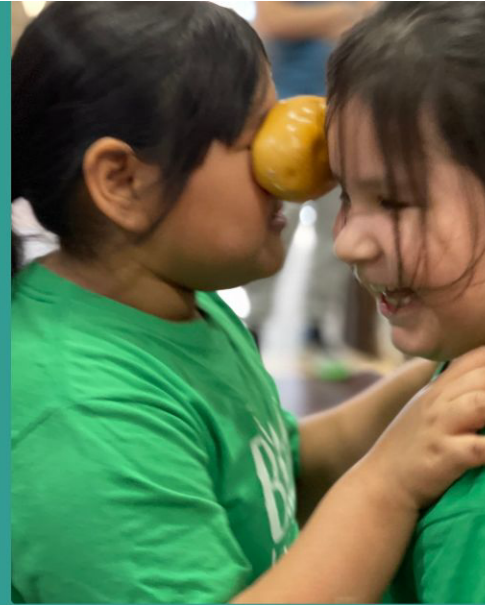


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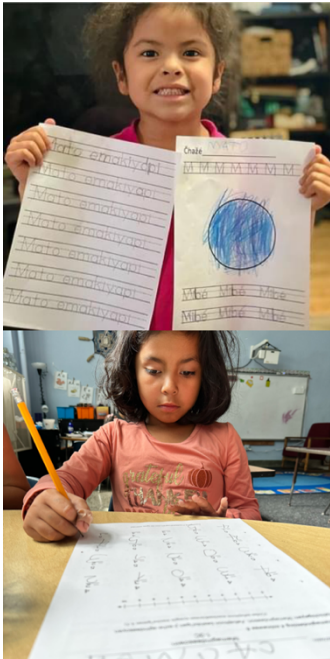
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SCHOOL INFORMATION



District #	4226-07
Contact Information	<p>Address: 3216 East 29th Street Minneapolis, MN 55406</p> <p>Phone: (612) 729-9266</p> <p>Email Address: info@bdotelearningcenter.org</p> <p>Website: www.bdote.org</p>
Grades Served	Kindergarten - 8th Grade
Year Opened	July 2014
Mission & Vision	<p><i>The Mission</i> of Bdote Learning Center is to develop culturally aware, successful, high performing students by providing them with an academically rigorous education that is place-based and rooted in Native language and culture of indigenous peoples.</p> <p><i>The Vision</i> of Bdote Learning Center is that all students will develop a love of lifelong learning, language and cultural fluency, gain skills and education to determine their own future, and develop a genuine commitment to contribute back to their family, community and nation.</p>
Authorizer Information	<p>Innovative Quality Schools P.O. Box 580, Hutchinson, MN 55350 (651) 234-0900 www.iqsmn.org</p>
Approval	<p>The Bdote Learning Center approved the FY23-24 Annual Report at the _____ Board Meeting in accordance to MN Statute 124E.16, Subd. 2 and can be found at www.bdote.org/blc-reports-%26-audits</p>

STATUTORY PURPOSE



The primary purpose for Bdote Learning Center is to improve all student learning, all student achievement, and all student success. To improve all pupil learning and all student achievement Bdote Learning assesses all student for learning and growth using Fastbridge testing four times a year. Additionally, Bdote Learning Center uses other methods to measure outcomes and learning accountability by assessing students in their target languages using oral proficiency assessments, math assessments, and reading assessments in the target languages of Dakota and Ojibwe. Bdote Learning Center using different and innovative teaching methods like language immersion, place-based learning, experiential learning and trauma informed practices to helps students succeed. As the only elementary Dakota immersion and 1 of 2 urban Ojibwe immersion schools we are often creating unique learning opportunities for staff and community with many of our educators leading these opportunities that shape the environment.

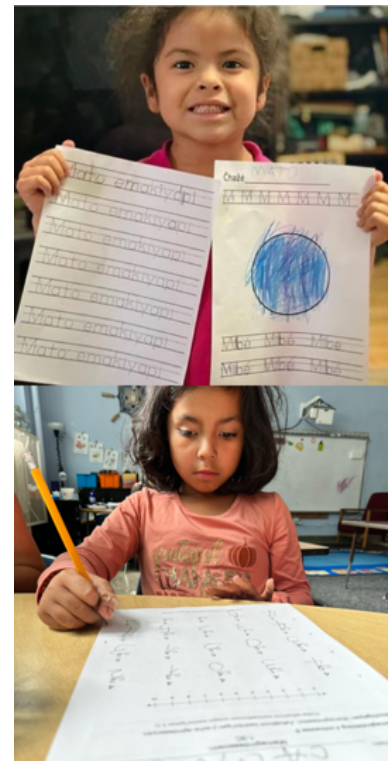
STUDENT ENROLLMENT SY 2023-2024

Bdote Learning Center began with a year-round schooling model that has been adjusted over time due to funding, capacity, and parent feedback. Due to wanting to maintain this model we start earlier than other districts during August every year and typically end after. This trend is seen in our enrollment data from the 2023-2024 school year. Often, we see an increase of student's enrollment as well as departure after Labor Day when other schools start. Around mid-September enrollment typically steadies out and becomes consistent before the New Year.

BY GRADE	START OF YEAR, DAY 1 08/14/2023	AFTER LABOR DAY, 9/7/23	MID YEAR, DAY 92 01/16/2024	END OF YEAR, DAY 184	ADM
K-8	97	97	93	86	89.17
KG	11	11	20	17	16.78
1	16	12	13	13	13.25
2	13	10	11	10	11.17
3	10	6	5	5	5.56
4	11	12	12	13	12.11
5	9	6	7	8	7.06
6	14	13	13	11	12.23
7	6	4	5	3	4.31
8	7	7	7	6	6.70

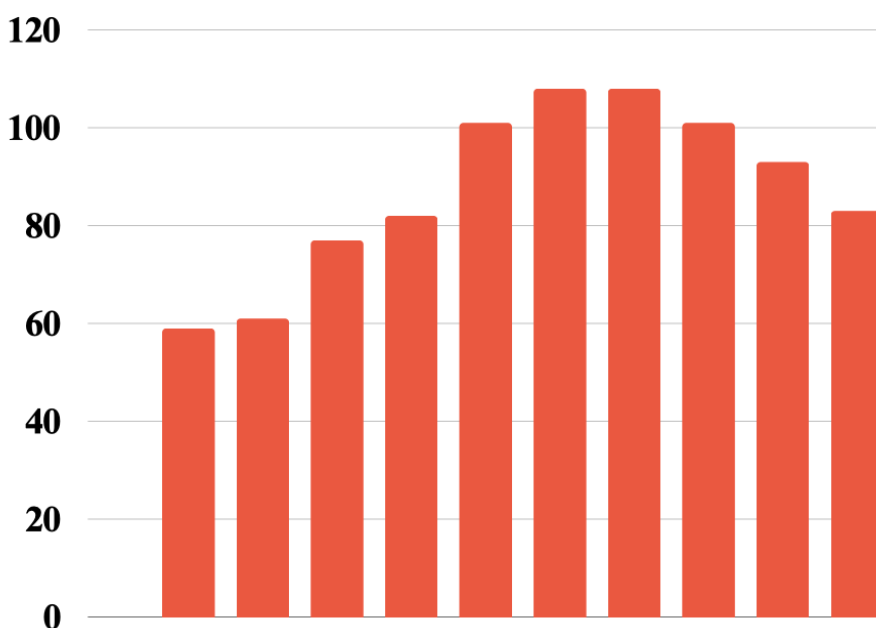
STUDENT ATTRITION

Bdote Learning Center opened its doors to students in August 2014 serving Kindergarten through 3rd grade. Every year thereafter a grade was added to continue our relationship with our students in their language journey until we got to 8th grade in 2019. From that point forward Bdote Learning Center was a K-8 public immersion school. You can see the trend in enrollment increase over the years as each grade was added. In 2019, the COVID pandemic hit closing schools and leading to another year of distance learning through 2021. You see enrollment plateau during this time. In 2021 we returned to in person with a new leadership which you can see the dip. During this transition many staff departed and with them students which is typical when you have new leadership. In 2022 there was leadership turnover once more along with budget cuts that reduced staffing. Although leadership maintained the same in 2023 there were still budget related staffing reductions and with the new model there was turnover due to change. This change contributed to combining classes together due to teaching shortages. These growing pains contributed to enrollment turnover, and despite of this we have had many families continue to support Bdote Learning Center.



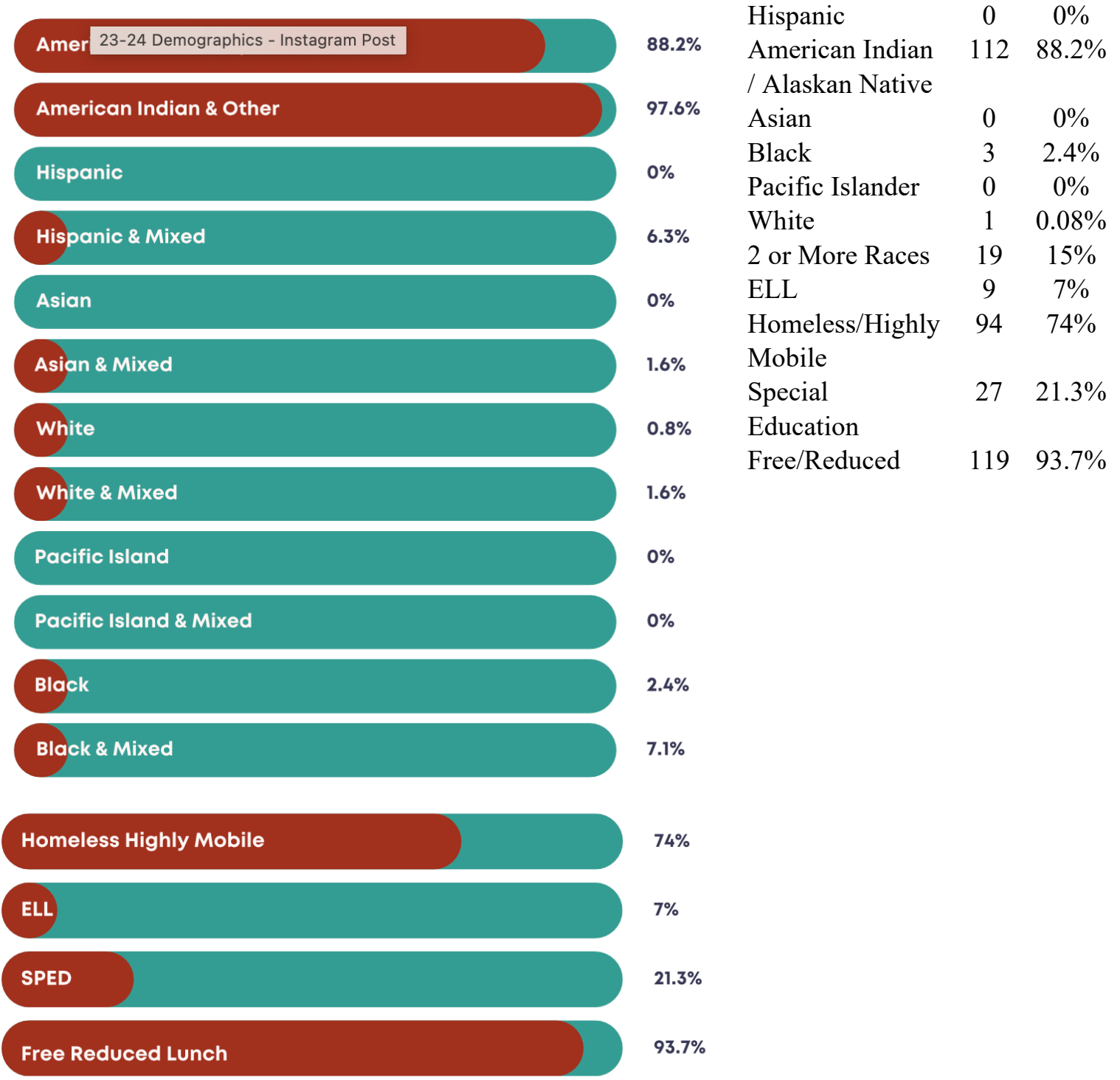
STUDENT COUNT FROM PRIOR YEARS

Number of Students	(Oct. 1 count)
2013-2014	Not Open
2014-2015	59
2015-2016	61
2016-2017	77
2017-2018	82
2018-2019	101
2019-2020	108
2020-2021	108
2021-2022	101
2022-2023	93
2023-2024	83



STUDENT DEMOGRAPHICS

Bdote Learning Center had 127 students enroll in the 23-24 school year. We started the school year with 97 students and around September 1 we had a high of 102 students. After Labor Day our enrollment took a dip to 84, due to the 15 day drops which is an annual trend that we see because Bdote Learning Center starts weeks before other schools. Despite this total we ended our year with 86 students which was just shy of our 90-student goal.



GOVERNANCE & MANAGEMENT



BOARD OF DIRECTORS ROSTER

Tedi Grey Owl, Board Chair	Parent/Guardian	Nov. 2023	Nov. 2026
Jewell Arcoren, Vice Chair	Parent/Guardian	Mar. 2023	Oct.2025
Fawn YoungBear Tibbetts, Treasurer	Community Member	Mar. 2023	Oct. 2025
Angela Two Stars, Secretary	Community Member	Feb. 2022	Oct. 2024
Mat Pendleton, Member	Community Member	Feb. 2022	Oct. 2024
Victoria Morris, Member	Licensed Teacher	Nov. 2023	Nov. 2026

CAPACITY & OVERSIGHT

Bdote Learning Center is governed by its Board of Directors. According to its bylaws, the Board of Director may have up to twelve members with a majority that are Native American. During the 2023-2024 school year six seats were filled with four community members, one parent &/or family member, and one licensed teacher. In the July 22, 2024 Board Meeting the Board of Directors amended the Bdote Learning Center By Laws to have a minimum of five members instead of nine in order to make quorum and to match the existing trend of seats maintained over the years. Board members serve three-year terms, with elections being held annually in November. The standing committees are District Advisory Committee, Finance Committee, Governance Committee, Health & Wellness Committee, and Relicensure Committee.

SCHOOL POLICY

Bdote Learning Center’s school policies are reviewed by a subcommittee of the Board of Directors monthly. The Board of Directors secretary schedules the policy review meetings where policy revisions are made, presented, and reviewed at a committee meeting as a final check and edit prior to submitting for approval at a regular scheduled board meeting.

BOARD ANNUAL PERFORMANCE ASSESSMENT

Bdote Learning Center worked on a corrective action plan with our authorizer and our board of directors which was presented to the board at the September 28, 2023, Board Meeting and has been continually working on compliance related to the Board of Directors and completing the compliance related objectives by the goal timeline.

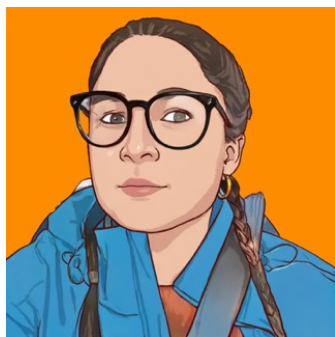
BOARD TRAINING

Bdote Learning Center is committed to be following MN Statute 124D.10 Subd. 4(f), where every charter school board member shall attend training throughout the member's term on the board. Unfortunately the Bdote Learning Center Board of Directors did not complete training in the 2023-2024 school year but intends to complete all board trainingsy March of 2025.

LEADERSHIP

Bdote Learning Center has a dual-leader model instead of a single leadership model. After a few years of turnover from 2020 – 2022, the Board of Directors chose to investigate the feedback of former Directors in saying that the leadership job is too much for one person, therefore concluding to opt for the dual leadership model with a Director of Administration and a Director of Operations.

SCHOOL DIRECTORS












Korissa Howes is the Director of Operations with 12 + years of teaching experience and curriculum development. She has a BA in Elementary Education with a minor in Social Studies Education holding a teaching license with the Minnesota Department of Education, file folder # 472551. Korissa is a descendant of the Fond Du Lac Tribe of Lake Superior Chippewa and has spent 12 + years working in the Native American community. Korissa started at Bdote Learning Center in 2018 as the Ojibwe 6-7 teacher and moved to a position in grant management in 2019 where she went on to get a certification in Grant Management from the University of New Mexico. In February 2022 she became a member of the Board of Directors that helped transition the school during turnover, which led to her appointment of Director of Operations in July 2022. Korissa continues her education with classes in Ojibwe language at the University of Minnesota and intends to start a master's program in leadership.



Veronica Peterson-Briggs is the Director of Administration with 6 years teaching experience and 10 + years of Ojibwe language experience. She has a BA in American Indian Studies, a M.Ed. in Elementary Education with specialization in Dual Language and Immersion. She holds a teaching license with the Minnesota Department of Education, file folder # 513228. Veronica is an enrolled member of the White Earth Nation and has worked her whole adult life in the Native American community. Veronica started working at Bdote Learning Center in 2016 serving as an Ojibwe Immersion Teacher in grades 1 – 5. In 2021, Veronica was appointed Interim Director after an unexpected tragedy. In July 2022 Veronica was hired as the Director of Administration. Veronica actively seeks out leadership programs, training opportunities, and will eventually get a certificate or degree in educational leadership to promote strong leadership.

STAFF & TEACHER INFORMATION

LICENSED STAFF

EMPLOYEE NAME		POSITION	FILE FOLDER #
Carol Charging Thunder		KG & 1st Grade Dakota Teacher	1011042, Resigned: 11/7/2023
Bernadette Toscano		KG & 1st Grade Dakota Teacher	1030960, Returning 24-25
Kathryn Stemper		KG & 1st Grade Ojibwe Teacher	1010859 Returning 24-25
Dustin Peyton		2nd & 3rd Grade Dakota Teacher	1028417 Returning 24-25
Monica Briggs		2nd & 3rd Grade Dakota Teacher	514982 Returning 24-25
Olivia Mason		4th & 5th Grade Teacher	1032442 Returning 24-25
Victoria Morris		ADSIS – TOSA Teacher	491627 Returning 24-25
Niizhoogabaw Wahpepah		6 - 8th Grade Ojibwe Teacher	1014922, Term: 05/2024
Aileen Erler		K-1 Ojibwe Teaching Assistant On-call substitute teacher	1023173 Returning 24-25

UNLICENSED STAFF

EMPLOYEE NAME		POSITION	NOTES
Kashina Danielson		Administrative Assistant	Renewal Returning 24-25
Iva Rasmusson		Operations Assistant	Renewal Returning 24-25
Miskwa Mukwa Desjarlait		ANA Project Director	Renewal Resigned 10/13/2023
Anthony Frank		Behavioral Specialist & Drum Instructor	Renewal Returning 24-25
Seavert Sheridan		Nutrition Manager	New Hire 9/2023 Resigned 05/03/2024
Makoons Stately		Paraprofessional + Phy. Ed. Instructor	New Hire 11/2023 Returning 24-25
Lois Long		Dakota Language Instructor	Renewal Resigned 11/20/2023
Lamar Renville		Dakota Language Instructor	New Hire 04/2024 Returning 24-25
Vangyi Chongtoua		ADSIS Math Instructor	Renewal Term: 02/2024
Courtney Briggs		Special Education Paraprofessional	Renewal Resigned 10/11/2023
LeRoy Brown		Special Education Paraprofessional	Renewal Resigned 02/20/2024
Sean Erler		Special Education Paraprofessional	New Hire 10/2023 Returning 24-25
Shaina Dreaming Bear		Special Education Paraprofessional	New Hire 11/2023 Term: 03/2024
Elias Droessler		Special Education Paraprofessional	New Hire 01/2024 Returning 24-25
Caley Pieper		Special Education Paraprofessional	Renewal Returning 24-25
Waabigonikwe Raven		Special Education Paraprofessional	Re-hire 9/2023 Returning 24-25
Tayah Reyes		Special Education Paraprofessional	New Hire 2/2024 Returning 24-25
Kaelin Winkelman		Special Education Paraprofessional	Renewal Returning 24-25
Kristopher Winkelman		Special Education Paraprofessional	Renewal Resigned 9/1/2024

STAFF DEVELOPMENT

As a part of Bdote Learning Center's annual professional development, we strive to have all staff attend the following:

1. Data Privacy
2. Mandated Reporting
3. Harassment
4. OSHA- Right to Know
5. Bloodborne Pathogens
6. Security & Safety
7. Meal Count Check & Edit
8. JMC Grade Reporting
9. JMC Discipline Reporting
10. JMC Attendance Reporting
11. EASE PTO & Benefits Reporting
12. Ojibwe Professional Development
13. Dakota Professional Development

FINANCIAL OVERVIEW

For questions regarding school finances and for complete financials for 2023-2024 FY please contact our contracted financial service provider Clifton Larson Allen:

Nate Winter
Director of School Finance
Clifton Larson Allen (CLA)
nate.winter@claconnect.com
612-397-3045



OVERVIEW

Information presented below is derived from the 2023-2024 FY preliminary audit figures. The full financial audit will be completed and presented to the Minnesota Department of Education and Innovative Quality Schools no later than December 31, 2024.

Revenues

Total Revenues : \$2,860,205

Revenue sources were mostly from state and federal public education funds, but we do have annual grants that we receive as well as a project-based grant for Administration for Native American Grant that ended this fiscal year.

Expenses

Total Expenses: \$2,824,691

We were able to spend down the last year of an Administration for Native American Grant with success and supply our staff with a great amount of curriculum resources to aid in our Dakota and Ojibwe immersion model. Rearranging general education funds to fit staffing needs was a challenge but eventually evened out maintaining the proper staff to support immersion efforts as well as student needs with smaller class sizes as intended in our mission and vision.

Net Surplus or Deficit & Fund Balance:

In 2023-2024, revenues exceeded expenses which resulted in a net positive change to a fund balance of \$35,514. This increased the fund balance from \$221,810 to \$257,324. There are no future financial implications or long-range expenditures due to audit results. Future plans include projecting out enrollment based off current data and exploring budgets based off no longer having federal awards including COVID-19 awards and ANA.

ACADEMIC PERFORMANCE

Bdote Learning Center evaluates students' knowledge and abilities by using multiple assessments and data points.

Fastbridge Assessments provide information about student growth in math as well as reading. These assessments are given seasonally and are ranked compared to national growth trends into percentiles of 1-19th which is high risk, 20th – 29th which is low risk, 30th – 84th which is some risk, and 85th to 100th which is college pathway.

We also take oral proficiency tests in Dakota and Ojibwe languages, as well as began using community developed Reading Assessments as well as adapted Math Assessments from the Moving with Math curriculum.



FASTBRIDGE READING ASSESSMENT DATA

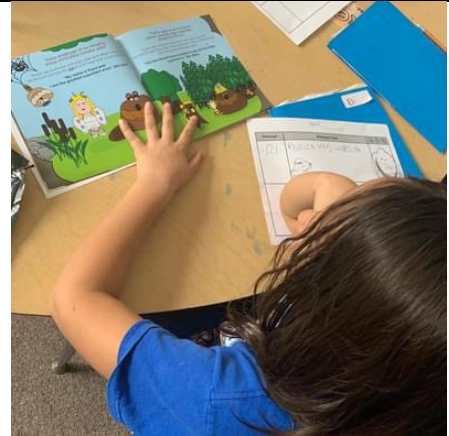
Of the 85 students assessed in 2023-2024, 39 were new students and 13 had inconclusive data on their reading assessments. Of the 72 students with data 38 students showed improvement in their overall assessment score from Winter 2023 to Spring 2024 which is 54% of students showing improvement. Of the 72 students with data, 25% of students increased their national percentile rank level. 1% of the students with data moved risk categories. Of the 72 students with data 72% are high risk, 15% are some risks, 7% are low risk, and 6% are college pathway. Of the 30 students who didn't show growth from Winter 2023 to Spring 2024, 26 are homeless and highly mobile, 5 are special education, 26 have attendance under 80% present, and 9 were not enrolled the full year at Bdote Learning Center. Of those students with data 33 students showed improvement in their overall assessment scores from Spring 2022 to Spring 2023 which is 72% of students improving over a year time. Many students in grades K-3 are in the high-risk category are still learning in the Dakota and Ojibwe language full time while taking an English based test.

FASTBRIDGE MATH ASSESSMENT DATA

Of the 84 students assessed in 2023-2024, 41 were new students and 10 had inconclusive data on their math assessments. Of the students with data 46% showed improvement on their assessment scores from Winter 2023 to Spring 2024. Of the students with data, 22% improved their national percentile scores from Winter 2023 to Spring 2024. Of the students with data, 8% of the students moved risk categories out of high risk from Winter 2023 to Spring 2024. From Winter 2023 to Spring 2024, 64% of students were high risk, 31% of students were some risks, 4% were low risk and 1% were college pathway on their math assessments. Of the 44 students who didn't show growth from Winter 2022 to Spring 2023, 36 are homeless and highly mobile, 8 are special education, and 36 have attendance under 80% present, and 14 were not enrolled the full year at Bdote Learning Center. Of those with data 34 students showed improvement from Spring 2022 to Spring 2023 which is 79% of students improving their overall score over a year time. Many students in grades K-3 in the high-risk category are still learning in the Dakota and Ojibwe language full time while taking an English based test.

ORAL PROFICIENCY & LANGUAGE ASSESSMENTS

The reading assessments in Dakota and Ojibwe were created with a grant from the Minnesota Indian Affairs Council (MIAC) in 2020 – 2022 using expertise from first speakers, linguistic professional, academics, and community members. We are still updating these assessments to reflect the progress we see inside our walls regarding language growth.



INNOVATIVE PRACTICE AND IMPLEMENTATION

Bdote Learning Center Tenets; our educational philosophy is rooted in the mission and guided by the following tenets:

1. Models and demonstrates the link between a strong cultural identity and academic success. We accomplish this by hiring American Indian professionals as staff and by teaching our children about past and current American Indians leaders.
2. Reclaims our legacy of being caretakers of Bdote as well as the community surrounding Bdote. We accomplish this by incorporating place-based learning at our school.
3. Holds the belief that children learn in different ways and that all children can succeed if given sufficient time and support. We accomplish this by developing an individualized learning plan (ILP) for all our students.
4. Utilizes curriculum and instructional practices that have been proven through practice and research to be effective in the education of American Indian/Indigenous students. We accomplish this by implementing an academically rigorous curriculum incorporating place-based, experiential lessons delivered in our indigenous languages. These three components have proven to close the achievement gap for indigenous people across the globe.
5. Demonstrates that all academic disciplines are important and shows the connection between disciplines and the relevance of those disciplines have to the world today. We accomplish this with interdisciplinary projects as part of the curriculum.
6. Selects faculty and staff who are best suited to the environment, mission and pedagogy of the school. This includes selecting teachers who are willing to make a commitment to work year-round, remain at the school, and have a track record of success in promoting high standards in the education of American Indian and other students.
7. Sets priorities for professional development and other resource investments that will help the team implement and improve the selected model with fidelity, over time, without interruption. We accomplish this by working with the University of Minnesota, MIGIZI, our Tribal

Representatives and our Elders to create professional development and learning opportunities for our staff.

8. Sees parents, extended family, and school staff as a child's role models, and as an integral part of its community and in preparing students to interact during their lifetime in their local, national, and international communities. We accomplish this by incorporating service learning in our program.
9. Repairs lost trust among the students and families served, by showing that a school can respond quickly to students and community needs. We accomplish this by creating a student congress and parent council.
10. Works with community partners who have a proven track record of meeting the needs of the American Indian students and families. Bdote leadership will be involved with Phillips Indian Educators, a group of educators and community-based agency staff with a proven track record of collaboration.
11. Sets (and adjusts) its own periods of the day, days of the week and yearly calendar to respond to cultural, academic, programmatic and family needs. We accomplish this by working with families and Elders to create a balanced year-round program.

STAKEHOLDER FEEDBACK

Visual Key used in surveys to rate feedback from strongly agree to strongly disagree. There were 20 staff surveyed, 71 students surveyed, and 7 parent/family members surveyed.



STAFF SURVEY	Staff have a voice in making decisions at Bdote Learning Center.	Relationships between staff and parents/guardians is mostly positive.	Staff feel supported by Administration and the Board of Directors.	I would recommend Bdote Learning Center to my friends/family.	Overall, Bdote Learning Center is a "good" workplace.
5- Strongly Agree	55%	10%	40%	50%	60%
4-Agree	30%	70%	45%	40%	35%
3- Neutral	15%	15%	10%	10%	5%
2-Disagree	0%	5%	5%	0%	0%
1- Strongly Disagree	0%	0%	0%	0%	0%
	100%	100%	100%	100%	100%

STUDENT SURVEY	I like my school	I feel safe at my school	I feel like my teachers respect me	I like to learn about my language and culture
5- Strongly Agree	72%	68%	39%	90%
4-Agree	23%	28%	55%	6%
3- Neutral	3%	3%	0%	4%
2-Disagree	0%	1%	6%	0%
1- Strongly Disagree	3%	0%	0%	0%
	100.00%	100.00%	100.00%	100%

PARENT/ GUARDIAN SURVEY	I am satisfied with my child(ren)'s education they received this past school year.	I am satisfied with my child(ren)'s growth for this past school year.	I feel my child(ren) made adequate growth in their language and culture this past school year.	I believe that the Title 1 dollars are well spent on reducing the classroom sizes at Bdote.	Bdote's communication about events, parent committees, etc. is overall adequate.	I am satisfied with transportation that Bdote provides.	I would recommend Bdote to other families.	Overall, I am glad I sent my child(ren) to Bdote this past school year.
5- Strongly Agree	43%	29%	86%	100%	14%	0%	57%	29%
4-Agree	29%	14%	0%	0%	14%	40%	43%	57%
3- Neutral	14%	29%	0%	0%	29%	40%	0%	0%
2-Disagree	0%	29%	14%	0%	14%	0%	0%	14%
1- Strongly Disagree	14%	0%	0%	0%	29%	20%	0%	0%
	100%	100%	100%	100%	100%	100%	100%	100%

PLANNING AHEAD

Bdote Learning Center was created to provide academically rigorous education where students can grow academically but also in their Indigenous culture and languages. We are excited to see the continued growth and progress of our students in the 2024-2025 school year. We have many plans for the upcoming year, for instance:

1. Curriculum

- a. Bdote Learning Center has reviewed several curriculums in the last 10 years of operation. After much trial and error, we have determined to provide rounded educational experience for our students using Moving With Math, Northern Lights, Rand McNally Geography, Barton System for Reading, Read Works, Foss Science and various other texts with hands on projects for Science.

2. Curriculum Mapping

- a. In addition to all the curriculum we have we have begun the process of curriculum mapping for each grade level for every subject including the target language curriculum.
- b. We have a Language Revitalization Grant we plan to use to help build upon the curriculum and improve upon them in the target languages.

3. Assessments

- a. We will be amping up the assessments to get better data for growth. We will be using Fastbridge for reading, math, social emotional, and intervention testing. We will be taking assessments from moving with math to test in English and the targeted languages of Ojibwe and Dakota.
- b. We have a Language Revitalization Grant we plan to use to help build assessments and improve upon them in the target languages.

4. Strategic Plan

- a. Bdote Learning Center along with its board of directors are in the process of creating and adapting a new strategic plan to improve learning, our environment, our safety, and our workforce.

5. Network

- a. Our community is vital to our success in our mission and vision, and we plan to build out and renew many Memorandums of Agreements or Understandings to further work with community and tribal partners moving forward.

