



2017-2018 World's Best Workforce Report Summary and Annual Report

MISSION

Sejong Academy is committed to providing an academically rigorous education to pre-K-8 Twin Cities students through immersion experience in Korean language and culture by using research-based curricula, high standards for accountability and promoting an appreciation for diversity and international cultures.

VISION

Sejong Academy students will become scholars of Korean and English, as well as socially responsible global citizens.

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

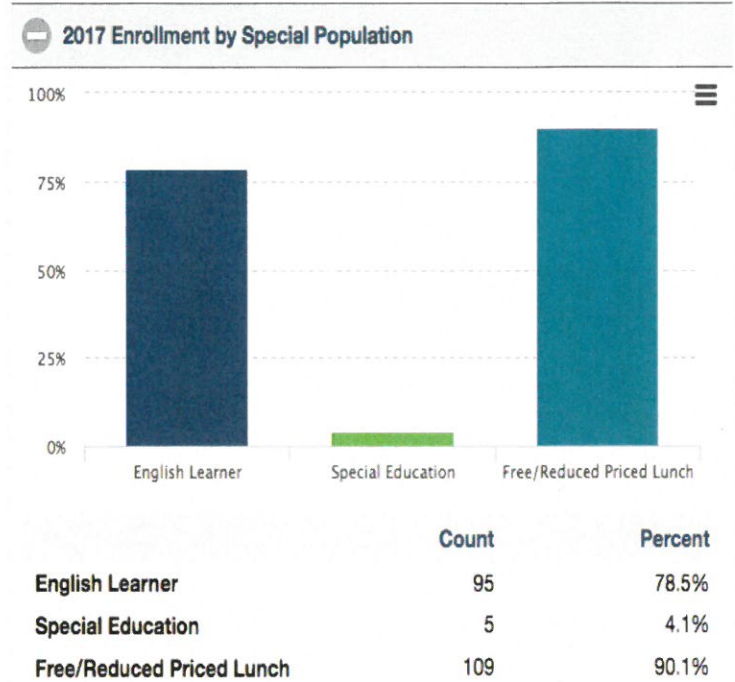
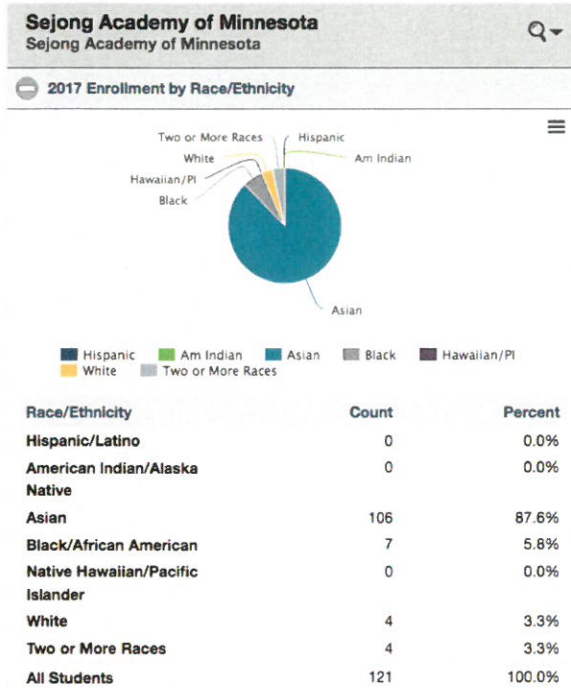
A section of this document includes the required template for submission of the 2016-2017 report summary. Districts must submit this completed template by **December 15, 2017** to MDE.WorldsBestWorkForce@state.mn.us.

District or Charter Name: Sejong Academy

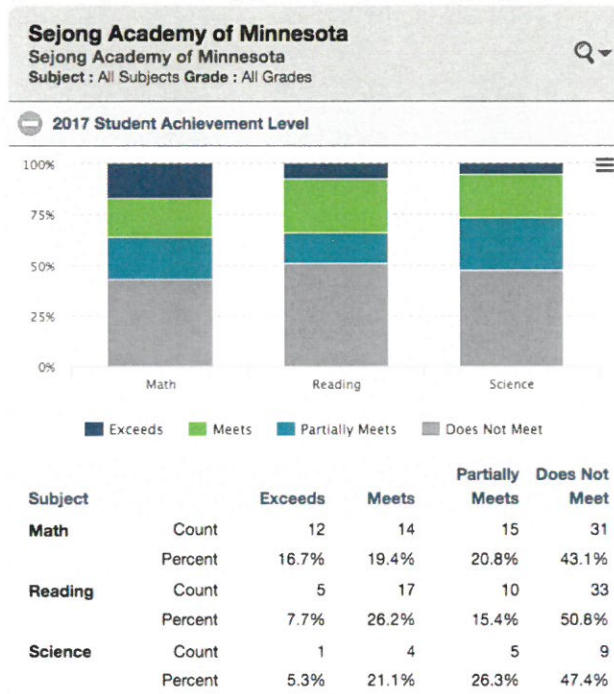
Contact Person Name and Position: Brad Tipka, Executive Director

School Enrollment, Staffing and Student Attrition

Sejong maintained an enrollment of 121 for the 2016-2017 school year with over 87% of our students identifying as Asian. We also served 95 EL learners, 109 free and reduced price lunch students and 2 students in special education. Our attrition rate last year was 2% from October 1st to the end of the school year.



Academically, we have a large range of ability groups which highlights the need for differentiation.



Staffing

Sejong Academy experienced a growth in enrollment from 86 students to 121 students from our second to third year, we added four classrooms and added four more full-time classroom teachers. This gave us a total of 10 licensed teachers, 1 licensed administrator and 1 office manager/cultural liaison and one Technology Coordinator for the 2016-2017 school year.

Finances

Sejong Academy ended the Fiscal Year with a balance of \$315,654, a 21.61% fund balance.

Sejong Academy
Charter School No. 4215
Saint Paul, Minnesota
Statement of Revenues, Expenditures and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2017

	General	Food Service	Total Governmental Funds
Revenues			
Revenue from federal sources	\$ 181,389	\$ 112,322	\$ 293,711
Revenue from state sources	1,392,396	2,961	1,395,357
Other local and county revenue	36,650	-	36,650
Total Revenues	<u>1,610,435</u>	<u>115,283</u>	<u>1,725,718</u>
Expenditures			
Current			
Administration	93,230	-	93,230
District support services	178,429	-	178,429
Elementary and secondary regular instruction	507,793	-	507,793
Special education instruction	131,021	-	131,021
Community service	40,518	-	40,518
Instructional support services	105,503	-	105,503
Pupil support services	149,244	112,471	261,715
Sites and buildings	241,363	-	241,363
Fiscal and other fixed cost programs	6,340	-	6,340
Capital outlay			
District support services	1,300	-	1,300
Elementary and secondary regular instruction	512	-	512
Instructional support services	7,490	-	7,490
Sites and buildings	10,185	-	10,185
Total Expenditures	<u>1,472,928</u>	<u>112,471</u>	<u>1,585,399</u>
Net Change in Fund Balance	137,507	2,812	140,319
Fund Balance, July 1	<u>175,335</u>	<u>-</u>	<u>175,335</u>
Fund Balance, June 30	<u>\$ 312,842</u>	<u>\$ 2,812</u>	<u>\$ 315,654</u>

The notes to the financial statements are an integral part of this statement.

Governance

Sejong Academy Board Roster

Member Name	Term/Chair	Relationship to School	Email Address
Corbin Connell	9/1/15 - 6/30/20/Chair of Finance Committee	Parent	cconnell@sejongacademy.org
Grace Lee	Pre-OP – 6/30/20/Board Chair	Parent	glee@sejongacademy.org
Lisa Hill	7/1/16 – 6/30/20/Chair of Activities Committee	Parent	lisahill@sejongacademy.org
Dr. Sarah Bunton	7/1/16 – 6/30/20	Parent	sbunton@sejongacademy.org
Jiyoung Kim	– 6/30/18	Teacher	jykim@sejongacademy.org

Ongoing Board Training – July 20, 2016 – Board Governance Training – Elections, Board Composition, and Resignations and Removals



2016-17 World's Best Workforce Report Summary

District or Charter Name: Sejong Academy

Grades Served: PreK – 8th

Contact Person Name and Position: Brad Tipka, Executive Director

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email

MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- <http://www.sejongacademy.org/home-1-2-1-1-1/>

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- Provide the date of the school board annual public meeting to review progress from the 2016-17 school year. May 18, 2018.

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Brad Tipka	Executive Director, Parent
Grace Lee	Board Chair, Parent
Sawlwin Si	Cultural Liaison, Parent
Corbin Connell	Board Member, Parent
Sarah Bunton	Board Member
Jinsoo Kim	Technology Coordinator
Jiyoung Kim	Kindergarten Teacher
Sajin Kwok	EL Teacher
Karen Hong	Parent

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<p>All Students Ready for Kindergarten</p>	<p>1) Sejong Academy will hold three EL parent information nights and inform parents of things to do to prepare their pre-K students.</p> <p>2) Sejong will invite incoming Kindergarten students to an open house and supply them with login information to Reading Eggs and other ideas to build important Kindergarten skills.</p>	<p>1). Held three parent meetings during the 2015-2016 school year which included all academic topics. Averaged 15 parents in attendance and we provided transportation and interpretation services for these meetings.</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p> <p>2) We hosted a Kindergarten Round-Up and Open House on Tuesday April 14th. Additionally, most of our new Kindergarten students attend Sejong Academy's PreK program.</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>All Students in Third Grade Achieving Grade-Level Literacy</p>	<p>1). 100% of our students will be reading at grade level by third grade.</p> <p>2). All parents will know each quarter what their children’s reading level is based on NWEA, Study Island and classroom data.</p> <p>3) 100% of our 3rd Grade students will make projected RIT growth on the NWEA Reading assessment.</p>	<p>1. 2016-2017 MCA Proficiency Results:</p> <p>Schoolwide:</p> <p>Reading: 35.3%</p> <p>Math: 32.8%</p> <p>3rd Grade:</p> <p>Reading: 30%</p> <p>Math: 50%</p> <p>Subgroup Scores:</p> <p>EL Students: Reading: 11.9% (Statewide:14.9%)</p> <p>Math: 21.3% (Statewide: 21.5%)</p> <p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p> <p>2. NWEA scores were printed and sent home or discussed at conferences.</p>

Goal	Result	Goal Status
		<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p> <p>3. NWEA Reading Growth: 76% of 3rd Grade students met their projected RIT growth goals and showed 130.7% growth of projected RIT.</p> <p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

2c. Close the Achievement Gap(s) Among All Groups

Close the Achievement Gap(s) Among All Groups	1) Students are expected to grow 100% of expected growth on the NWEA MAP assessments.	NWEA Growth Goals:
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		<p>Students who achieved 100% growth on their NWEA Projected RIT growth:</p> <p>Math: 86% Reading: 76%</p> <p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p>Average growth of Students:</p> <p>Math: 169% Reading: 131%</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 3</p>
<p>2d. All Students Career- and College-Ready by Graduation</p>	<p>Our first goal in preparing students for college and career readiness is to make sure they are working at or above grade level on the Minnesota</p>	<p>1. MCA Proficiency Results</p> <p>Schoolwide-Goal 40%: Reading: 32.8%</p>

	<p>Academic Standards. To determine this, we use:</p> <ul style="list-style-type: none"> -NWEA MAP testing for all grades -Study Island online standards management program. Students complete 80% of grade level standards. -Classroom Assessments and teacher observations 	<p>Math: 35.3%</p> <p>3rd Grade:</p> <p>Reading: 30%</p> <p>Math: 50%</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p> <p>Subgroup Scores:</p> <p>EL Students: Reading: 11.9% (Statewide:14.9%)</p> <p>Math: 21.3% (Statewide: 21.5%)</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p> <p>NWEA Growth Goals:</p> <p>Students who achieved 100% growth on their</p>
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		<p>NWEA Projected RIT growth:</p> <p>Math: 86% Reading: 76%</p> <p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p>Average growth of Students:</p> <p>Math: 169% Reading: 131%</p> <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
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2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2016-2017 school year.</i></p>	<p><i>Provide the result for the 2016-2017 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i>

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- We showed very strong growth on MCA and NWEA although we need to focus on literacy school wide
- We used our first round of MAP testing in August to identify needs and identify early interventions.
- One of the first needs we noticed was that we need to continue to practice Reading fluency. We were awarded to Reading Corps tutors to help address our need for intense Reading interventions.
- We continue to find that basic Reading fluency needed work so we purchased the reading fluency program, Read Naturally, to use with our EL students and struggling readers.
- We also designed an ADSIS program to provide Tier II Interventions for Reading and Math.
- We instituted an extensive reading program with classroom libraries, DEAR time and school wide reading contest.
- From observational evidence, we also needed to provide more structured time for academic conversations in English and Korean. This is something we worked on in PLCs and professional development and are continuing to work on.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

We utilized the NWEA MAP three times in the 2016-2017 school year. We also took the WIDA-ACCESS assessments as well as the MCAs. Additionally, teachers utilized classroom assessments as further measures of student success.

We also set a standards-based assessment goal of having 80% of our students completing 80% their standards as measured by Study Island by the time of the MCA assessments for grades 3-7 and by the end of the year for grades K-2. Most classes met this goal for Reading but not all.

The data from all subgroups was disaggregated depending on the subgroup. For example, EL students were grouped according to WIDA level data triangulated with classroom and objective data. Within those groups, student data was used to further differentiate. Special education followed a similar process although the students remained in the least restrictive environment that would allow them to reach their goals and Special education also worked with teachers to provide early intervention services.

Our MCA Score did not meet our school goals in Math or Reading in 2016-2017:

MCA Math: 45.1%
MCA Reading: 35.3%

St. Paul District Averages:
-MCA Math: 36.9%
-MCA Reading: 39%

State of Minnesota Averages:
-MCA Math: 59.5%
-MCA Reading: 59.9%

- As a third-year school, we did not have a lot of trend data to use, but we did notice that we need to continually focus on literacy school wide.

4b. Teachers and Principals

➤ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

- *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*

Instruction and curriculum is evaluated daily through walkthroughs from the Executive Director as well as the Q-Comp Lead Teacher. Teachers get feedback on their lessons. We also frequently assess student's progress towards the state standards using a scope and sequence check-in as well as monitoring progress on Study Island.

The school used a four-observation approach to evaluate the teachers. This included a self-evaluation, peer observation, and two observations conducted by the Executive Director. Teachers were required to address any areas that required attention according to the rubric. Following the four classroom observations, a summative evaluation was conducted by the Executive Director. Additionally, the Executive Director provided daily walkthroughs and coaching with follow-up on key discussion items or areas that needed improvement. All teachers completed all four observations and the summative evaluation. The Executive Director was evaluated twice by all Sejong community stakeholders including parents, teachers and the school board.

4c. District

➤ Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.

○ Include the district practices around high-quality instruction and rigorous curriculum which integrate:

- Technology
- Collaborative professional culture

At Sejong Academy we utilize technology to increase our student's independence and access to information. We greatly increased our implementation of online learning and primarily use the programs, Reading Eggs, Study Island, Xtra Math and Rosetta stone to drive online learning. Each class has a 25 minute daily blended learning class to access these programs at their individual pace and ability level.

We have weekly PLC meetings where all teachers work together on topics of interest to student achievement. Our main topics during the 2016-2017 school year were differentiation, EL teaching strategies, and immersion education. We also utilize Q-Comp funds to promote teacher leadership.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
- *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

At Sejong Academy, we only have class per grade level and all classes are mixed ability levels. All our teachers go through the same level of training. All teachers receive extensive pre-service training and coaching and mentoring from fellow teachers as well as the Executive Director.

performance, and effectiveness; and an annual budget for continuing to implement the district plan.

Sejong Academy maintains a working budget and closely monitors expenditures categorized by UFARS and other budget codes throughout the year, comparing the actual expenditures to the budgeted expenditures to ensure the plans are implemented.

SEJONG ACADEMY

10/13/2017

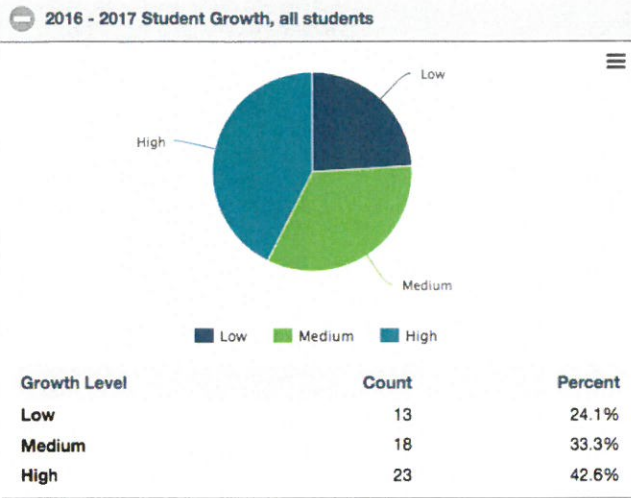
Long-Term Revenue Budget

10/13/2017

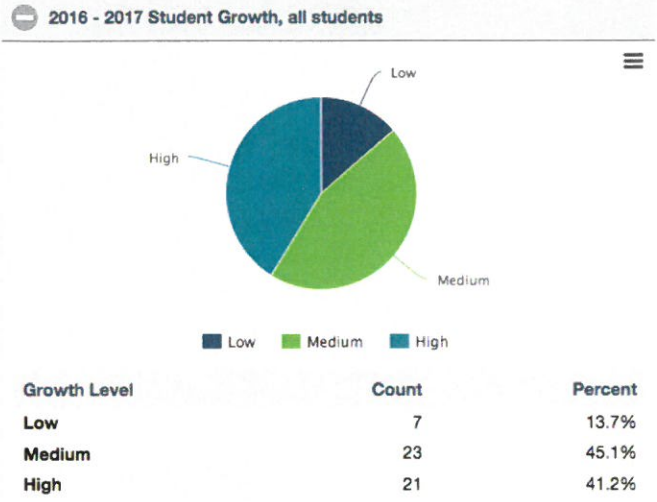
	WORKING	WORKING		
	FY17	FY18	FY19	FY20
State Aid				
General Aid	\$ 829,369	\$ 1,061,153	\$ 1,204,327	\$ 1,162,994
Compensatory	180,993	343,502	430,338	476,539
LEP	43,229	69,078	75,882	82,005
Lease Aid	162,148	203,144	224,957	217,414
Q-Comp	21,783	30,360	35,420	36,685
ADSIS	-	104,722	127,993	127,993
Special Ed	103,141	156,761	165,883	169,268
Total State Aid	1,340,663	1,968,721	2,264,800	2,272,898
Federal Aid				
Title	37,416	38,164	38,928	38,054
Special Ed	9,994	12,429	13,902	13,590
Federal Startup	35,000	-	-	-
Library Grant	89,725	-	-	-
Total Federal	172,135	50,594	52,829	51,644
Local Aid and Donation				
Donations & Gifts	15,000	1,000	1,000	-
Field Trip- Korea	-	12,000	15,000	18,000
	15,000	13,000	16,000	18,000
General Fund Revenue	1,527,798	2,032,315	2,333,630	2,342,542

Growth Scores from MDE

Math



Reading



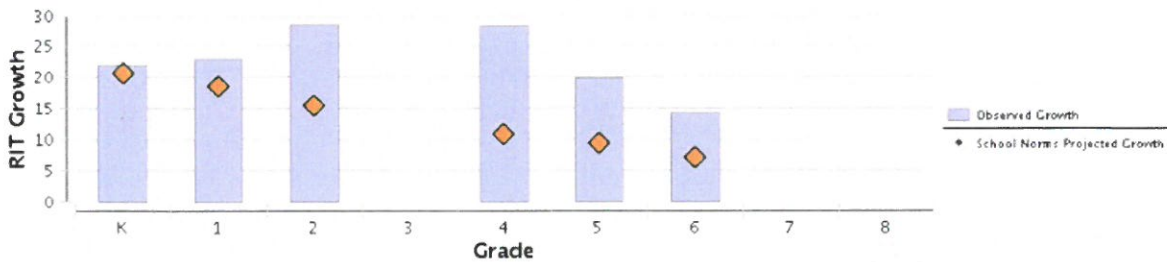
Sejong Academy 2016-2017 NWEA Growth Comparison by Grade

Sejong Academy

Mathematics

Grade (Spring 2017)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	13	132.2	19.6	13	154.2	24.2	22	21.9	2.6	20.6	0.51	70	13	7	54	53
1	20	184.2	21.5	8	177.2	18.2	28	23.0	2.8	18.6	1.46	93	20	14	70	75
2	14	166.7	20.4	4	195.1	13.5	68	28.4	3.3	15.4	4.90	99	14	13	93	94
3	9	*			*			*					*			
4	16	195.4	23.6	14	223.6	19.4	92	28.3	2.6	10.9	7.85	99	16	16	100	99
5	13	206.2	21.2	23	226.2	23.8	72	19.9	1.4	9.4	4.09	99	13	13	100	88
6	15	207.4	17.0	8	221.5	13.4	32	14.1	2.0	7.0	3.15	99	15	12	80	89
7	8	*			*			*					*			
8	4	*			*			*					*			

Mathematics

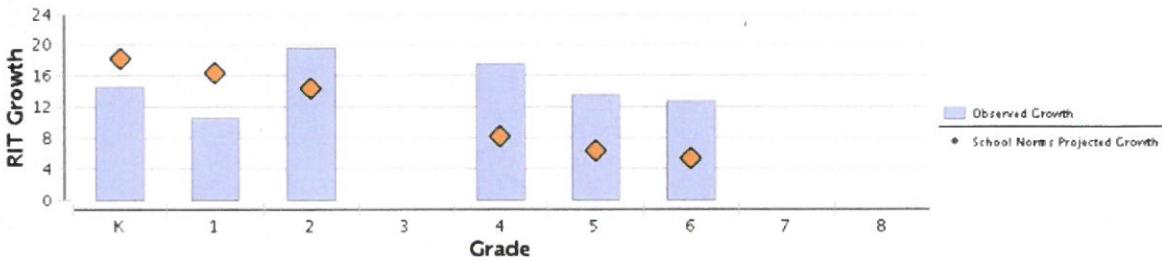


Sejong Academy

Reading

Grade (Spring 2017)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	13	133.5	16.4	11	148.0	20.7	4	14.5	1.7	18.2	-1.29	10	13	3	23	19
1	20	149.4	17.1	3	160.0	12.0	1	10.6	2.2	16.4	-2.07	2	20	4	20	24
2	15	155.8	17.9	1	175.3	16.4	2	19.5	2.2	14.4	2.06	98	15	9	60	56
3	9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	16	185.4	24.1	2	202.9	19.0	32	17.5	2.1	8.2	5.59	99	16	15	94	89
5	13	196.9	23.4	8	210.4	17.7	41	13.5	2.5	6.4	4.00	99	13	11	85	72
6	15	187.4	20.8	1	200.1	17.5	1	12.7	1.9	5.4	3.84	99	15	11	73	69
7	8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Reading



Future Plans

Sejong Academy is committed to working to be inclusive in providing foreign language immersion to underprivileged groups in Minnesota. We expanded to add 8th grade for 2016-2017. We are also currently working with our second PreK class of 19 students. There is also an exploratory committee designed to explore the feasibility of expanding to high school. Overall, we are excited to be able to offer Korean language and cultural immersion to students in Minnesota.