



East High Students Excel at Fermilab

What are we made of? How did the universe begin? What secrets do the smallest, most elemental particles of matter hold?

Such questions seem distant from those your average teenager may ponder, but they are exactly what East High students Moises Jimenez and Martin Ceja seek to answer, as they both recently completed internships at Fermilab.

An internationally-renowned physics laboratory based in Batavia, Fermilab scientists and engineers work towards a common goal of teasing out the specificities of elementary matter, particle accelerators, and those little things called black holes. The United States Department of Energy runs the laboratory, which prides itself on doing "science that matters."

Enter Moises Jimenez, a junior at East High whose initial interest in automotive engineering led him to discover the realm of cryogenics. Jimenez grew up working on his dad's truck, keen to put an academic focus to his practical knowledge of automotive mechanics. But as he entered high school and joined Upward Bound, a college-prep program at East High, he found that not many colleges and universities offered degree programs in that field.

"I was at a point where I was like, 'Well, what am I supposed to study?' That's when I looked at mechanical engineering," Jimenez said. The field is as similar as it gets to what he was initially interested in with automotives, the junior said, however Moises' exploration of the broader world of physics didn't end there.

In the summer of 2018 he completed an initial 'Accelerator

Program' at Fermilab, taking workshops in a variety of engineering and coding fields while also attending "Saturday Morning Physics"—a series of lectures and tours given by Fermilab scientists for high school students. Ceja also took part in this weekend physics venture.

When 2019 rolled around, Jimenez and Ceja were ready for the highly competitive TARGET Internship, which only accepts about 15-25 interns.

Moises was in the cryogenics-engineering department, where he worked with the process of cooling down accelerators with liquid helium, as well as with computer-aided-design programming. His day was split between hands-on work in the morning and workshop lectures and trainings in the afternoon. This allowed interns to dabble in a variety of fields outside of their focus or specialty—a dynamic Jimenez said was one of the best and most challenging parts of the internship.

"Just getting the ball rolling was hard ... the first week was very challenging." *Continued on page 4.*

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Preparing Tomcats for Tomorrow



Dr. Jennifer Norell
Superintendent

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In my time here as superintendent I regularly encourage those around me to meet students where they are, while also inspiring them to push their boundaries and reach for new opportunities.

Through our five-year strategic plan, we are focused more than ever on ensuring academic success for all students by closing the opportunity gap. While the needs of our students are as unique as they are, all District 131 students should be on track to graduate, on-time, with a plan for post-secondary employment, training and education.

But how do we make this happen? How do we best prepare ALL our Tomcats for life beyond high school? I'm excited to share with you a few ways.

First, beginning in the 6th grade, all students and their families will have the ability to explore different college and career possibilities based on a student's personal interests and academic performance.

District 131 offers middle and high school students and families, free access to an on-line college and career planning tool called *Naviance*. Middle school students will use *Naviance* to help identify what makes them unique as they prepare to transition into high school. By using *Naviance*, middle school students are introduced to the idea of "thinking about" and planning for college and/or a career.

All our high school students will use *Naviance* to explore a list of careers, colleges, and academic majors based on their strengths and interests.

Not just some, but all students will be exposed to admissions requirements and profiles of different types of colleges, both in Illinois and nationally, as well as options for trade, technical, and career training.

Families can use *Naviance* to learn more about how much each college will cost based on individual financial circumstances, and potential financial aid or scholarships available at schools.

Our district will use *Naviance* to better track college outcomes and student college-readiness, and ensure that our school counseling programs are working for the benefit of all District 131 students.

While our counselors will use *Naviance* with students during the school day, *Naviance* can be accessed online anywhere, anytime. I encourage all families to explore this powerful tool together.

Second, our high school will expand the professional services provided by school counselors to help all students develop a plan for post-secondary employment, training and education.

In addition to helping students select high school classes, East High will provide comprehensive college and career counseling services for all high school students. Every one of our fully-licensed school counselors will be available to assist students in developing a post-secondary education plan by using *Naviance*, and provide information on four-year

colleges and universities, community colleges and vocational training schools.

Our high school will provide alternative opportunities for success to students struggling to graduate and who do not feel college is a good immediate next step for them.

And third, through a new partnership with Communities in Schools, Quad County Urban League and Waubensee Community College, we are piloting a program called the *East Aurora Excel Academy (EA²)* to support students at risk of dropping out, or aging out, of high school. In this program, students can earn either their diploma or GED, while obtaining job-readiness skills through a three-week training program with workforce partners such as Prologis, as well as NICOR Gas, ComEd, and UPS. Following the program, they have an opportunity to be immediately hired.

At the end of the day, this is our most important work: to produce a high school graduate who is a confident and productive citizen, committed to improving their community, with the academic skills and social-emotional competencies needed for success in higher education or the workplace. From our Jumpstart (0-3) to Pre-K and Elementary and then Middle and High School, we are all working diligently to *prepare our Tomcats for tomorrow*.

Thank you for your support of our district schools, our staff, and most of all, our students in helping each of them *Reach Their Full Potential!*

East Aurora School District 131 adds four additional schools to commendable status; new state report card data shows district growth outpaces state

On October 30, the Illinois State Board of Education (ISBE) released the annual Illinois Report Card, which provides a detailed look at each school's progress on academics, student success, school culture and climate, and financial investments. As a District, East Aurora School District 131 moved four additional schools to commendable status, and outpaced the state average growth.

District 131 continues to invest in accelerated student achievement in reading, writing and mathematics at all grade levels, focusing on common goals throughout the district. Many components of the plan were made possible by Evidence-Based Funding, Title I 1003(a) School Improvement Grant, and Adequacy Funding.

The Report Card also indicates District 131 has improved teacher retention, and increased student English Language Arts achievement to its highest level since the 2014-15 school year, when statewide new assessment systems began.

We are proud of the efforts from our staff and students, as all schools demonstrated growth, and most demonstrated growth above the state average. To learn more about the report, visit www.d131.org/report-card.

Board of Education Update

Greetings EA School District 131 Community!

It has been a while since we last communicated directly to all of you within our school district boundaries. However, the Board of Education has been quite busy.

In the past year we have successfully hired and onboarded a new superintendent, overseen the reduction in debt and increased the district's fund balance. We have engaged in a number of capital improvement projects, including the addition of energy-efficient lighting in all our schools, and signed a historic contract with our teachers. The Board is most proud of its ability to oversee all of these important projects and achievements, while also maintaining property taxes for its residents and currently carrying the lowest tax rate among Kane County school districts (see page 10).

As we look toward the new year of 2020 we are excited to begin the largest HVAC project in the history of the district by placing new heating and air-conditioning into seven schools during the summer of 2020.

This project will finally provide efficiency and climate-controlled teaching and learning environments for our students and staff. This project is currently being funded by the district with alternative revenue bonds and utilizing our fund balance with hopes for future support from the State of Illinois as we provide more adequate heating and cooling for

the children of East Aurora, which is desperately needed.

We also celebrate the collaborative creation of a long overdue District Strategic Plan emphasizing *Educational Equity*, *Operational Excellence*, *Collaborative Leadership* and most important, *Student Achievement*. East Aurora, we are moving in a very positive direction and the Board is excited with the focus on real change and even greater improvements to come.

Finally, congratulations and kudos to our Superintendent Dr. Norrell and our schools who have maintained *Commendable* status, and to the four additional schools that recently earned *Commendable* status on the State report card.

Thank you for your partnership in our effort to provide quality education for our community and helping all young people *Reach Their Full Potential!*



Annette Johnson
Board President

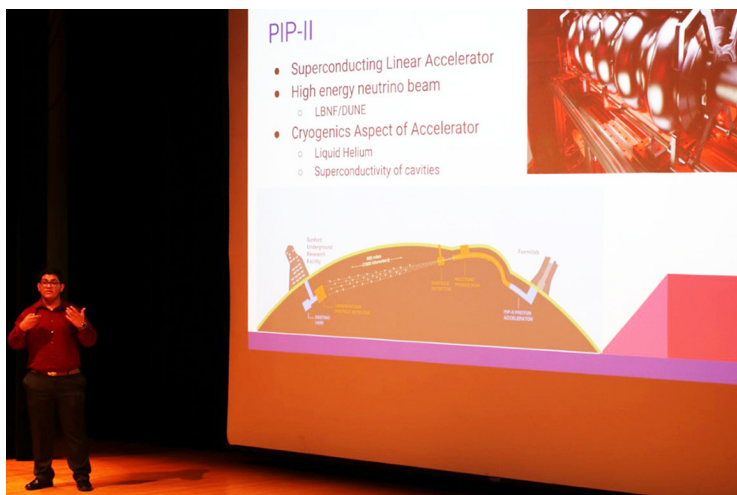
Community Member Email Sign Up



Are you a community member who does not currently have a child enrolled in District 131? You can sign up to receive email with regular news and information from our district. To subscribe, visit www.d131.org/email, and complete the online form.

Parents and guardians of District 131 students: you do not need to sign up to receive email. You are automatically subscribed if you provided an email address to your school, through Infinite Campus. If you are a parent/guardian and have not provided an email address, please do so through the Infinite Campus portal, or call your school directly for assistance.

CONTINUED: East High Students Excel at Fermilab



East High student Moises Jimenez makes a presentation to fellow Fermilab interns, supervisors and Fermilab staff.

(Continued from cover)

Moises' supervisor was a manager of several projects at Fermilab, so rather than being walked through things step-by-step, Moises was able to jump in, play around, and learn experientially.

"He wasn't able to do baby steps with me or dip into the process; I like what he did. He didn't baby me," Jimenez said.

Moises described his first week as fast-paced, where he was expected to jump in, ask questions, and learn as he went. He said he liked that his supervisor trusted him enough to begin to learn in a hands-on way, saying that he wouldn't have had the same experience if he didn't dive in headfirst.

"I still made mistakes, though," Jimenez was quick to add, revealing coding as a task that particularly went over the eleventh grader's head at first and was hard to grasp.

For Martin Ceja, it's all about the numbers. Working within the technology transfer department, the senior student described his work as the 'behind the scenes,' business side of operations. Tasked with creating "CRADA reports" that tracked the collaborative efforts of Fermilab and its partner universities, Ceja followed a similar schedule as Moises during his day-to-day at Fermilab. Dappling in physics and computer science—which Martin said their supervisors really pushed—Ceja ultimately prefers the applicable side of numbers and figures. "I like numbers, but not calculus. I like statistics ... the application."

Ceja's goal of pursuing a major in business post-graduation stems from his interest in the practical employment of data and figures. Another keen interest of the 17-year-old? Stocks.

"I'm really into stocks ... the different businesses, how they rise and fall," Ceja said. He said he began looking into the stock market after he realized he wanted to go into business administration. With some knowledge and interest in finance, what started as doing his post-grad research turned into something he really enjoyed.

Such initiative keeps Ceja's goals on track—his college

aspirations include the University of Illinois at Urbana-Champaign and the University of California, Berkley. Such schools are known for their research-focused academics and diverse populations—something Ceja is no stranger to.

His favorite part of his experience at Fermilab had to do with the 50+ countries the laboratory collaborates with. "The people at Fermilab are really cool. There are diverse people from all over the world."

A standout moment occurred when the lab hosted a pot-luck style meal at an event, where scientists and workers presented food that was culturally or ethnically significant to them. This kind of diversity was ultimately encouraging to Martin as well, who said he experienced a bit of a "culture shock" when he entered the program as a Hispanic minority. "But it's really motivating to hear a lot of their stories and hear where the scientists and workers came from," Ceja said.

Jimenez credits his initial introduction to Fermilab to two former East High students who also had knacks for engineering and who both completed internships at Fermilab—the same influences as Ceja. Moises said he looked to their own ambition as a model for the path he himself wanted to take.

"But I don't want to be a carbon copy," Jimenez was clear to say. With interests stretching outside the physical sciences into the realm of psychology, Moises said he is interested in how people think, act, and work.

"I'm a very inquisitive person, I like to ask questions, sometimes too many," the junior said with a quick smile. And while the accomplished student—whose membership ranges from groups like Boys II Men to NJROTC Marksmanship Team—seems focused on what's to come, Jimenez said he didn't like to think too far ahead. "I don't have an ultimate goal for my life—but I would like to buy a home for my parents someday. I want to give back."

With Ceja close to moving out into the real world and Jimenez still having two more years as a Tomcat, the boys reflected on the impact District 131 has had on them.

"The programs they offer at the high school level have been helpful, like Upward Bound. They keep you in check ... they're your parents at school," Martin said.

"I've had a lot of influential teachers," Jimenez said. "A lot of opportunities have been given to me." One teacher, now retired, particularly stands out for Moises—Mrs. Hardy at Dieterich Elementary. "I would stay after school every day, and she would help me."

Even if the mechanisms of cryogenics and stock markets remain a mystery to you, what is clear is the talent and maturity with which these two promising Tomcats will embark on their next endeavor.

The Road Ahead: Our five-year strategic plan

Earlier this year, District 131 announced a new five-year strategic plan. The plan was completed after seven months of collaborative work by two groups of over 40 stakeholders. East Aurora School District 131 now has a new mission and vision statement, as well as district-wide goals.

Each of our schools have developed a school-based plan that connects with the district-wide plan. While this page contains the summary of our strategic plan, you can visit www.d131.org/vision to see the complete plan that will guide District 131 during the next five years.



STRATEGIC PLAN

MISSION

Our purpose is to educate and empower all students to reach their full potential.

VISION

Our future graduates will be confident and productive global citizens committed to improving their community.

GUIDING PRINCIPLES



EDUCATIONAL EQUITY

Meet the diverse needs of all students by ensuring a safe and inclusive learning environment.



OPERATIONAL EXCELLENCE

Utilize systems and resources that promote operational, excellence, efficiency, and fiscal accountability.



COLLABORATIVE LEADERSHIP

Engage in continuous improvements through collaborative student-focused, and data-driven leadership.



STUDENT ACHIEVEMENT

Ensure the academic success of all students by closing the opportunity gap.

Reach Your Full Potential!

New energy-efficient lighting with zero cost

East Aurora School District 131 recently completed a lighting replacement program for all of its buildings, some more than 100 years old. The unique program includes the installation of energy-efficient lighting equipment, using a zero-cost plan. See a video that explains how leveraging buying power and ComEd rebates will bring District 131 energy-efficient lighting with no maintenance costs for 10 years.

Learn more at <https://vimeo.com/348277020>.



Jumpstart and Preschool programs: serving East Aurora's 0-5 year-old population

The East Aurora Jumpstart program is designed to help parents with the early developmental responsibilities of raising a young child. Focusing on strengthening parent-child interactions, and giving parents the confidence to embrace their role as early development shapers, the Jumpstart program is designed for prenatal to age three children in the East Aurora community.

By a child's third birthday, their brain will reach 80 percent of its adult volume—meaning nurturing development during those early years is crucial.

"When I talk to parents who are interested, I say, 'Think of this as the 'Pre-Preschool'. We're here to support you as the parent, and as your child's first teacher,'" Jumpstart administrator Argelia "Vivi" Luna said.



Mom and Baby Tomcat doing an activity chosen for his age and stage of development.

How do parents start this journey? With a cushion of enthusiasm and support, according to Luna.

The program includes parent educators, who visit enrolled families twice a month, spending an hour in the home, and helping parents learn how best to engage with their child in educational capacities.

The Jumpstart program is an affiliate of Parents as Teachers, an evidence-based program whose goal is to give parents the tools to increase their child's school readiness through education and resources. "We provide ideas and activities to help parents support their child in reaching their important milestones," Luna said.

In its 22nd year, both Luna and Kathleen Cox, director of early learning and educational grants, are passionate about the program's results. They believe that if children start strong and finish strong within the East Aurora community, test scores

and graduation rates at the high school level will evidence the success of early childhood education.

"There are different programs you can use, but the Jumpstart program is the most readiness focused," said Cox. "It promotes school readiness."

Children in the program are screened every six months to ensure they are reaching developmental milestones. Bilingual parent educators offer guidance on trying new techniques, and will refer families to the early intervention group, Child Family Connections, when there is potential for developmental delays.

Luna said there are three components of the Parents as Teachers curriculum; the first is educating parents on child development; second is sharing the importance of parent-child interaction, and the third is family well-being.

"Research shows that if the family is doing well, if the parents are interacting with their children, and if they know what is developmentally appropriate, their kids are set up for success," Luna said.

In 2018, the National Center for Educational statistics published data showing that kindergartners who had no regular early childcare education the year prior to attending kindergarten, tended to score lower in reading, mathematics, and cognitive flexibility than children who had some form of early childcare education.

And while Jumpstart is not school-based, but rather takes place inside the child's home—with their parents, the program also emphasizes group connections and outside-the-home activities. Parent educators regularly connect Jumpstart families with one another, as a way to increase the parent support system and allow the children to interact through playdates.

"How amazing is it that our Jumpstart babies get to make friends before they start preschool? The parents also get the support of other parents—and that's what it's all about," Luna said, adding that this increase of parent involvement helps to instill in their child a love of learning and intellectual exploration.

For families wanting to take advantage of preschool, the district preschool program is open to any and all aged 3 to 5—and Cox is eager to communicate the accessibility of East Aurora programs to all families.

Preschool classes are available to any child within district boundaries, and are housed in four locations throughout the district. These locations include the Early Childhood Center, Aries "Jaybird" Gonzalez Child Service Center, Oak Park Elementary, and O'Donnell Elementary.

Again, families throughout the district are welcome to enroll.

"We have transportation to all the sites. Our curriculum is play-based and developmentally appropriate. Children are learning literacy, math, social-emotional skills, science, social studies ... it's a very valuable opportunity," Cox said.

In preschool, students in the program learn self-regulation—which places emphasis on social-emotional learning behaviors—and literacy and math.

Another key aspect of East Aurora's early childhood education is that they are offered at no cost to families.

Cox was named a Barbara Bowman Leadership Fellow this year and will continue to mirror the fellowship's aim of advancing racial equity through early childhood policy as a child advocate.

The early childhood education programs are no stranger to recognition themselves; since 2014 their preschool sites have been given the Gold Circle of Quality as rated by ExceleRate Illinois, a statewide quality recognition and improvement system among early learning providers.

Jumpstart has similarly been given the Blue Ribbon Affiliate for Parents as Teachers since 2014, and the programs have been

featured as "high quality" in the Illinois State Board of Education Budget Book. "We all wish the best for our kids, and school is important—but it starts before school. The brain makes so many connections, and you can't regrow those connections," both Luna and Cox said.

Cox pulled out a report full of research data that had a single quote from Bill Gates highlighted near the bottom: "The first five years have so much to do with how the next 80 turn out."



Jumpstart outside-the-home activity

For more information or to enroll in East Aurora's Jumpstart and preschool programs, call (630) 299-7493 or visit www.ecc.d131.org/jumpstart.

Free half-day preschool



Help your child reach their full potential by registering for preschool today. We have 50 spots open for half-day preschool! Bring your child's birth certificate to our Early Childhood Center and receive an appointment for a free screening. We can't wait to see you!

Early Childhood Center

278 East Indian Trail Road, Aurora

Monday through Friday, 7:45 a.m. to 3:30 p.m.

AP Capstone Diploma™ program comes to East High



AP Seminar students conduct research in Shane Gillespie's class

The 2019-20 school year saw the introduction of two new AP course offerings for East Aurora High School students—and the implementation of a program offered in less than 2,000 high schools worldwide. The AP Capstone Diploma™ program focuses on students strengthening their research, analysis, argumentation, writing, and presentation skills through two year-long courses called AP Seminar and AP Research.

"AP Seminar is research-based. Students are learning the skills needed to communicate a research question, crafting an appropriate response to a research question ... and utilizing advanced search engines," teacher Shane Gillespie said.

Gillespie and fellow English teacher Andrew Herrmann have headed the implementation of the program at East High, with both teaching AP Seminar and both attesting to its positive influence on student learning.

The courses are taken in succession—with AP Seminar running this year and AP Research next year—and allow students to investigate research topics of their own choosing, focusing on the process of individual and collaborative research, communication, and presentation in a process that is interdisciplinary and oriented around college success.

"This is a skill-building year. Next year, AP Research is more action-oriented," Herrmann said. The year-long project students begin in AP Research at the start of the year, and carry through to the end, was likened to a "mini-thesis" by the teachers.

AP scoring is on a scale from 1-5, with 5 being the highest a student can achieve. Students who receive scores of 3 or higher in both AP Seminar and AP Research, along with scores of 3 or higher on four additional AP exams during their high school career, receive the AP Capstone Diploma™. Students who earn scores of 3 or higher on the two new AP offerings but not on an additional four AP courses receive the AP Seminar and Research Certificate™.

"Both the diploma and certificate signal to colleges that

students have the skills that allow them to be successful at the college-level," Gillespie said.

Created at the urging of higher education institutions, the program provides participating schools—who are accepted upon successful application—with academic distinction that denotes their commitment to skills-oriented teaching.

"AP Capstone™ is a program we are proud to offer as it rounds out our AP offerings, and provides students with meaningful content, real-world challenge, and rigorous coursework," said Jennifer Brinkman, assistant principal of teaching and learning.

Now more than ever, higher education professionals are seeking incoming students who have critical-thinking skills and can analyze multiple perspectives, using proper scholarly source analysis and the ability to collaborate in teams and with teachers.

"We are really excited that the College Board selected East Aurora High School to be a part of the AP Capstone™ program," said Brad Wieher, director of literacy and interventions. "AP Seminar and AP Research coursework is designed to build the key academic reading and writing skills our students need to be successful not only in high school, but in college and in their careers, all while earning the opportunity for college credit."

And while these courses are rigorous, students enrolled in the inaugural course offerings at East are still finding enjoyment in the content and the work.

"From where I was day one and where I am now there is tremendous growth, and it is a great feeling to see that. I enjoy the feeling of fulfillment when finishing a research paper or presentation," junior AP Seminar student Sandy Niño said.

Both Gillespie and Herrmann agreed that in these new courses, students are able to more clearly see their progress and growth. Through revisions and multiple drafts, students gain satisfaction from their ability to build on a concept, improve their writing and presentation skills, and see not only an improved score—but a piece of independent research they can be proud of.

"In all honesty, before the start of this class I did not know how to research like this. This class has taught us what to look for ... I know for a fact I have improved. This class has taught me how to be better organized ... which is a great skill to have for the rest of my life," Niño said.

District 131 Safety and Security Enhancements

At District 131, the safety and well-being of our school community is our top priority. Safety and security is something we work on every day, not just in times of crisis. This year the District has continued to make advancements in preserving the safety and security of our students and staff.

Our efforts in this area focus on collaborative leadership, one of our strategic plan's guiding principles. We benefit from, and are grateful for the fine relationships and partnership with local law enforcement.

Illinois State Law requires schools to conduct fire evacuation drills, bus evacuation drills, law enforcement drills to address a shooting incident, and severe weather drills. Each school and each district building conducts these safety drills throughout the year to ensure our students and staff know the procedures in the event of an emergency.

Practice and preparation are key to all safety response procedures, and are aligned with best practices according to local, state and federal agencies.

This year District 131 is enhancing our safety protocols by implementing ALICE Training. ALICE stands for Alert, Lockdown, Inform, Counter, Evacuate, and is an alternative approach to the more passive "lockdown" method. ALICE empowers individuals to make critical decisions during a crisis. ALICE Training has gained favor and popularity in school districts and workplaces throughout the nation.



Over 50 EASD 131 staff members, representing each of our district schools, participated in a two-day "train the trainers" workshop on ALICE.

The decision to implement ALICE was made in partnership with the Aurora Police Department. To learn more about the ALICE approach, visit www.alicetraining.com.

In addition to ALICE and other school safety best practices, District 131 has implemented additional safety initiatives, including an upgrade of our emergency response system (ERS), building modifications; increased presence of School Resource Officers; physical environment enhancements; IT threat management systems, and continuous weather-related drills to prepare our students in the event of an emergency.

These enhancements not only help our students and staff feel safe and secure, but empowered and prepared. Working together in a collaborative approach to safety, we are making a difference in the safety and security of our students.

Hundreds Gather for Parent University

On October 5, East High was home to Parent University, a day-long conference featuring guest keynote speaker Sunny Chico, creator of "You: Your Child's First Teacher," as well as several other guest presenters. The event was a day to focus on, and recognize, the critical importance of parents in the education of all children.

Hundreds of East Aurora parents gathered to attend classes in both English and Spanish on topics such as Cyberbullying, Immigration, Human Trafficking, Suicide Prevention, Reading, and College Financial Aid and Scholarships.

Nearly 20 community resources were also present, with parents able to browse the opportunities and resources provided by these organizations while also enjoying breakfast and lunch throughout the day. Raffle prizes were also offered by these organizations, with parents taking home treats and gifts in addition to a wealth of information on how better to engage with their student's academic and social and emotional education.



Free childcare was also offered, with all-day care provided at Gates Elementary for children aged 3-12. Fun and educational activities, including breakfast and lunch, were provided while parents attended the conference.

NJROTC cadets were also on-site at Parent University to assist parents in finding their classes, rounding out the community effort needed to make the day a great success.

Low tax rates while expanding opportunities

While enjoying one of the lowest tax rates in the area, the district has also remained focused on expanding opportunities for students. In 2020, the district will continue to evaluate financial projections in light of upcoming capital improvements. These include our new EA Excel Academy program (see page two), our dual language program, early childhood programs, and other new programs under consideration by the district. As a district with several older school buildings, we must also remain focused on eliminating operational inefficiencies and maintaining them in a cost-

effective manner. In 2019, we completed a district-wide lighting project (see page five). In 2020, heating and air conditioning upgrades are planned for seven schools, with others to follow in 2021 and 2022. Finally, we are pleased to report that East Aurora School District 131 has achieved the designation of "Financial Recognition" from the Illinois State Board of Education. This is the 4th consecutive year the district has received this designation. We are grateful to our Board of Education and district leadership for their hard work in achieving this important distinction.

4

Number of consecutive years the Illinois State Board of Education has designated EASD 131 as "Financial Recognition" – the highest possible ranking.



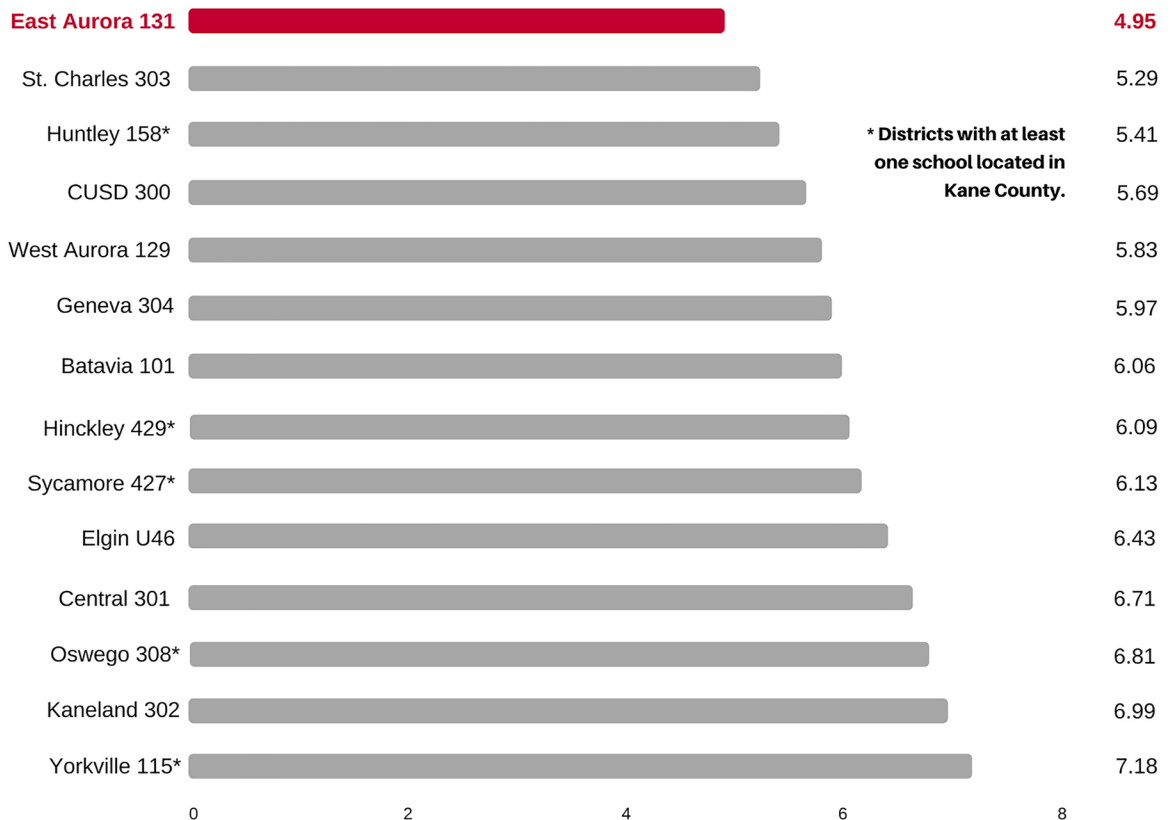
Financial Recognition

Financial Review

Financial Early Warning

Financial Watch

EASD 131 ranked **lowest tax rate of all school districts where a majority of the property is located in Kane County.**



5

Number of consecutive years the EASD 131 tax rate has been reduced.

↓ 2020

↓ 2019

↓ 2018

↓ 2017

↓ 2016

