

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2023-24**



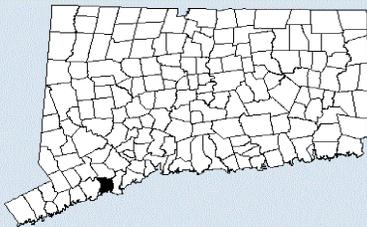
**Bridgeport School District**

Carmela Levy-David, Superintendent • 203-275-1037 • <https://www.bridgeportedu.net/>

**District Information**

Grade Range	<b>PK-12</b>
Number of Schools/Programs	<b>39</b>
Enrollment	<b>19,591</b>
Per Pupil Expenditures <sup>1</sup>	<b>\$18,565</b>
Total Expenditures <sup>1</sup>	<b>\$374,931,922</b>

<sup>1</sup> Expenditure data reflect the 2022-23 school year.



**Community Information**

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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**Notes**

Unless otherwise noted, all data are for 2023-24 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

**Students**

**October 1, 2023 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,330	47.6	48.3
Male	10,255	52.3	51.5
Non-Binary	6	0.0	0.1
American Indian or Alaska Native	81	0.4	0.2
Asian	347	1.8	5.2
Black or African American	5,445	27.8	12.5
Hispanic or Latino of any race	11,625	59.3	31.1
Native Hawaiian or Other Pacific Islander	21	0.1	0.1
Two or More Races	422	2.2	4.7
White	1,650	8.4	46.2
English Learners/Multilingual Learners	5,537	28.3	10.5
Eligible for Free or Reduced-Price Meals	16,887	86.2	44.0
Students with Disabilities <sup>3</sup>	3,987	20.4	17.9

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**Chronic Absenteeism and Suspension/Expulsion**

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	634	6.2
Male	2,917	29.4	1,064	9.5
Non-Binary	*	*	0	*
Black or African American	1,524	28.8	705	11.8
Hispanic or Latino of any race	3,430	30.1	810	6.4
White	391	25.8	127	7.1
English Learners/Multilingual Learners	1,614	26.9	335	5.2
Eligible for Free or Reduced-Price Meals	4,949	30.7	1,518	8.4
Students with Disabilities	1,425	37.8	483	10.3
District	5,534	29.1	1,698	7.9
State		17.7		7.0

**Number of students qualified as truant under state statute: 5,815**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup> A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2023-24

## Bridgeport School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	1,156.3
Paraprofessional Instructional Assistants	54.6
<b>Special Education</b>	
Teachers and Instructors	229.0
Paraprofessional Instructional Assistants	250.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	17.0
School Level	81.0
<b>Library/Media</b>	
Specialists (Certified)	16.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	28.6
Counselors, Social Workers and School Psychologists	120.8
School Nurses	38.0
Other Staff Providing Non-Instructional Services/Support	868.6

<sup>1</sup> In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	9	0.5	0.1
Asian	43	2.6	1.4
Black or African American	250	15.0	4.8
Hispanic or Latino of any race	198	11.9	5.1
Native Hawaiian or Other Pacific Islander	1	0.1	0.1
Two or More Races	12	0.7	0.3
White	1,153	69.2	88.3

#### Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	17.7	13.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	269	75.6	384	90.4
Hispanic or Latino of any race	532	75.2	601	87.0
White	76	85.4	92	93.9
English Learners/Multilingual Learners	170	57.6	202	78.6
Eligible for Free or Reduced-Price Meals	775	79.0	914	89.3
Students with Disabilities	183	80.3	298	87.4
District	932	76.6	1,131	89.2
State		88.4		94.6

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students Who Spend 80% or Greater Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	111	22.7
Emotional Disability	63	35.0
Intellectual Disability	34	15.3
Learning Disability	1,240	68.1
Other Health Impairment	424	57.8
Other Disabilities	32	18.9
Speech/Language Impairment	139	65.9
District	2,043	53.4
State		66.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2023-24

## Bridgeport School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	501	2.3	2.6
Emotional Disability	182	0.8	1.1
Intellectual Disability	222	1.0	0.6
Learning Disability	1,827	8.2	6.4
Other Health Impairment	742	3.3	3.5
Other Disabilities	395	1.8	1.2
Speech/Language Impairment	222	1.0	2.0
<b>All Disabilities</b>	<b>4,091</b>	<b>18.5</b>	<b>17.3</b>

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	580	14.2	8.0
Private Schools or Other Settings	148	3.6	4.6

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2022-23

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$253,111,544	\$12,533	\$12,942
Support services - students	\$21,092,709	\$1,082	\$1,724
Support services - instruction	\$5,909,037	\$303	\$905
Support services - general administration	\$1,720,355	\$88	\$520
Support services - school based administration	\$19,160,264	\$982	\$1,207
Central and other support services	\$17,048,378	\$874	\$771
Operation and maintenance of plant	\$30,713,038	\$1,575	\$2,101
Student transportation services	\$25,067,222	\$2,047	\$1,582
Food services	.	.	\$8
Enterprise operations	\$1,109,374	\$57	\$213
<b>Total</b>	<b>\$374,931,922</b>	<b>\$18,565</b>	<b>\$21,143</b>

<sup>3</sup> Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2022-23

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$20,480,934	21.2	27.6
Instructional Aide Salaries	\$10,521,628	10.9	10.2
Other Salaries	\$5,452,843	5.6	10.5
Employee Benefits	\$12,863,313	13.3	13.2
Purchased Services Other Than Transportation	\$4,045,521	4.2	6.4
Special Education Tuition	\$27,278,681	28.2	22.2
Supplies	\$295,950	0.3	0.7
Property Services	\$217,765	0.2	0.4
Purchased Services For Transportation	\$15,307,679	15.8	8.4
Equipment	\$234,031	0.2	0.3
All Other Expenditures	.	.	0.1
<b>Total</b>	<b>\$96,698,345</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		25.8	25.0

### Expenditures by Revenue Source<sup>4</sup>: 2022-23

	Percent of Total (%) Excluding School Construction
Local	19.4
State	59.4
Federal	20.2
Tuition & Other	1.0

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2023-24

## Bridgeport School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	50	55.2	50	48.1	30	55.7
Asian	176	64.7	176	59.2	95	59.4
Black or African American	2,539	48.1	2,530	40.5	1,055	43.9
Hispanic or Latino of any race	4,937	47.8	4,929	42.7	1,969	45.5
Native Hawaiian or Other Pacific Islander	16	*	16	*	8	*
Two or More Races	163	52.4	160	45.5	50	45.8
White	866	53.9	864	47.6	359	54.6
English Learners/Multilingual Learners	2,594	42.6	2,590	40.1	1,008	41.1
Non-English Learners/Non-Multilingual Learners	6,153	51.7	6,135	44.1	2,558	48.5
Eligible for Free or Reduced-Price Meals	7,706	48.0	7,685	42.0	3,089	45.4
Not Eligible for Free or Reduced-Price Meals	1,041	56.4	1,040	49.6	477	52.7
Students with Disabilities	1,854	35.4	1,846	29.6	775	34.3
Students without Disabilities	6,893	52.7	6,879	46.5	2,791	49.8
High Needs	8,039	47.8	8,017	41.9	3,233	45.2
Non-High Needs	708	62.8	708	54.4	333	58.1
District	8,747	49.0	8,725	43.0	3,566	46.4

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	85.3	80.2	85.9	77.2	5,547	82.0
Curl Up	81.7	75.1	77.1	83.7	5,461	79.4
Push Up	64.2	57.9	59.9	69.3	5,530	62.9
Mile Run/PACER	73.3	63.0	56.9	52.6	5,540	61.4
All Tests - District	44.5	36.7	37.7	39.8	5,315	39.7
All Tests - State	53.6	48.4	44.6	42.3		47.2

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2023-24

## Bridgeport School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2022-23	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	491	73.5
Hispanic or Latino of any race	704	72.9
White	112	77.7
English Learners/Multilingual Learners	232	66.8
Eligible for Free or Reduced-Price Meals	1,118	75.0
Students with Disabilities	288	59.0
District	1,365	74.0
State		88.4

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Count	Rate (%)
Female	369	32.0
Male	*	*
Non-Binary	*	*
Black or African American	174	22.3
Hispanic or Latino	338	24.2
White	78	41.7
English Learners/ Multilingual Learners	73	13.2
Eligible for Free or Reduced-Price Meals	492	24.6
Students with Disabilities	30	5.3
District	652	26.2
State		44.3

<sup>3</sup>Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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ACT<sup>®</sup> statistics derived from data provided by ACT, Inc.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	59.3	74.7
Male	44.3	70.8
Non-Binary	N/A	N/A
Black or African American	50.4	71.5
Hispanic or Latino of any race	50.8	70.2
White	56.3	80.3
English Learners/ Multilingual Learners	35.0	73.3
Eligible for Free or Reduced-Price Meals	48.2	69.0
Students with Disabilities	28.2	64.6
District	52.0	73.0
State	68.4	87.2

<sup>5</sup> College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup> College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2023-24

## Bridgeport School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	49.0	75	32.7	50	65.3	63.9
	High Needs Students	47.8	75	31.9	50	63.7	54.1
Math Performance Index	All Students	43.0	75	28.6	50	57.3	60.2
	High Needs Students	41.9	75	28.0	50	55.9	49.5
Science Performance Index	All Students	46.4	75	30.9	50	61.9	61.8
	High Needs Students	45.2	75	30.1	50	60.3	51.4
ELA Academic Growth	All Students	51.3%	100%	51.3	100	51.3	58.7%
	High Needs Students	50.9%	100%	50.9	100	50.9	54.2%
Math Academic Growth	All Students	55.2%	100%	55.2	100	55.2	61.4%
	High Needs Students	54.9%	100%	54.9	100	54.9	55.1%
Progress Toward English Proficiency	Literacy	52.9%	100%	26.4	50	52.9	58.9%
	Oral	48.0%	100%	24.0	50	48.0	55.2%
Chronic Absenteeism	All Students	29.1%	<=5%	1.9	50	3.7	17.7%
	High Needs Students	30.3%	<=5%	0.0	50	0.0	25.5%
Preparation for CCR	% Taking Courses	83.0%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	26.2%	75%	17.5	50	35.0	44.3%
On-track to High School Graduation		72.9%	94%	38.8	50	77.5	84.5%
4-year Graduation All Students (2023 Cohort)		74.0%	94%	78.7	100	78.7	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		78.7%	94%	83.7	100	83.7	86.6%
Postsecondary Entrance (Class of 2023)		52.0%	75%	69.3	100	69.3	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		95.9%   39.7%	75%	26.4	50	52.9	93.6%   47.2%
Arts Access		47.9%	60%	39.9	50	79.9	55.0%
<b>Accountability Index</b>				<b>851.1</b>	<b>1450</b>	<b>58.7</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	62.8	47.8	15.0	16.9	
Math Performance Index Gap	54.4	41.9	12.4	18.2	
Science Performance Index Gap	58.1	45.2	12.9	17.9	
Graduation Rate Gap	91.3%	78.7%	12.7%	9.9%	Y

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.0
	High Needs Students	98.0
Math	All Students	97.8
	High Needs Students	97.7
Science	All Students	97.0
	High Needs Students	96.9

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 39.2      State: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2023-24

## Bridgeport School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Bridgeport Public Schools (BPS) stands out in its dedication to providing equitable educational opportunities for students of all abilities. The Office of Specialized Instruction offers tailored instruction and related services as determined by each student's Individualized Education Plan (IEP) based on an assessment of the student's disability and needs. These services, which include Psychological, Speech and Language, Occupational Therapy, Physical Therapy, Health, Social Work, Hearing Impaired, Autism Consultation, Behavioral Consultation, Assistive Technology Consultation, Vocational, and Transportation support, are a testament to BPS's commitment to inclusivity. Depending on the student's needs, these services are delivered in the general education classroom or a specialized setting, ensuring every student receives the support they need.

BPS is committed to reducing chronic absenteeism through its efforts in the review and analysis of attendance data, identifying trends, highlighting successful practices, and developing comprehensive intervention strategies such as enhancing data collection systems to monitor student participation and attendance, developing tiered interventions shared with building administrators and school-based attendance teams, implementing Social and Emotional Learning (SEL) initiatives. The district's Learner Engagement and Attendance Program (LEAP) home visiting model has significantly improved outreach and data collection for students identified as chronically absent. District priorities, including diversity, equity, inclusion, and belonging (DEIB) training, SEL surveys, restorative practices, and a comprehensive school counseling curriculum support BPS's commitment to creating an inclusive school climate. BPS continues to strengthen community partnerships to meet the evolving needs of students and families.

With a growing multilingual student population, BPS offers a comprehensive range of language services through its Newcomers Arrival Center, which addresses the needs of immigrant families. These services, including Transitional Bilingual Education, English as a Second Language, Native Language Support, Language Transition Support Services, and Tutoring Support, are designed to provide robust support for students with limited English exposure. This comprehensive approach instills confidence in stakeholders about the district's commitment to supporting multilingual students. The district also provides a language academy for students aged 14-18, ensuring they receive intensive language support before transitioning to their designated high schools.

BPS has partnered with Relay Graduate School of Education to implement its Customized Coaching and Training (CCT) services to pilot academic leadership coaching and programming. Relay trainings, which include regular coaching and quarterly strategic planning for schools, are anticipated to improve student performance in math and reading.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

BPS actively recruits students for its inter-district magnet schools using multi-media strategies. These schools are thematically designed to engage students' interests and career paths as pre-identified by students and families. The lottery application process is accessible via the BPS website. Efforts to reduce racial, ethnic, and economic isolation are further supported by funding opportunities at the intermediate school level, providing additional resources for culturally relevant student participation and fostering early interest in Science, Technology, Engineering, Arts & Mathematics (STEAM) fields. BPS's summer and year-long programs introduce students to coding, engineering, and the arts, where students get the opportunity to learn teachable, transferable college and career preparedness skills.

The district's recruitment and retention process for educators, administrators, and staff includes reflective and collaborative foundational work to enhance the ability to retain diverse talent. A diversity committee participates in the interview process, strengthening diversity and equity in hiring potential BPS staff. BPS continues to provide cultural competency programming and year-long social-emotional learning training for students, teachers, administrators, and families. The New Teacher Orientation Program, utilizing data from previous sessions, helps positively impact teacher retention.

# District Profile and Performance Report for School Year 2023-24

## Bridgeport School District

### **Equitable Allocation of Resources among District Schools**

Bridgeport Public Schools is dedicated to distributing financial resources fairly across all schools using a school-based budgeting model that focuses on accountability and empowerment at the school level. All schools use online systems for procurement and payroll. The specific needs of each school are discussed, and verified data are used to apply allocation formulas within a fair model context. Furthermore, BPS ensures that all students have access to technology by providing 1:1 devices and guidance for securing ongoing internet services. This helps students access academic, social-emotional, and experiential resources online, empowering them and enhancing their learning experience.