RESCUE UNION SCHOOL DISTRICT

Student Screen Time Findings and EdTech Recommendations

November 17, 2026

Topics to be Covered

- Screen Time Nuances
- Continuous Improvement Cycle
- RUSD Screen Time Data
- Assessing Current Status & Analyzing Opportunities
- Recommended Next Steps
- Board Questions / Discussion

Technology in the classroom is a nuanced topic…

A recent national survey found that 9 out of 10 parents want schools focused on preparing students for future jobs, and increasingly that means learning how to use technology responsibly.

Students with disabilities, multilingual learners, and students performing below grade proficiency often show disproportionately large gains from well-designed tech tools.

CALIFORNIA

LAUSD bans screen time before the second grade, marking one of nation's strictest policies

Yes, kids love technology, but they also love Legos, scented markers, handstands, books, and mud puddles. It's all about balance.

It's tempting to embrace one extreme or the other when evaluating the impact of technology use on student wellbeing. One side is convinced technology will fuel innovation in education and help students develop valuable job skills that will boost their confidence. The other side argues that the drawbacks of technology use on student wellbeing far outweigh any benefits.

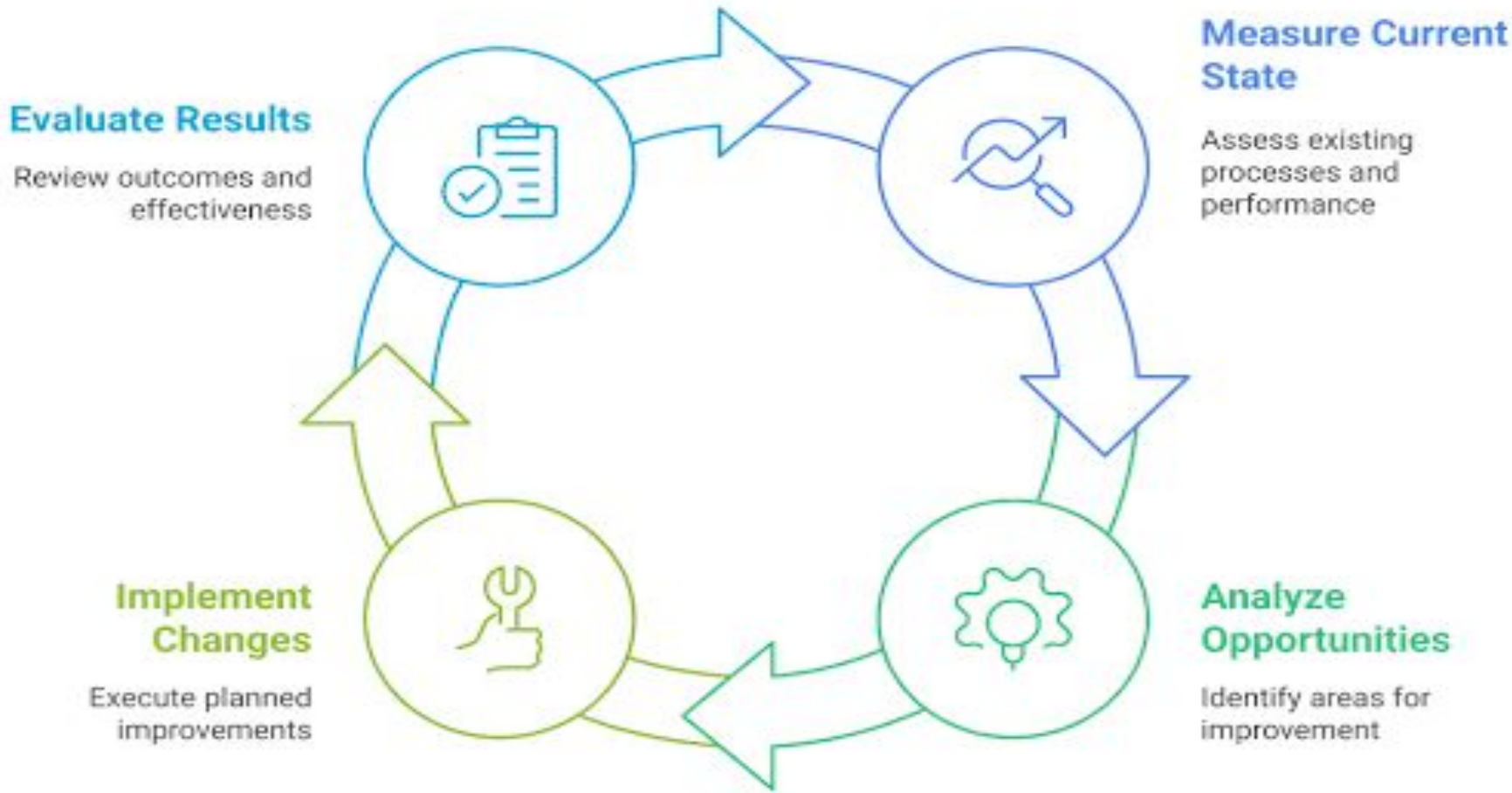
Half of parents say that being skilled with technology/AI tools will be essential or very important to their child's future career.

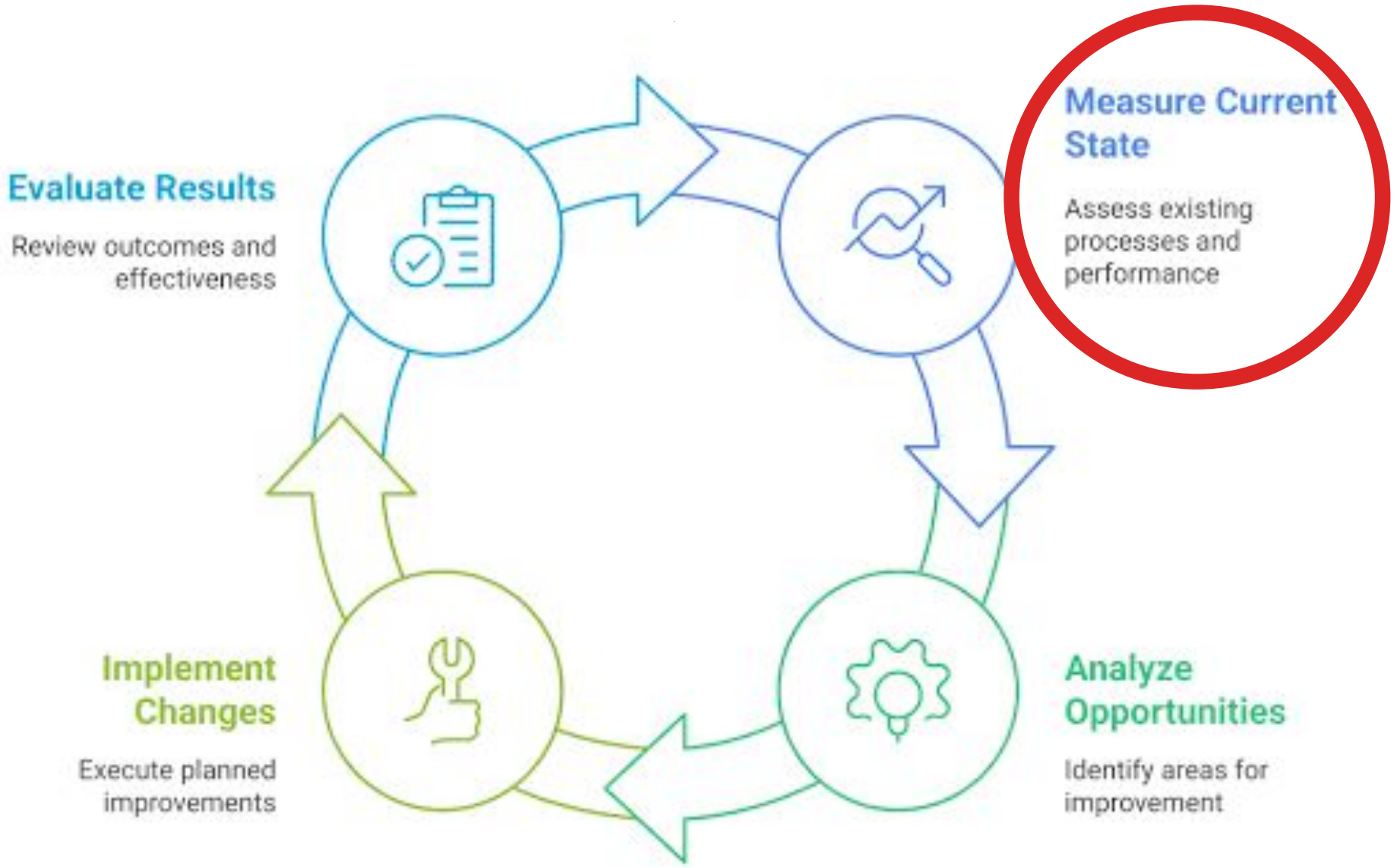
Local News

Education experts discuss decision to ban AI in New York City public schools for at least this year

JAMA Pediatrics study linked lower achievement primarily to entertainment-focused screen use, such as television and recreational video games, rather than to all forms of technology use.

Continuous Improvement Cycle




Measure Current State
Assess existing processes and performance
Analyze Opportunities
Identify areas for improvement
Implement Changes
Execute planned improvements
Evaluate Results
Review outcomes and effectiveness

Screen Time: Working Definition

"Time during the school day in which students are engaged with district-issued digital devices (iPads and Chromebooks) for instructional purposes."

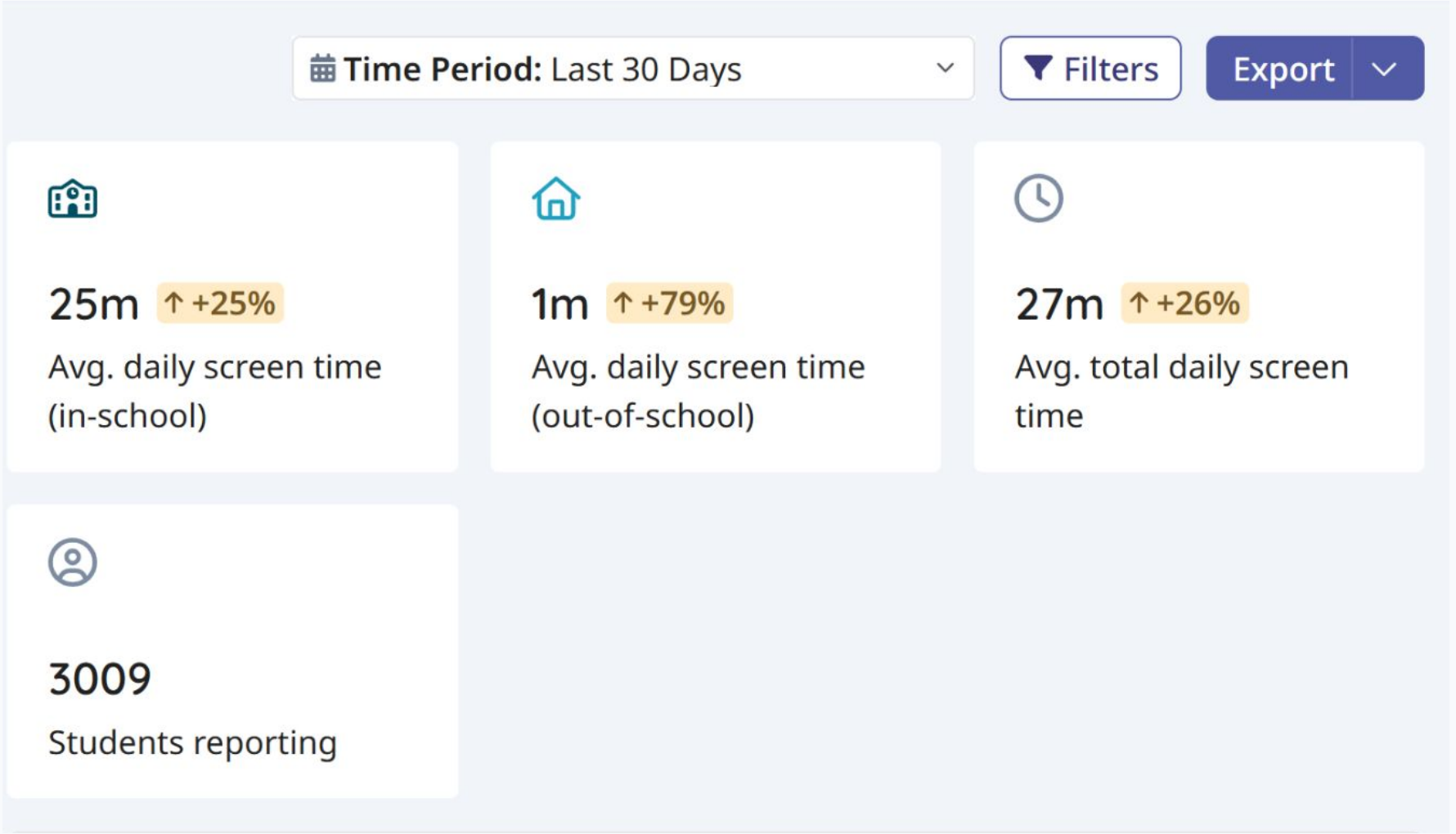
This INCLUDES:

- Watching or reading digital educational content
- Completing assignments on district devices
- Student work creation using digital tools
- In-class non instructional or free-time device use
- Interactive platforms & diagnostic tools (Ex: apps, state testing)

This DOES NOT Include:

- Personal cell phone use (governed by RUSD Cell Phone Policy)
- Generative AI tools (turned off on all student devices and student Google accounts).
- Non Instructional free-time device use at home
- Screens being used as a whiteboard (EX: Daily agenda posted, "Good Morning" message, transitions, etc)

Screen Time Data – Average Daily Screen Time
All School Computers/iPads

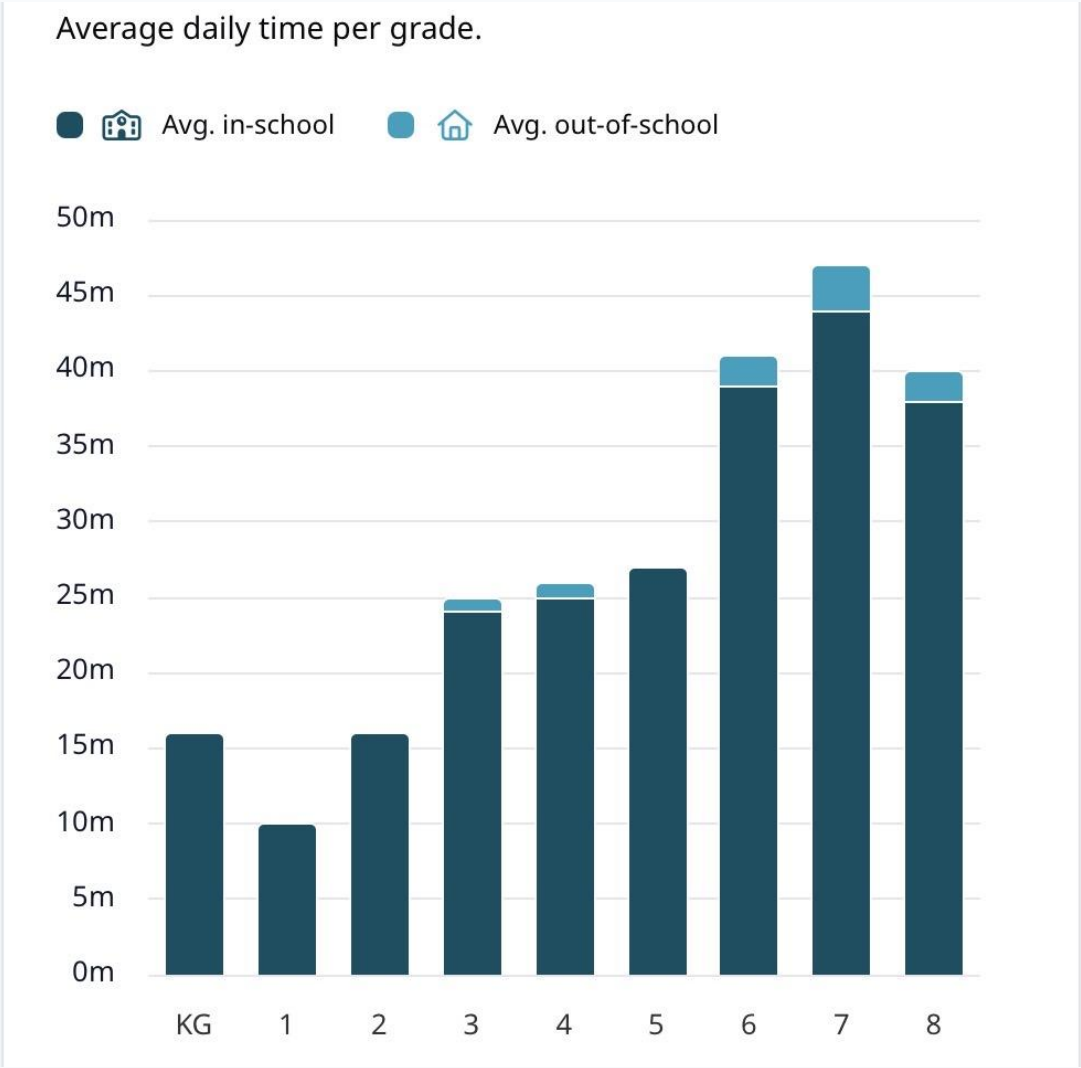


Elem Avg:
19 min/day
(95% of the school day is screen-free)

MS Avg:
35 min/day
(91% of the school day is screen-free)

Note: See Appendix for self-reported details by grade level

Screen Time Data – Screen Time by Grade
All School Computers/iPads

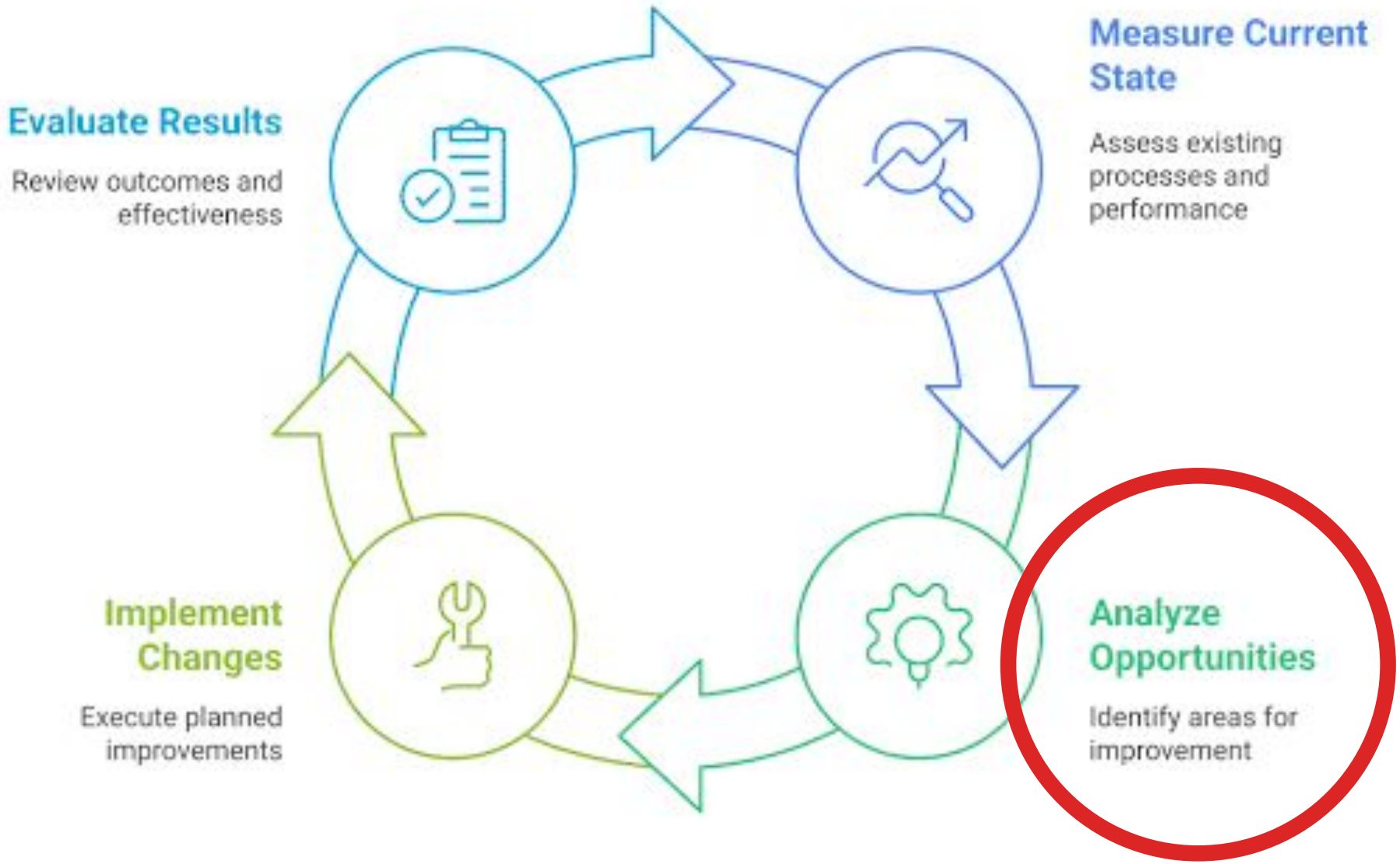


Screen Time Data – Top 8 Apps
All School Computers/iPads

Applications screen time

Avg. total daily: 31m Reporting period: Oct 11, 2026 - Oct 17, 2026

Application	Trend	Avg. in-school	Avg. out-of-school	Daily avg
#1 Google Docs and Drive File Sharing Instructional	↓ -14%	5m	<1m	**5m** (16%)
#2 IXL Education Instructional	↑ +8%	5m	<1m	**5m** (15%)
#3 Jupiter ED Education Instructional	↑ +50%	3m	<1m	**3m** (10%)
#4 innovamat.com Business Non-instructional	↑ +9%	2m	0m	**2m** (8%)
#5 explorelearning Education Instructional	↓ -9%	2m	<1m	**2m** (6%)
#6 Clever Education Instructional	↓ -1%	1m	<1m	**1m** (4%)
#7 YouTube Streaming Media Non-instructional	↑ +28%	<1m	<1m	**1m** (4%)
#8 Renaissance Learning Education Instructional	↓ -2%	<1m	0m	**<1m** (3%)


Evaluate Results
Review outcomes and effectiveness
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Identify areas for improvement

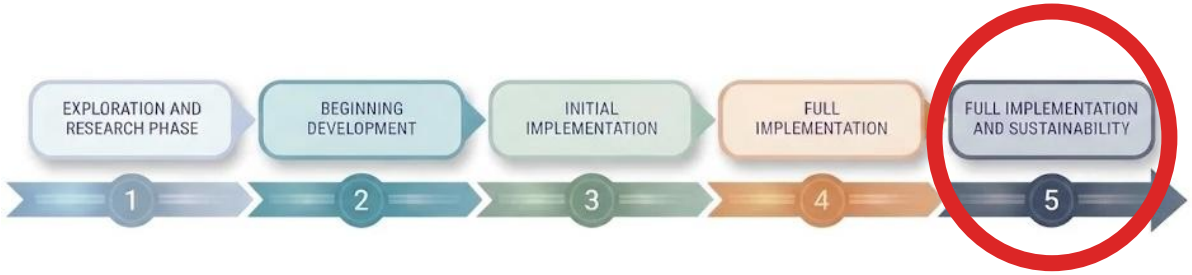

Overall Exposure & Balance
Staff Instructional Planning & PD
Governance & Technology Policies
App Vetting & Educational Quality
Parent Resources & Communication
Student Data Privacy
Curriculum Adoptions & Integration
Student Safety & Digital Citizenship
Initial Focus: Student Screen Time Data

Measuring Current Status and Analyzing Opportunities
Overall Screen Time

Student Cell Phone Policy

Strict enforcement restricting personal mobile devices during school hours.
Alignment at all schools (October 2025 Board Meeting)



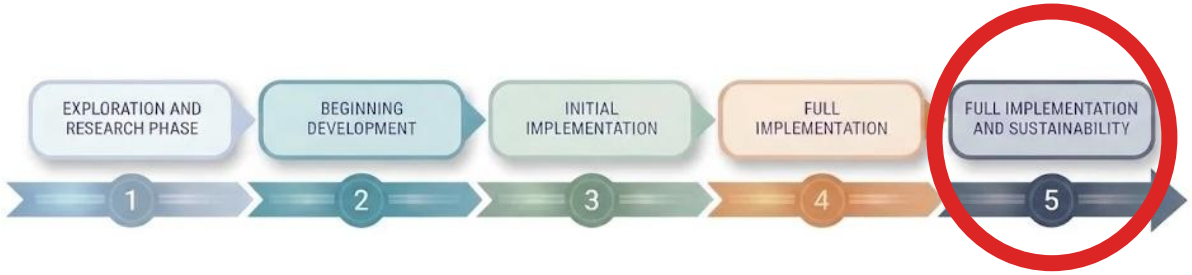


Measuring Current Status and Analyzing Opportunities Overall Screen Time

Classroom Storage Model vs. 1:1

Devices stay in classroom carts by class rather than individual daily take-home.

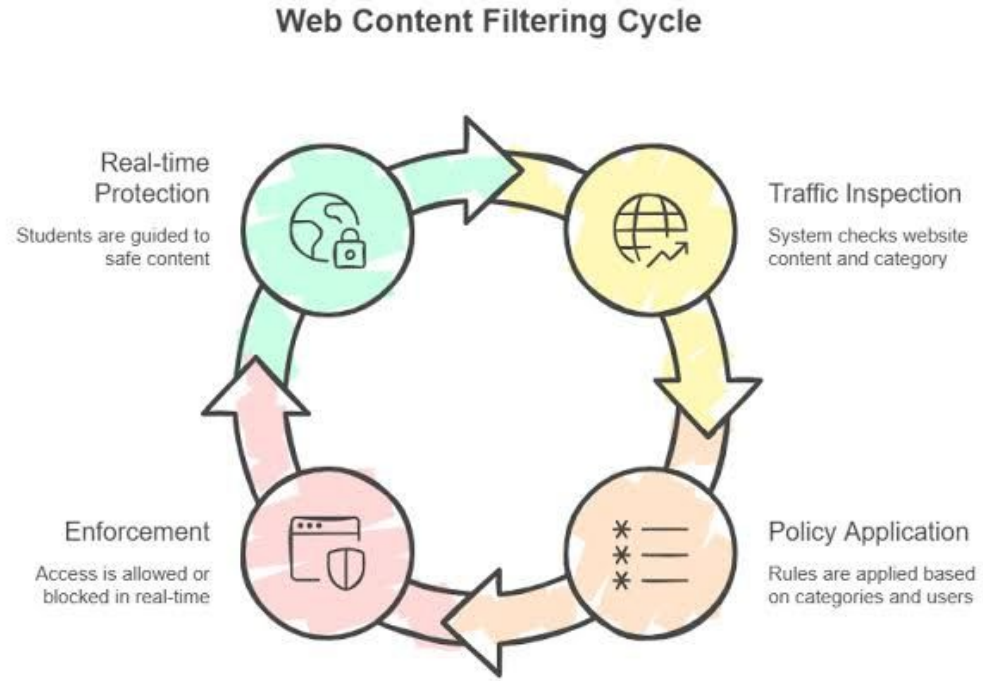


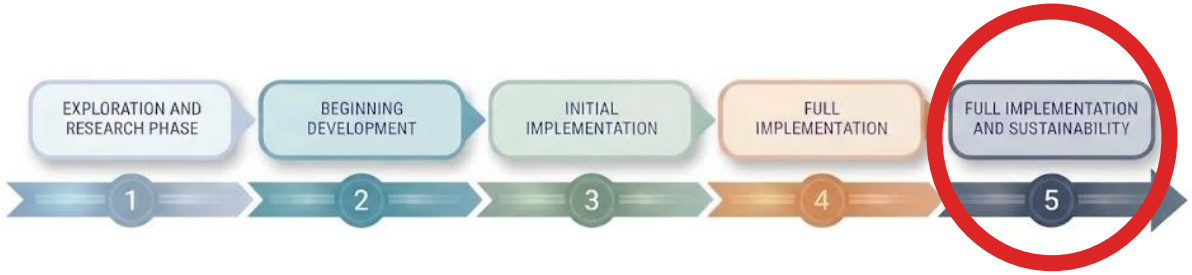


Measuring Current Status and Analyzing Opportunities Student Safety

Internet Access & Content Filtering

Robust firewall protections and automated content filtering across all district networks.

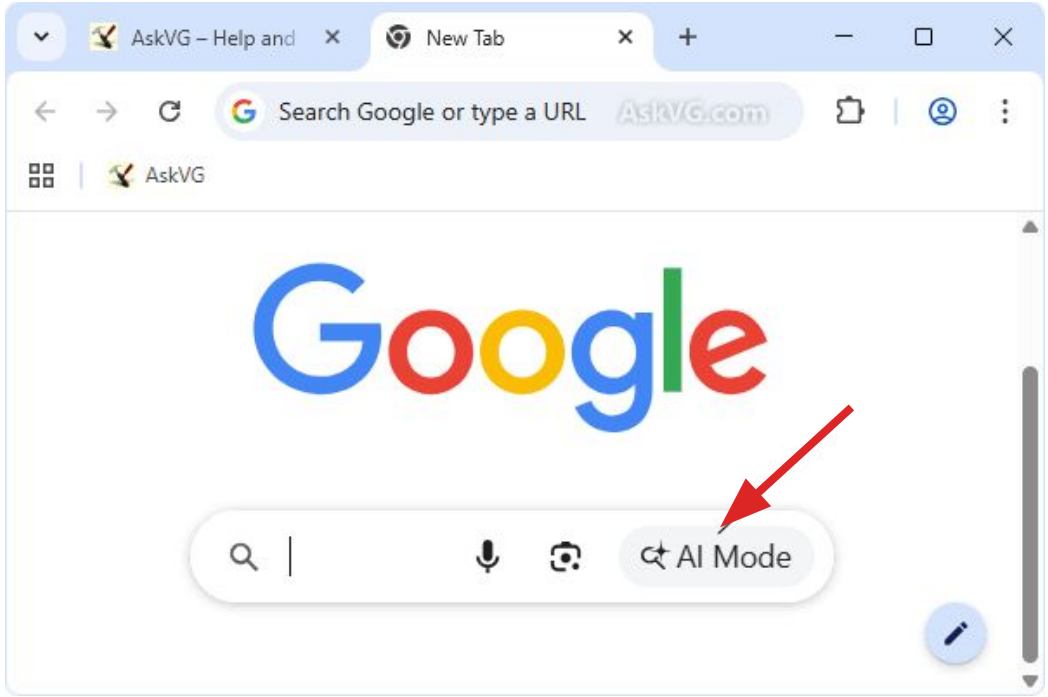


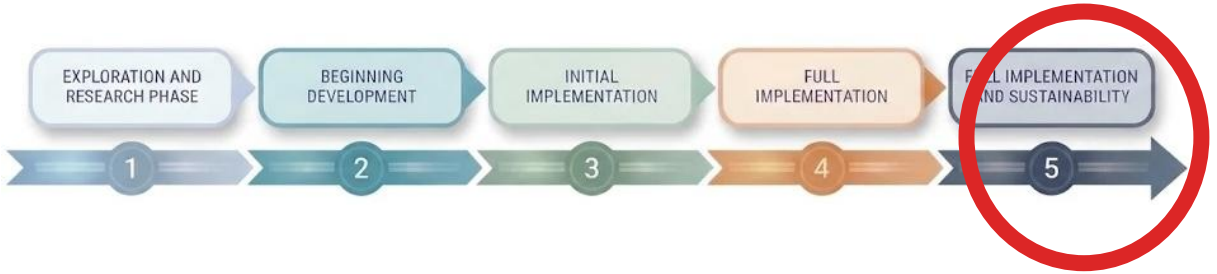


Measuring Current Status and Analyzing Opportunities Student Safety

Gemini AI System Restrictions

Generative AI features turned off on all student devices and all student Google accounts.





Measuring Current Status and Analyzing Opportunities Student Privacy

Data Privacy Agreements

Auditing active vendor contracts to ensure total compliance with California student privacy law.





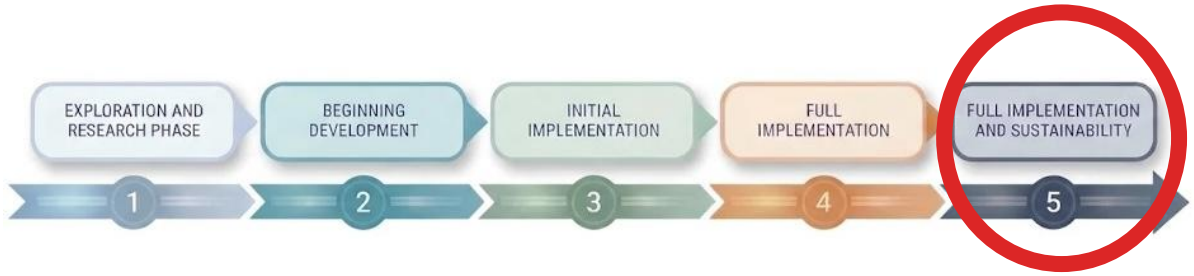
Measuring Current Status and Analyzing Opportunities Curriculum

Curriculum Adoptions

Evaluating print vs. digital media balance in adoption cycles.

RUSD Math Instructional Materials Priorities Rubric 2025/2026 **Program:** _____

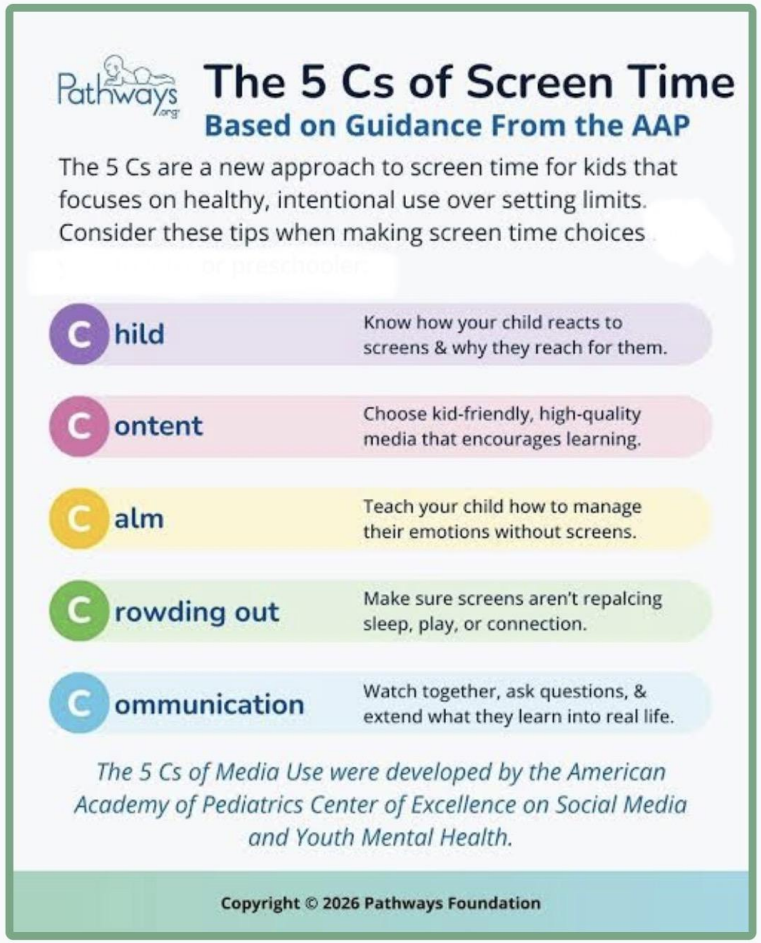
Priority Area	Exemplary	Proficient	Needs Improvement
Discovery, Purpose, and Real-World Application	Units consistently begin with meaningful, low-floor/high-ceiling discovery tasks tied clearly to significant real-world contexts, fully driving student motivation and conceptual understanding.	Units primarily include discovery tasks and real-world problems to introduce concepts, though connections may sometimes be routine or limited in scope.	Discovery/exploration is minimal or non-existent, and application problems are primarily procedural or abstract without clear purpose setting.
Developmental Progression and Coherence	Content is sequenced logically both within and across grade levels, fully accounting for developmental readiness and promoting deep conceptual understanding at each stage.	Content generally follows a clear sequence and is age-appropriate, but may occasionally introduce concepts too quickly or lack explicit vertical alignment for seamless grade-to-grade transition.	Content sequencing is inconsistent or jumpy, often introducing topics beyond the appropriate developmental stage or failing to build on prior grade-level knowledge.
Alignment to Math Framework	Content fully embodies all shifts of the new math framework, emphasizing high-level tasks, data literacy, and integrated mathematical practices.	Content aligns with the major shifts of the framework, though some connections to mathematical practices or data literacy may be surface-level.	Alignment to the new framework is inconsistent, with a heavy reliance on traditional procedural methods that do not reflect current shifts.
Meaningful Technology	Technology is used purposefully to enhance conceptual understanding while maintaining a healthy balance with hands-on, non-digital learning experiences.	Technology is integrated regularly and supports learning, though it may occasionally be used for routine practice or lack a strong balance with offline activities.	Technology use is either excessive (100% digital without balance) or used only for low-level procedural tasks with little impact on conceptual growth.

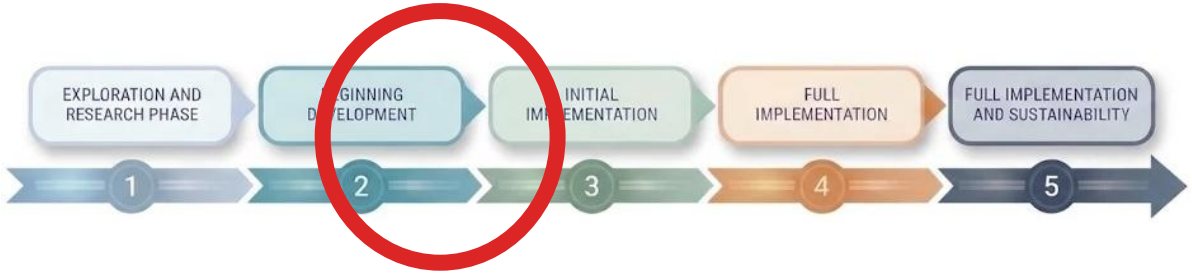


Measuring Current Status and Analyzing Opportunities Staff Instructional Planning

5 C's Awareness

Integrating healthy media use guidance across the district's instructional planning.





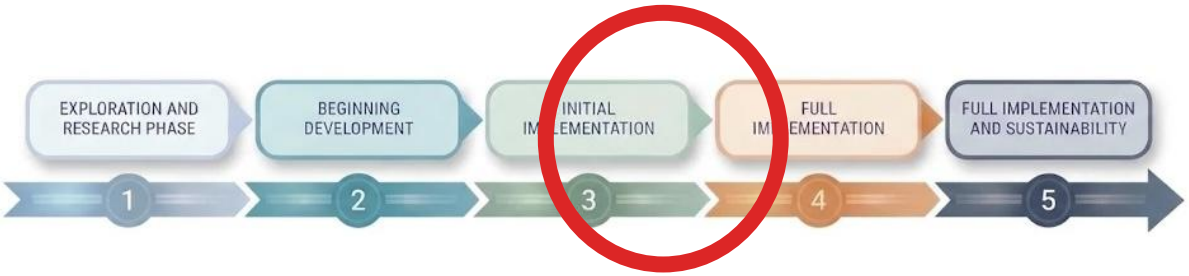
Measuring Current Status and Analyzing Opportunities
District Leadership

Governance

Explore and identify best practices and policies related to technology, digital literacy, and AI

- AI Literacy
- Alignment and prep for EDUHSD
- Board Policies

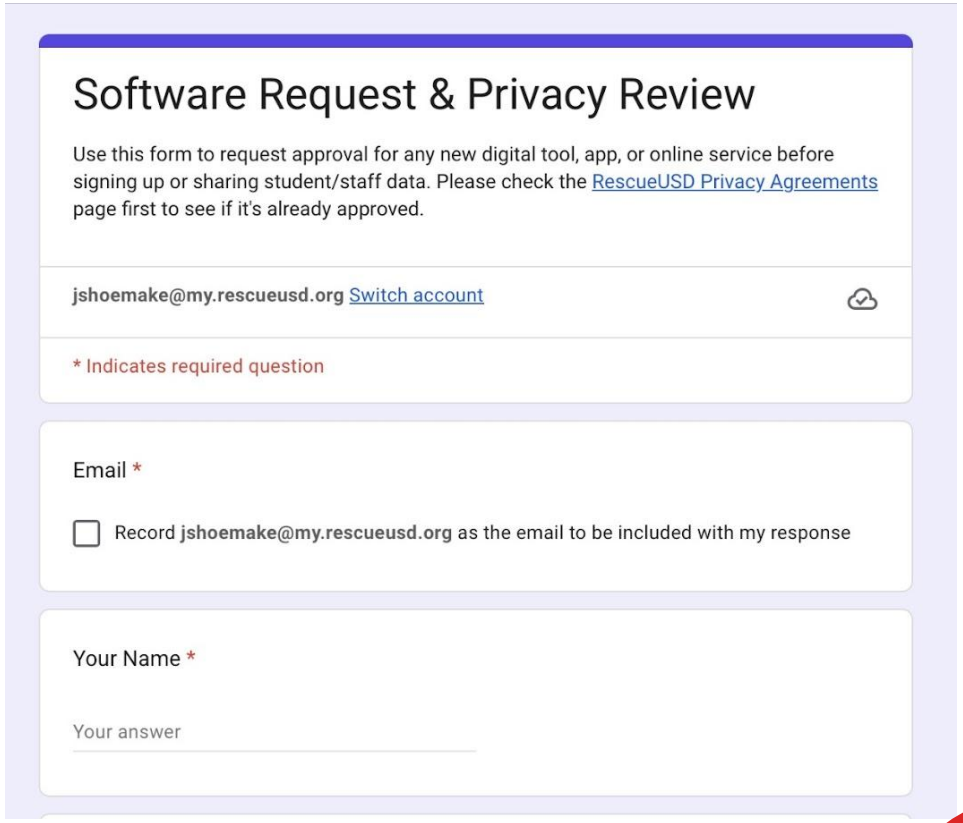




Measuring Current Status and Analyzing Opportunities Apps

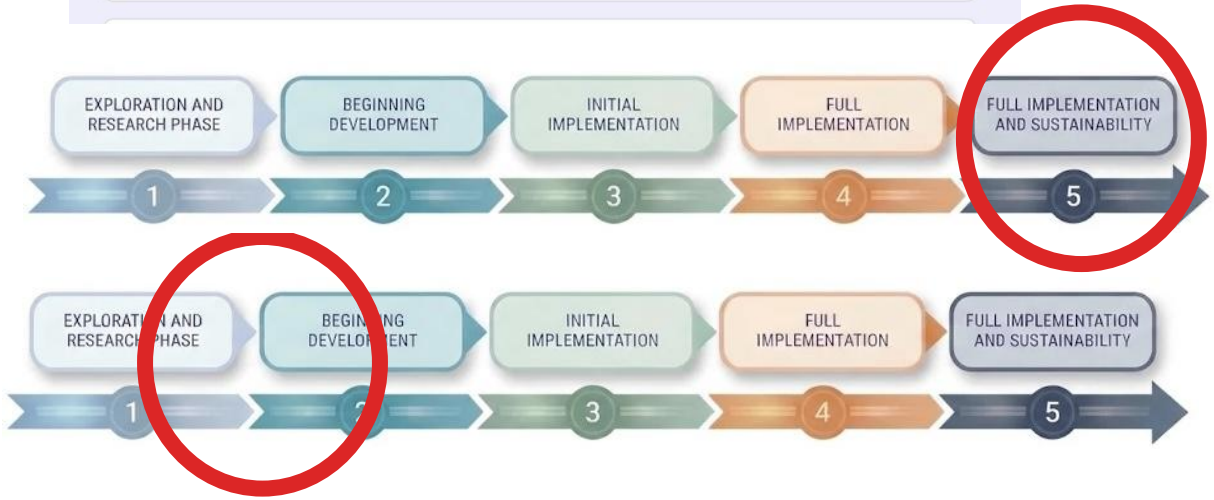
App Requests & Vetting

Vet current apps and refine formal approval workflows for new App requests.



App Requests

App Vetting



Measuring Current Status and Analyzing Opportunities

Parent Resources and Communication

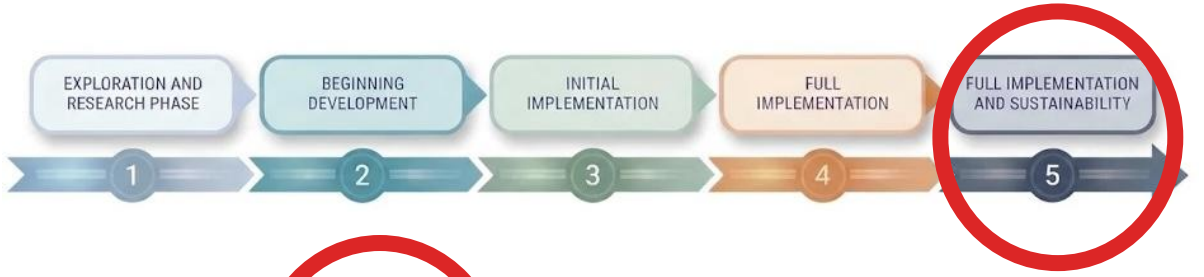
Providing families with home resources and support strategies.



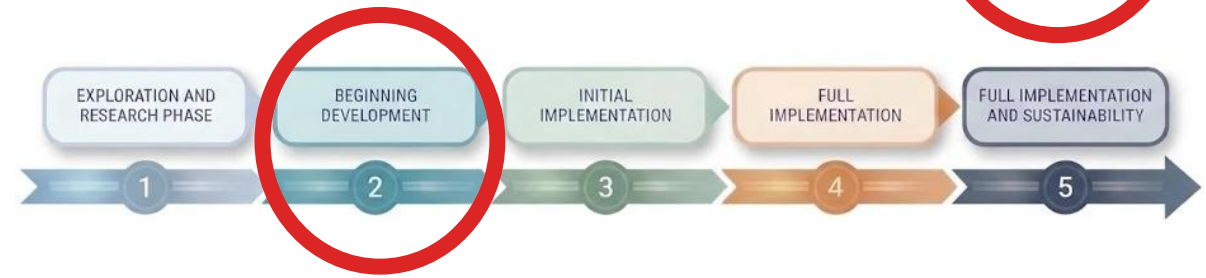


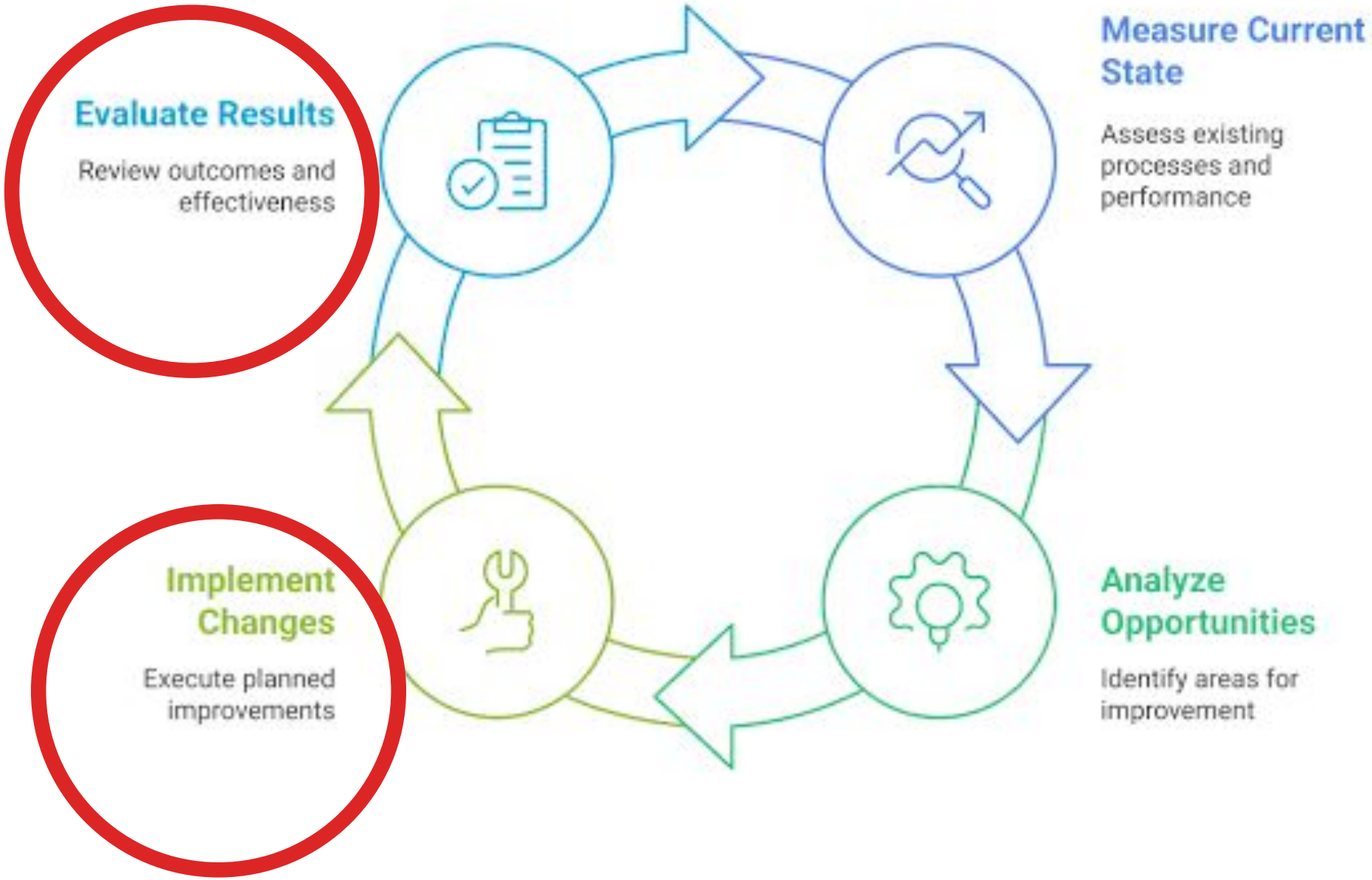
Online Safety Hub
Trusted digital safety advice for caregivers

Parent Resources



Parent Communication




Evaluate Results
Review outcomes and effectiveness
Measure Current State
Assess existing processes and performance
Implement Changes
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Identify areas for improvement



Questions & Board Discussion

Appendix: Research & Literature Base

Average Amount of Screen Time for Children and Young Adults (American Association of Pediatrics)

5 C's of Media Use School Aged Children: 5-10 Years Old (American Association of Pediatrics)

5 C's of Media Use Young Teens: 10-14 Years Old (American Association of Pediatrics)

Rethinking Screen Time in CA (Ed Source Commentary)

Why are schools limiting screen time? (Cedars-Sinai)

Screen time Cheat Sheet for Educators (Consortium for School Networking)

The case against blanket screen-time limits in schools (Chalkbeat)

Screen Time and Children (The American Academy of Child and Adolescent Psychiatry)

Screen Time Guideline (American Academy of Pediatrics)

AAP Policy Position Paper (American Academy of Pediatrics)

Four Findings That Cut Across the Evidence (ISTE + ACSD)

Parents Don't Hate Ed Tech. They Just Want More Balanced Use (Education Week)

COMPREHENSIVE REVIEW (Springer Nature)

Appendix: Research & Literature Base (continued)

The American Academy of Child and Adolescent Psychiatry (2026)

Too much screen time may lead to:

- Sleep, weight and mood problems
- Lower grades in school and reading fewer books
- Less time with family and friends and not enough outdoor or physical activity
- Poor self-image and body image issues and fear of missing out
- Less time learning other ways to relax and have fun

Consider the following as a guideline:

- For children 2-5, limit non-educational screen time to about 1 hour per weekday and 3 hours on the weekend days.
- For ages 6 and older, encourage healthy habits and limit activities that include screens.

Appendix: Research Framework: The 5 Cs Model

Researchers are moving away from strict time limits toward a holistic **5 Cs framework** (AAP Center of Excellence). Since student screen duration is well within healthy limits, we are shifting our attention from **"How much time?"** to **"How high is the quality?"**

Child

Individual needs, developmental age, and reactions to screen usage.

Content

High-quality, interactive, educational media vs. passive consumption

Calm

Ensuring devices are not used as the sole emotional regulation tool.

Crowding Out

Preventing screens from displacing sleep, exercise, play, or human connection.

Communication

Active adult-child dialogue and shared screen experiences.

Instructional Screen Time Data: Elementary (TK–5) – Self Reported
Note: 51% of instructional staff took the survey

Grade	Class Device	Active Minutes	Passive Minutes	Free-Time Use	Screen Homework	Digital Curriculum	State Testing
TK	IPad	11 mins	11 mins	10 mins	No	None	No
K	iPad	11 mins	20 mins	4 mins	No	Supplemental	No
1st	Chromebook	23 mins	13 mins	0 mins	No	Supplemental	No
2nd	Chromebook	30 mins	27 mins	7 mins	Minimal	Hybrid	No
3rd	Chromebook	34 mins	16 mins	2 mins	Minimal	Hybrid	CAASPP
4th	Chromebook	37 mins	20 mins	6 mins	Occasional	Hybrid	CAASPP
5th	Chromebook	29 mins	7 mins	14 mins	Occasional	Hybrid	CAASPP/CAST

Instructional Screen Time Data: Middle School (6–8) – Self Reported
Note: 51% of instructional staff took the survey

Grade	Class Device	Active Screen Time (Daily)	Passive Screen Time	Free-Time Use	Digital Homework	State Assessments
6th Grade	Chromebook	10 mins (per period)	6 mins (per period)	2 min (per period)	Periodic	CAASPP
7th Grade	Chromebook	13 min (per period)	5 min (per period)	3 min (per period)	Periodic	CAASPP
8th Grade	Chromebook	9 min (per period)	7 min (per period)	0 min (per period)	Periodic	CAASPP / CAST

Note: Screen time varies by subject area (e.g., higher in digital writing/research tasks, lower in physical education & hands-on science labs).

Appendix: Digital Instructional Apps/Platforms – Elementary

Reading & Literacy

Core: Renaissance (STAR Reading, Accelerated Reader)

Supplementary: IXL, Vocab A-Z, Kids A-Z, Sora, SpellingCity, Read Live, Starfall, Flocabulary, BrainPOP Jr., Typing Agent, Raz Kids, Really Great Reading, SplashLearn, Epic!

Math and Science

Core: Atlas Math (Thinking Math!), and TWIG, IXL

Supplementary: Reflex Math, ST Math, Base Ten Bingo, Counting Fish, Marble Math, Mystery Science

Tools and Other

Tools: Clever, Google Classroom, Jupiter Ed, Kahoot, Quizlet, Class Dojo, Amira

Other: YouTube, Danny Go

Appendix: Digital Instructional Apps/Platforms – Middle School

Core

ELA: Renaissance (STAR Reading, Accelerated Reader),IXL,
Math: Big Ideas, IXL,
History: TCI (History)
Science: Amplify (6th), Stemscopes (7th/8th)
Sped: Teachtown
Music: Prodigies, Making Music Fun

Tools and other

Tools: Clever, Google Classroom, Google Suite, Kahoot!, Quizizz, IXL Learning, Jupiter Ed, Juno Pod (Jupiter Ed Assessments)

Other: YouTube