

# Educational Technology in EUSD



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May & Fall 2025

# Ed Tech Update

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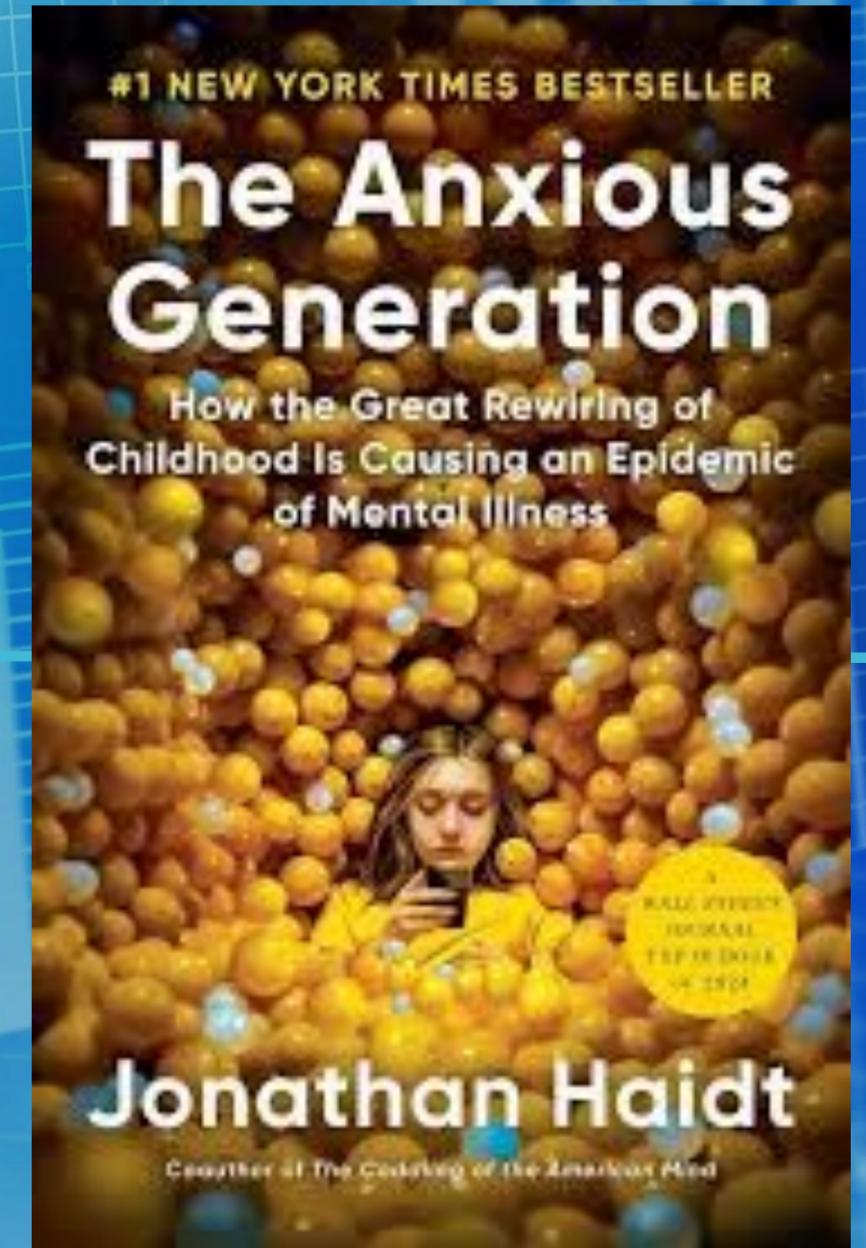
**Questions and  
concerns about  
screen time and iPad  
use**

**Current Practices,  
including safety &  
security measures**

**Next Steps and  
recommendations**

# National & Local Concerns

- Social Media
- Video games
- General screen time
- Off-task behavior and potential access to inappropriate content



# SAFETY

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All EUSD iPads (K-6th):

- have Lightspeed content filters (@ school & home & everywhere)
- are monitored by Bark and Lightspeed alerts (24-7 human monitoring)
- are monitored through digital programs that send reports to staff about student progress
- can be monitored by teachers using Apple Classroom & Google
- are loaded with learning applications that are grade-level specific
- are not checked out to a student until they have completed the annual [Digital Citizenship course](#) for their grade level
- have certain categories blocked universally (gaming, inappropriate content)

# SAFETY

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## Apps:

- are vetted by EDITS team to ensure they are educationally appropriate, for student privacy and legal compliance (FERPA, CSPPA, etc.)
  - are reviewed annually for new additions that may impact learning (games, AI, etc.)
  - teachers can request new apps to be reviewed and piloted for future use
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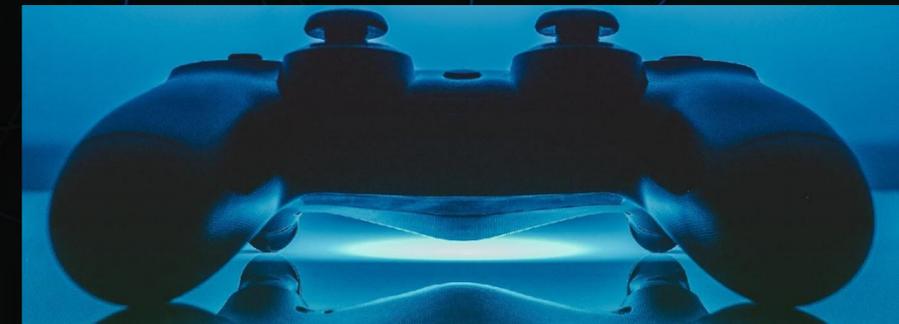
## SDCOE Superintendents' Cybersecurity Summit

Our very own Nathan Short was on the Expert Panel!



# GAMES

- **Some educational apps (i.e., iReady, ST Math) provide a short educational game as a brain break in between academic tasks. After a child successfully completes a level/ learns a new skill/ demonstrates proficiency, they are afforded a quick educational game as a reward. Kids call these learning activities fun!**
- **We don't have apps that are games with no educational purpose. We also block websites/the entire category that we know are specifically non-academic game sites.**
- **When students navigate to a new-to-us gaming website, it is an opportunity for the teacher to have a conversation with the student about appropriate iPad use in the classroom.**



# Types of Screen Time

- **Passive:** mindlessly watching videos or shows, scrolling, on autopilot
- **Interactive:** playing games, problem-solving, responding to prompts
- **Communication:** video-chatting, using social media, collaborating on a group project
- **Content creation:** making digital art or music, coding, presentations and projects

# Types of Screen Time

From Julia Storms, Digital Wellness Educator

*Limit and cycle* ↓

**Instant Gratification =  
High Dopamine release**

Video games

YouTube

Surfing the web

Scrolling social media

Posting TikTok vids

Netflix binges



**Delayed Gratification =  
lower dopamine please**

Reading

Creating art

Learning a skill

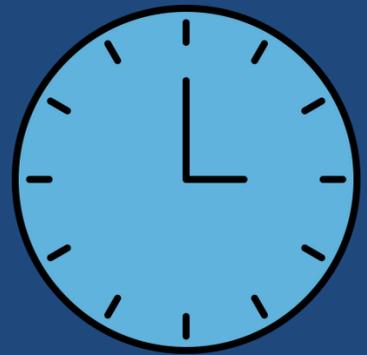
School

Talking with a friend

Exercise videos

Working on a project

Netflix\*



It can be tempting to want a set number of hours on screens that is “safe” or healthy to guide your family’s technology use. Unfortunately, there isn’t enough evidence demonstrating a benefit from specific screen time limitation guidelines. For this reason, the American Academy of Pediatrics updated their media use recommendations in 2016. These evidence-based guidelines do not give a set screen time limit that applies to all children and teens. Because children and adolescents can have many different kinds of interactions with technology, rather than setting a guideline for specific time limits on digital media use, we recommend considering the quality of interactions with digital media and not just the quantity, or amount of time.

~ American Academy of Pediatrics

**Screen Time Guidelines**

**72%**

of EUSD teachers



Students spend  
0-60 minutes on  
iPads per day

**23%**

of EUSD teachers



Students spend  
61-120 minutes  
on iPads per day

# Our Teachers Report...



# How much time do our K-2nd graders spend on iPads?

**PRIMARY TECH  
USE IN EUSD**  
K-2nd grade

**Encinitas**  
UNION SCHOOL DISTRICT

**FACE TO FACE  
INTERACTIONS**  
The majority of K-2<sup>nd</sup>  
graders spend their day  
interacting with paper,  
pencil, peers & teacher



**TECHNOLOGY IS USED IN THE FOLLOWING WAYS:**

 **CONTENT CREATION**

- Student-led conference materials
- Projects & presentations
- Writing

**COMMUNICATION** 

- Collaborating on a group project

 **INTERACTIVE**

- 3 assessments a year for Math (iReady) and reading (STAR)
- Independent reading and/or math during a rotation while the teacher is running small groups

**1-2 SESSIONS PER DAY  
FOR 15-20 MINUTES**

# UPPER GRADE TECH USE

3rd-6th grade



## FACE TO FACE INTERACTIONS

The majority of 3rd-6th graders spend their day interacting with paper, pencil, books, peers & teacher



## TECHNOLOGY IS USED IN THE FOLLOWING WA

### CONTENT CREATION



- Student-led conference materials
- Projects & presentation
- Essays, brochures, infographics, stories, film and more!

### COMMUNICATION

- Collaborating on group projects in Google docs and slides and Canva
- Interacting with experts



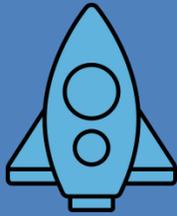
### INTERACTIVE



- 3 assessments a year for Math (iReady) and reading (STAR)
- Independent reading and/or math at their personalized level
- Research

**2-4 SESSIONS PER DAY  
FOR 20-30 MINUTES**

How much time do our  
3rd-6th graders spend  
on iPads?



## Teacher Quotes about iPad use

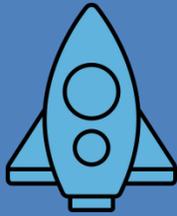
“All of the iPad use in my class has a purpose and is meaningful. Some days tend to be a lot less, especially at the beginning of the year and also when we are starting new units.” ~ OPE Upper Grade Teacher

“In the past I have used iPads for one center activity a day. Now that we are doing UFLI as a whole group approach, iPad time isn’t part of my regular schedule. This year, we use them so infrequently that they are a joyful event for the students!” ~ OK Primary Grade Teacher

“I balance my schedule across the week to ensure that students aren’t on the iPads for too much time. If we have centers that include an iPad rotation, we don’t do MyOn reading on the iPad that day. We do our fun coding application on a day when there hasn’t been other iPad activities. Each app for my class is chosen with intentionality, to ensure students have time for practice, review, acceleration, support, and reinforcement of key concepts.” ~ PEC Primary Grade Teacher

“Because we are project-based, the kids will spend about 30 minutes on Ipads for research and/or project work or creating Keynotes/ presentations.” ~ ME Upper Grade Teacher

We use iPads mainly for typing, assessments, and as a “must do/may do”. ~ PDL Primary Teacher



# Teacher Quotes about iPad use



“Our goal is to support student learning in a dynamic, balanced way—and iPads are just one of the many tools we use to make that happen. iPads are an important learning tool in our classroom, and we work hard to maintain a healthy balance between digital work and traditional paper-based activities.” ~ ECC Upper Grade Team

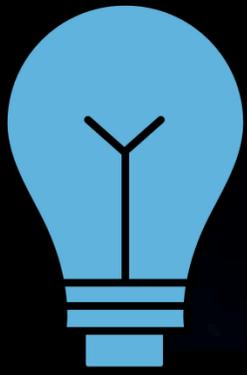
“It all depends on the day. Sometimes we use the iPad a little more than others, but most of the time it's 15-20 minutes. When we use the iPad for typing and searching for information, it can be 20-30 minutes, it all depends. The 15- to 20-minute blocks are usually used to review or reinforce a new concept we're learning. It's a great tool for giving us feedback and a better understanding of what we need to work on with students.” ~ CA Upper Grade Teacher

“I use iPads for math and reading assessments, it gives me instant feedback, for example next steps and even suggestions for next steps and even student grouping suggestions.” ~ LCH Upper Grade Teacher

From some students:

The teachers can teach us all more easily because we are all in different places.

\*We don't have all the books in the world in our room, but the iPad lets you read more than just what you can have in the library or our classroom.”



# Educational Technology Apps

Apps such as iReady, IXL and ST Math allow students to work at their own learning pace. This provides opportunities for **individualization** and **acceleration** for our advanced and high-achieving learners.

Tools such as typing practice and the Google Suite of apps prepare our students to be Global Citizens now and in the future. They also prepare students for state tests such as CAASPP and ELPAC.

# Student Progress Monitoring

- Branching Minds - All of our ability to monitor student progress is driven by the data available in Branching Minds and what teachers observe through instruction.
  - Digital assessment results are imported to Branching Minds for immediate teacher analysis and use for guiding instruction
  - We can track multi-years of assessment data to monitor if a student needs additional supports, intervention, or Special Education services



**If our students don't have regular practice on technology before 3rd grade, our CAASPP scores will drop tremendously. Knowing the technology ensures students can demonstrate their academic knowledge on required standardized tests.**

# EUSD Next Steps



- ★ Implement District Recommendations for purposeful, intentional educational technology use such as:
  - Limited digital homework
  - Regular teacher use of Apple Classroom
  - Avoid iPad time as a “reward” in class
  - Try a “No Tech” day each month
- ★ Continue to research non-digital curriculum resources
- ★ Remove all YouTube access from student iPads starting August 2025
- ★ Schedule a panel of experts to facilitate a family workshop next year to discuss educational technology & screen time concerns
  - **Julia Storm Family Night 10/15 w/ student assemblies following**



**THANK YOU!**

Any questions?