# 01 Phone Free School Day Act

## What does it do?

- Amends Education Code Section 48901.7, as amended by AB 3216, to require a phone-free regular school day for pupils in transitional kindergarten through grade 12
- Requires each LEA to adopt and implement a policy prohibiting pupil use of personal smartphones and other personal cellular-connected communication devices, throughout the regular school day, including lunch, recess, and passing periods, subject to specified exceptions
- Provides 2 implementation options to LEA's
  - Option 1 - Devices must be powered off and stored away throughout the regular school day
  - Option 2 - Devices must be powered off and secured in school-provided storage that prevents pupil access throughout the regular school day
    - Proposes the legislature to earmark $200 million of the total awarded amount (People of the State of California v. Meta Platforms, Inc.) to support school-provided device storage

## Who implements the policy?

- Each LEA's governing board or body must adopt and implement the policy no later than July 1, 2028.
- The legislature has yet to earmark the approximately $1.5 Billion from the Meta settlement

## Why is it needed?

- California students deserve school environments that prioritize learning, healthy relationships, physical activity, and social development while reducing distractions from personal device notifications, social media, messaging, and recording
- California's Phone-Free Schools State Report Card is currently a "D"
- A consistent statewide standard would provide clearer expectations for students, families, educators, and administrators

# 02 Classroom Technology Balance Act

## What does it do?

- Amends SB 1128 which was signed September 10, 2026
- Directs the Instructional Quality Commission (IQC), in consultation with the California Department of Education (CDE) and relevant experts, to develop and recommend a model policy and framework for developmentally appropriate screen time and electronic device use in schools
- Expands the prohibition on requiring pupils to take home school-issued electronic devices to include transitional kindergarten through grade 2, while preserving specified exceptions
- Requires each LEA to document, in its technology plan or applicable student technology use policy, its grade-level screen time limits, electronic device use expectations, and the grade levels permitted to access generative artificial intelligence tools, including applicable conditions and safeguards

## Who implements the policy?

- The IQC must submit its recommended framework to the State Board of Education by July 1, 2028
- Local policy adoption with flexibility. Each local educational agency adopts or updates its policy using the the IQC recommended framework, while retaining authority to address local schedules, instructional programs, staffing, and community needs

## Why is it needed?

- Studies consistently link excessive screen time to higher rates of nearsightedness, posture-related back pain, and digital fatigue which may manifest as irritability, decreased focus and reduced engagement.
- Statewide policy guidance would help LEAs establish consistent, developmentally appropriate practices that balance instructional technology with hands-on learning, interpersonal interaction, physical activity, and student well-being

# 03 EdTech Accountability Act

## What does it do?

- Requires covered educational technology products purchased, licensed, or renewed by LEAs after July 1, 2028 to provide screen time measurement and reporting capabilities, either directly or through integration with an LEA approved device management system that:
  - Measures each pupil's daily active use of covered devices and products
  - Reports time spent in covered applications, programs, and websites, including identified generative AI tools.
  - Provides accessible reports to LEA designated personnel
  - Supports parent or guardian access to reports concerning their own child

## Who implements the policy?

- This language would be added to the California Education Code 60010 relating to the evaluation and adoption of educational technology
- The governing board or body of a local educational agency has the responsibility to evaluate and select educational technology that is appropriate to its courses of study, supports pupil academic achievement, and respects healthy screen time limits
- Vendors of EdTech products will be required to include monitoring software due to the revised adoption standards for LEA's

## Why is it needed?

- Screen time policies require reliable usage data to support implementation and evaluation. Standard reporting capabilities would help LEAs assess compliance and make informed instructional decisions.
- This Act pairs with the ScreenWise amendment to SB 1128 as a quantitative data source
- Numerous technology companies are already marketing programs to district at a cost to monitor the screen time for students

# 04 Teacher Prep and Tech Act

## What does it do?

- Amends Section 44279.1 of the Education Code
- Requires the Commission on Teacher Credentialing (CTC) to convene a workgroup and, no later than July 1, 2028, revise and adopt the California Standards for the Teaching Profession (CSTP) to incorporate "Element" language addressing the balanced, developmentally appropriate, and health-conscious use of educational technology, including all of the following:
  - Balancing technology-based instruction with traditional teaching methods and non-digital instructional practices.
  - Considering the age, developmental level, individual needs, and well-being of pupils when educational technology is used for instructional purposes.
  - Recognizing the educational benefits of appropriate non-digital instructional materials, hands-on activities, interpersonal learning, physical activity, and other instructional approaches that do not rely primarily on digital learning devices.

## Who implements the policy?

- The CTC will align relevant teacher preparation and induction requirements with the revised standards that are used by universities offering accredited teacher preparation programs

## Why is it needed?

- Builds on existing technology related standards of legal, social and ethical use by establishing explicit expectations for evaluating when digital tools advance learning and when non-digital approaches better support pupil development and well-being

# 05 Digital Wellness Family Resource Act

## What does it do?

- Builds on Education Code Section 51929 by requiring the CDE, no later than July 1, 2028, to develop, publish, and maintain evidence-based digital wellness resources for use in LEA family and community engagement programs
- Expands AB 2071 (Hoover) which amended Section 51929 of the Education Code, to include digital wellness resources for use within LEA family and community engagement programs that:
  - Includes practical and relevant resources for parents, guardians, and caregivers, including family media plan templates, age-appropriate conversation guides, device-free routine strategies, guidance for supporting sleep and physical activity, information on parental controls and online safety, and strategies for modeling healthy technology use in the home.
  - Provides LEAs with practical guidance for sharing resources and engaging parents, guardians, and caregivers in supporting healthy technology use at home
  - Makes resources available in English and the five most commonly reported primary languages other than English among California pupils, based on the department's most recent statewide pupil language data
- Requires each LEA to include information about, and access instructions for, these resources in its annual notification to parents and guardians

## Who implements the policy?

- The Department of Education in collaboration with technology companies, mental health organizations, and media literacy experts, as appropriate

## Why is it needed?

- CDC data reveals that over 50% of students inclusive of grades Tk - 12 spend unhealthy amounts of screen time at home outside of the regular school day
- Families need practical, accessible tools to establish healthy technology routines that support sleep, physical activity, relationships, and readiness to learn