



CVUSD Technology Update and Review of Proposed Amendments to Policies

May 6, 2026

AGENDA

01

PROCESS & DISCUSSION

TIMELINE,
DISCUSSION TOPICS &
UPDATES

02

KEY TAKEAWAYS

KEY TAKEAWAYS AND
FEEDBACK

03

UPDATES

GUIDELINES AND
SYSTEMS UPDATES

Timeline

October

1st Tech Committee Meeting discussion on new proposed policies

December

Committee discussion on student Bring Your Own Device and student use of technology

Site leadership discussions on student technology use

January

Student District Advisory Council Discussion on AI and Bring Your Own Device

February

Committee discussion on AR5131.9 - Academic Honesty

March

Committee introduction to Lightspeed Parent Portal and discussion on selection of materials

Teacher Technology Survey

Early to Mid April

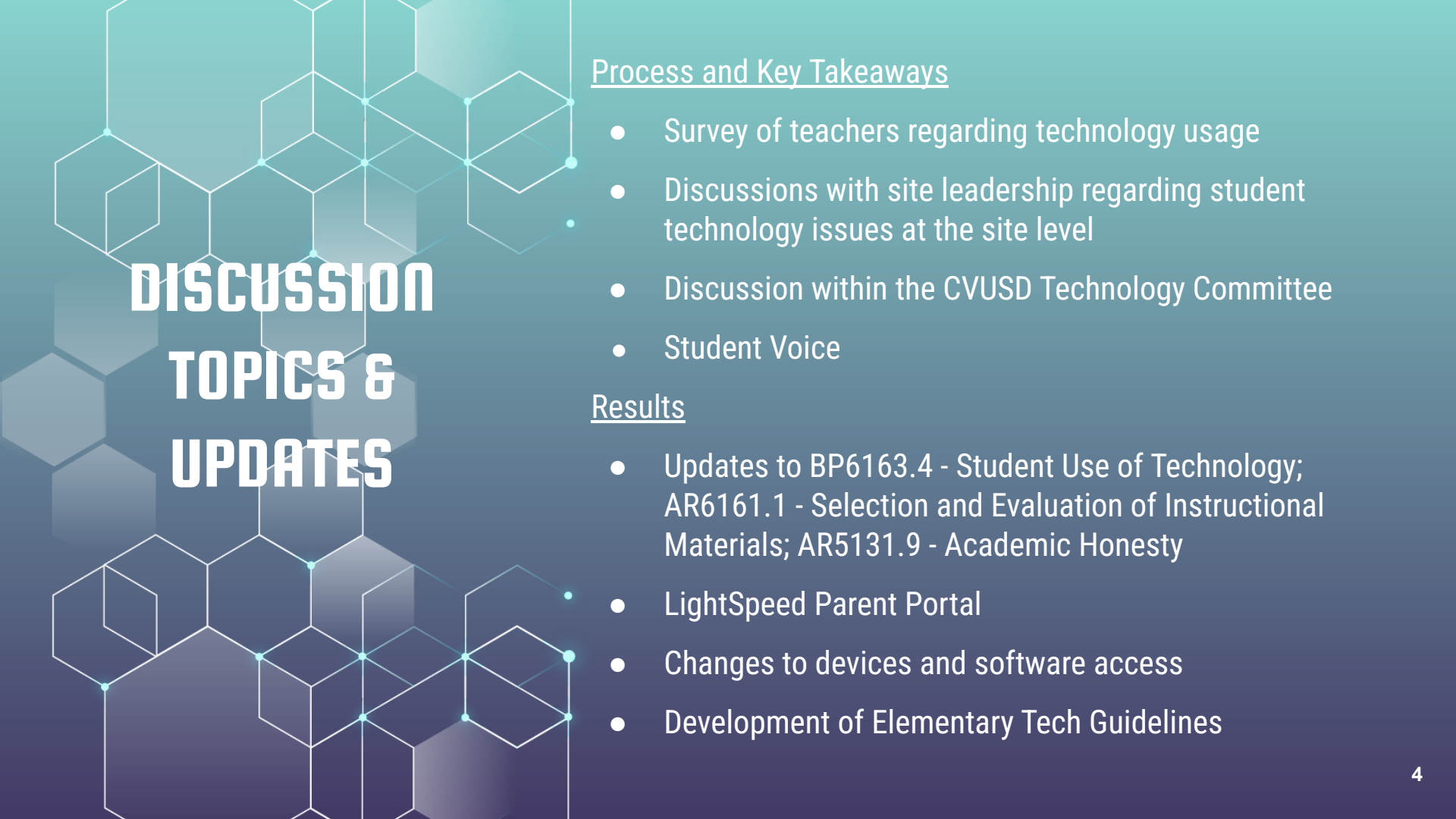
Committee discussion on Lightspeed Parent Portal and new language to add to AR6161.1 - Selection of Instructional Materials

Site leadership discussions on technology use

Mid to Late April

Student Voice video from elementary students

Committee review of updated language to AR6161.1 and AR5131.9



DISCUSSION TOPICS & UPDATES

Process and Key Takeaways

- Survey of teachers regarding technology usage
- Discussions with site leadership regarding student technology issues at the site level
- Discussion within the CVUSD Technology Committee
- Student Voice

Results

- Updates to BP6163.4 - Student Use of Technology; AR6161.1 - Selection and Evaluation of Instructional Materials; AR5131.9 - Academic Honesty
- LightSpeed Parent Portal
- Changes to devices and software access
- Development of Elementary Tech Guidelines

Teacher Survey Results: Key Takeaways

- Devices are embedded in instruction, with some beginning in upper elementary, but classrooms are not fully dependent on them (MS = 37% daily, HS = 48% daily)
- YouTube is an instructional tool, but *not* a major instructional dependency (63% of teachers state student use is “rarely or never” for instructional purposes)
- Most instructional device use is moderate in duration (65% stated 15-30 minutes per day during class; 50% assign no device-based homework)
- 45% support maintaining 1:1, 23% prefer shared laptop carts, remaining stated no opinion

Survey Respondents - Grades TK-3, n = 139; Grades 4-5, n = 43; Grades 6-8, n = 82; Grades 9-12, n = 156

Elementary Site Leadership: Key Takeaways

- Number of schools currently providing take-home devices by grade-level:
TK = 1, K = 1, 1st = 2, 2nd = 4
- Maintain some site discretion to address individual school community needs
- Teacher discretion, within guidelines, to meet individual student needs. Student device use to be supervised directly by the teacher outside of classroom time (recess, lunch, before/after school)
- Affirmed that usage in early elementary grades is in center activities or special projects in which teachers are providing instruction

CVUSD Technology Committee: Key Takeaways

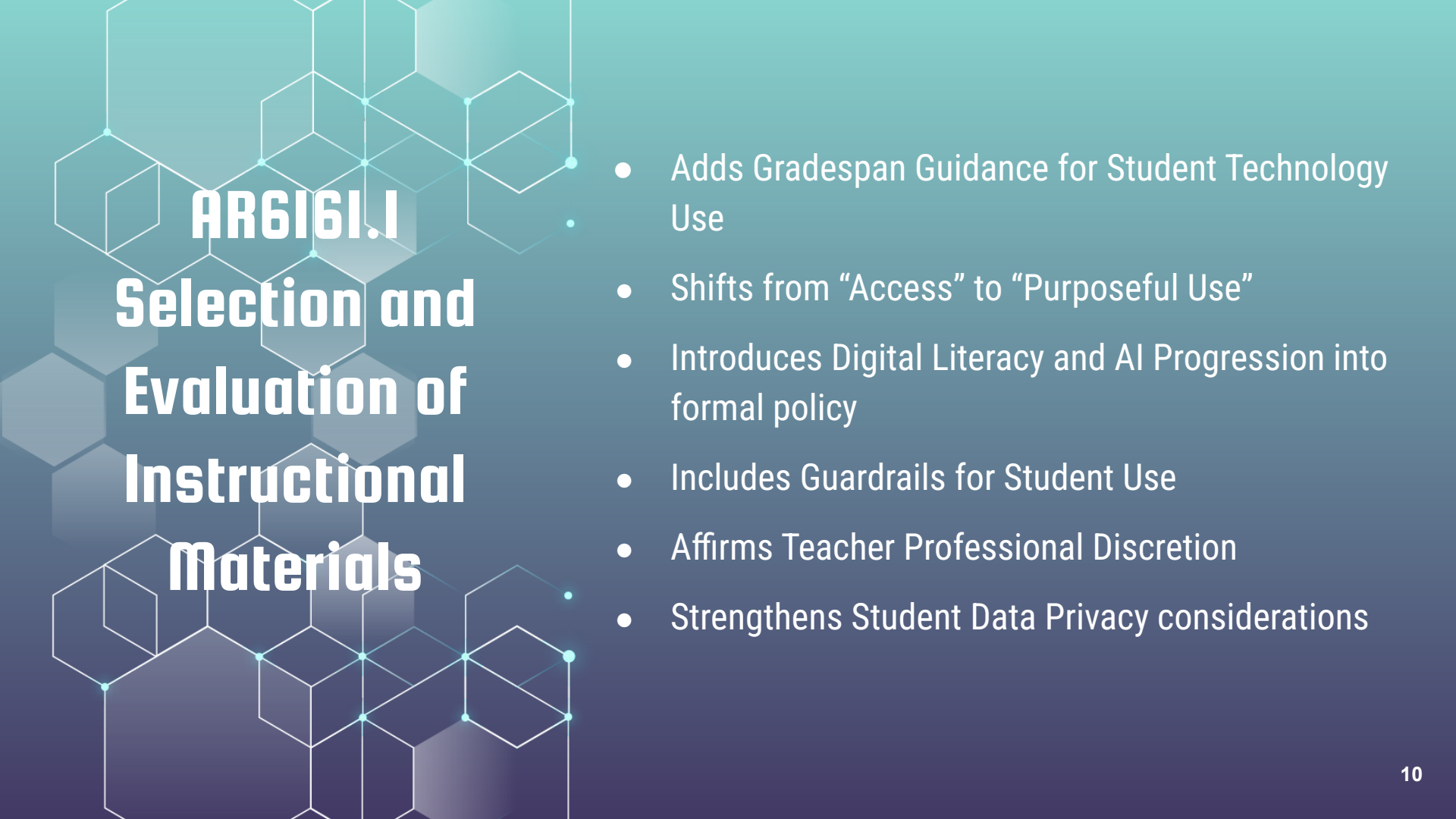
- Emphasis on starting with the instructional goal, then determining how technology can enhance or support students in meeting that goal
- Provide guidance and support for teachers, by gradespan, regarding the selection and use of instructional technology
- Student privacy and legal requirements surrounding instructional technology tools should remain at the front of decisions
- Always remember the human factor

Elementary Student Voice



Updates to Student Use of Technology Policy and BP6163.4 Exhibit Changes

- Removal of language around BYOD (Bring Your Own Device). Beginning with the 2026-27 school year, students will be required to utilize school or district devices when doing school work on our school sites.
- Language updates regarding lost or damage Chromebooks.
- Language updates regarding the district WiFi network.
- Discussion with SDAC and the Technology Committee included: creating a more focused learning environment, consistent classroom management tools (LightSpeed Classroom), promoting equitable access to devices, strengthening student safety and compliance through filtering, and supporting instructional consistency.



AR6161.1

Selection and Evaluation of Instructional Materials

- Adds Gradespan Guidance for Student Technology Use
- Shifts from “Access” to “Purposeful Use”
- Introduces Digital Literacy and AI Progression into formal policy
- Includes Guardrails for Student Use
- Affirms Teacher Professional Discretion
- Strengthens Student Data Privacy considerations



AR5131.9 Academic Honesty

- Updated and modernized language
- New Section: Integration of Digital Citizenship and AI
- Clarified guidelines about technology and appropriate use for teachers and students
- Expectations for citations
- Enforcement of academic integrity in relation to AI-generated content

Lightspeed Parent Portal

Parents can track when and what sites are accessed in real-time when their district-issued device is outside the school

Summarizes student's web browsing activity for the week



Welcome to Parent Portal

You've been granted access to the Lightspeed Systems Parent Portal, giving you greater visibility into the day to day internet usage for your student's school-issued device.

To log in or register, please click "Start using Parent Portal" below.

[Start using Parent Portal](#)



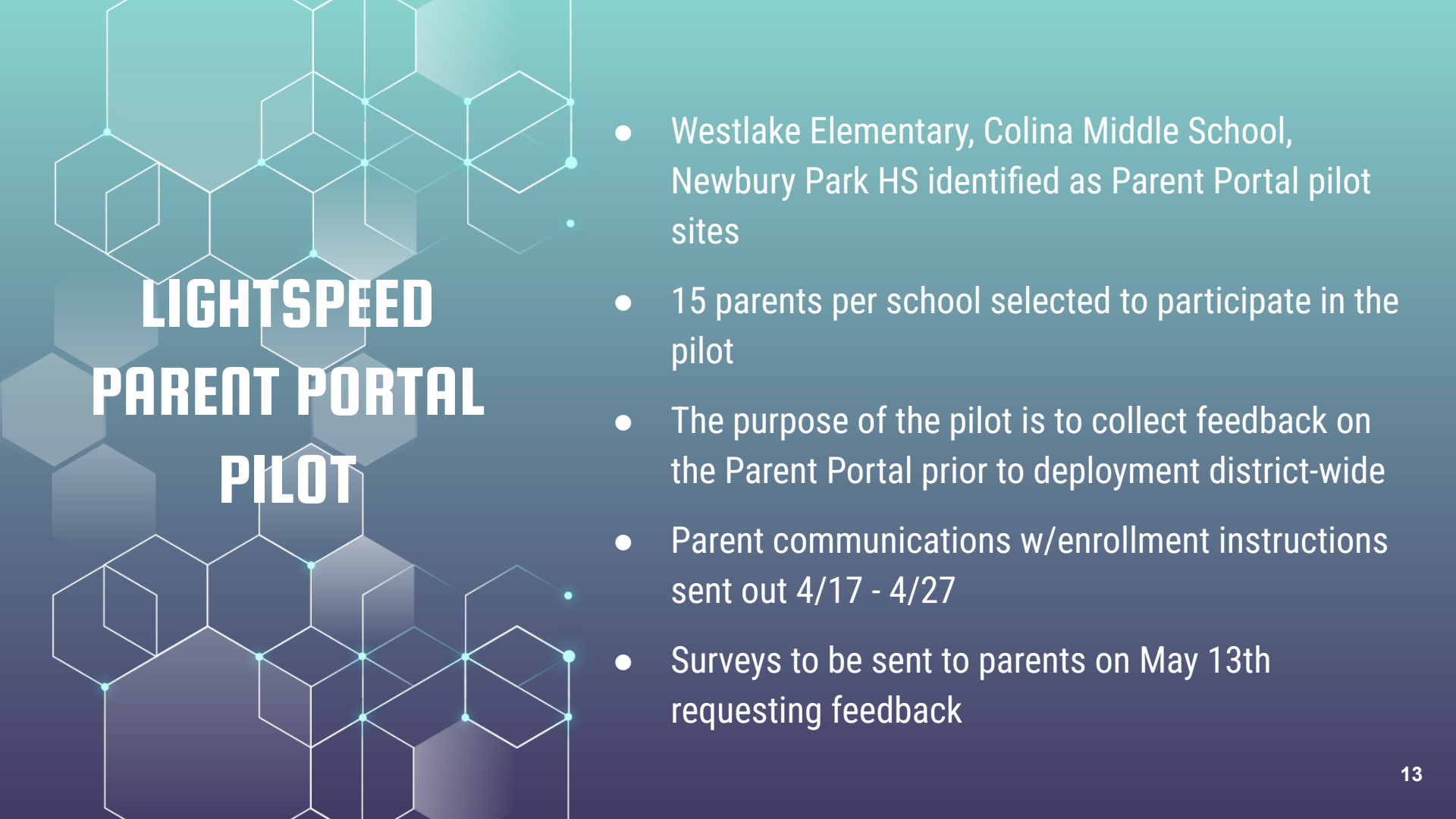
You are receiving this email because you are a registered Lightspeed Systems Parent Portal user through your child's School. To stop receiving these email communications, you may [Unsubscribe](#) at any time.

Lightspeed Systems values your online privacy and security and will never share or sell your information. You can review our [Privacy Policy](#) and [Trust Center](#) to learn more about our data privacy and security practices.

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Web-based portal delivering visibility and control over student's online activity

Parents can block websites or pause web browsing as needed outside of school



LIGHTSPEED PARENT PORTAL PILOT

- Westlake Elementary, Colina Middle School, Newbury Park HS identified as Parent Portal pilot sites
- 15 parents per school selected to participate in the pilot
- The purpose of the pilot is to collect feedback on the Parent Portal prior to deployment district-wide
- Parent communications w/enrollment instructions sent out 4/17 - 4/27
- Surveys to be sent to parents on May 13th requesting feedback



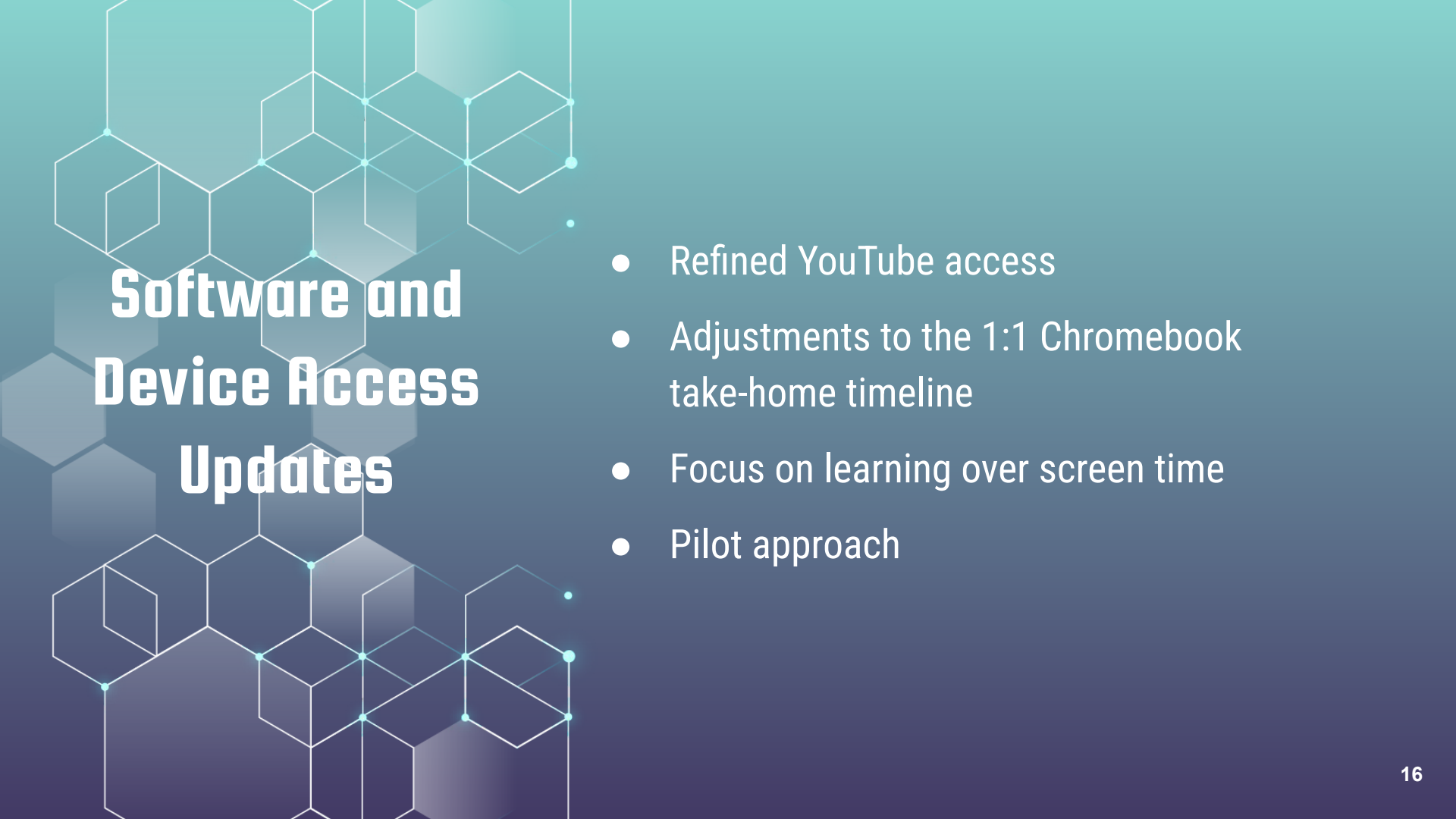
Elementary Technology Guidelines

- Focus on technology as a support for learning
- Instructional goals drive decision-making, technology use supports and enhances students' achievement of those goals
- Grade-level differentiated guidance (TK-5)
- Clear categories for use
- Emphasis on structured, teacher-directed use in early grades
- Increasing student independence as students progress through the grade levels
- Progression toward digital literacy, responsible and appropriate use, and research skills
- Aligned to philosophy in AR6161.1



CVUSD ELEMENTARY STUDENT USE TECH GUIDELINES

ALL	• Instructional goals drive decision-making, technology use supports and enhances students' achievement of those goals. • Technology use is instructionally purposeful & developmentally appropriate. • Students engage in a balance of digital and non-digital learning experiences. • Teachers provide structure, guidance, and guardrails for student tech use. • Device use at school is teacher-monitored only, including before/after school, lunch, and recess.
TK	In School: Minimal to none, highly structured use At Home: None Focus: Hands-on learning, play-based experiences, and oral language development YouTube and Media use: Teacher use only
K	In School: Very limited use on designated educational tools, as appropriate At Home: Enrichment as determined by teacher/school Focus: Foundational skills and introduction to basic digital navigation Youtube and Media Use: Teacher use only
1	In School: Limited, structured use to support instruction and intervention At Home: Additional practice or enrichment, as determined by teacher/school Focus: Building foundational skills with gradual introduction to digital tools YouTube and Media Use: Teacher use only
2	In School: Structured use on designated tools At Home: Additional practice or reinforcement, determined by teacher/school Focus: Developing independence with guided use of digital tools to support learning and skill development Youtube and Media Use: Teacher-assigned, guided, and supervised
3	In School: Purposeful use to support instruction At Home: Practice or extension, determined by teacher/school Focus: Begin with paper/pencil for initial thinking when appropriate; use technology to revise, publish, & demonstrate or assess learning; digital literacy and responsible use YouTube and Media Use: Teacher-guided and supervised
4	In School: Purposeful use to support learning, collaboration, and research At Home: As determined by teacher/school for homework and practice (time-limited as appropriate) Focus: Expanding digital literacy and responsible research practices; using tools to support (not replace) thinking; intro to appropriate use of emerging technologies (e.g., AI as a support tool) YouTube and Media Use: Teacher-assigned and supervised
5	In School: Purposeful use to support learning, collaboration, and research At Home: As determined by teacher/school for homework and practice (time-limited as appropriate) Focus: Expanding digital literacy and responsible research practices; Using tools to support (not replace) thinking; Intro to appropriate use of emerging technologies (e.g., AI as a support tool) YouTube and Media Use: Teacher-assigned and supervised



Software and Device Access Updates

- Refined YouTube access
- Adjustments to the 1:1 Chromebook take-home timeline
- Focus on learning over screen time
- Pilot approach



Next Steps

- The CVUSD Technology Committee will pick up during the 2026-27 school year to continue discussions and finalize recommendations on AI tools
- Review feedback from stakeholders on implementation of current recommendations
- Make any necessary adjustments to recommendations in conjunction with staff and student groups

Questions?



Thank you!

