

BOARD UPDATE

Artificial Intelligence in Alameda Unified School District

Context, Research Implications and Local Efforts

September 8, 2026

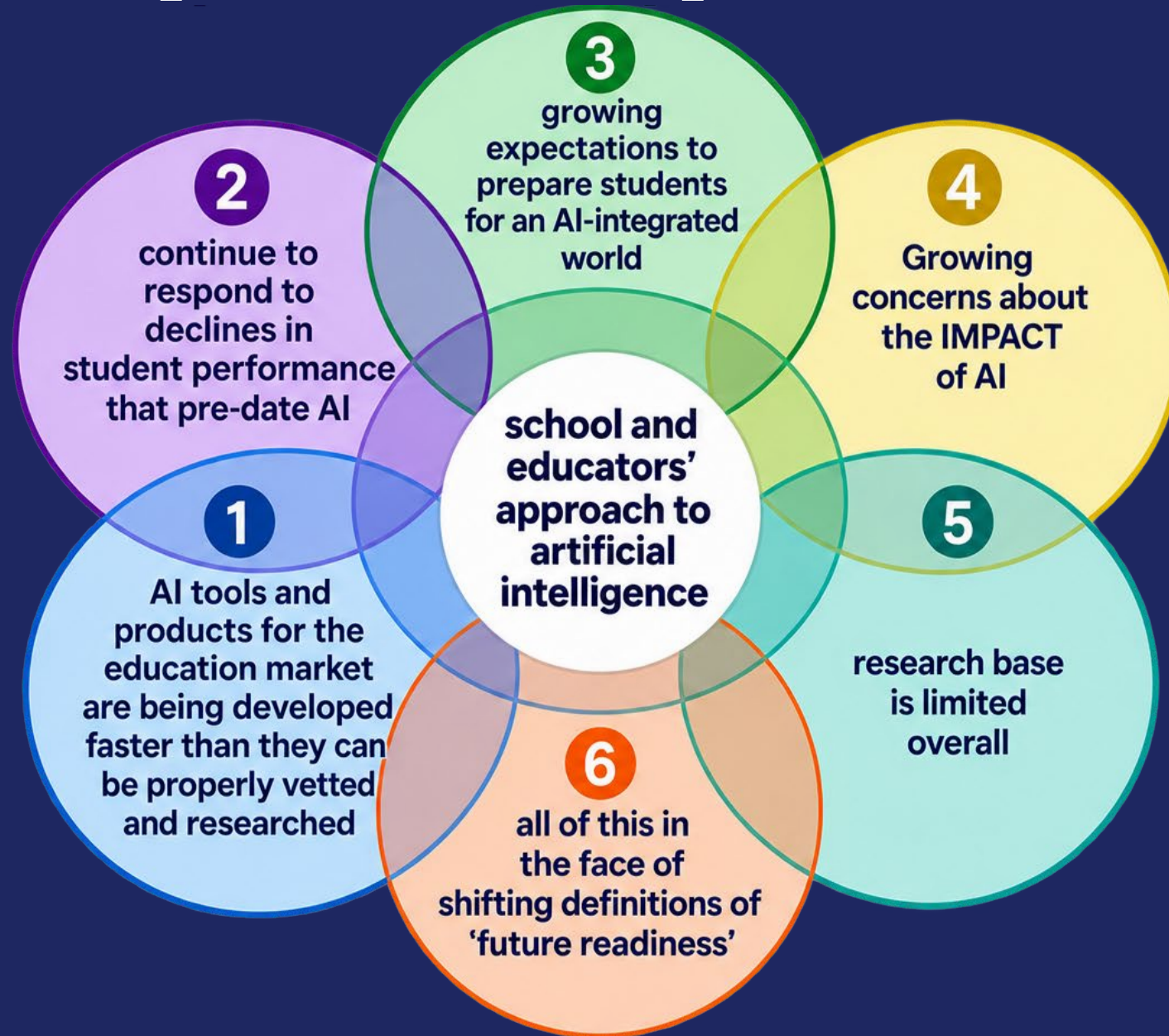
BOARD UPDATE

Part 1: Context, Evidence, and Implications

What are the conditions in which decisions about AI in schools are being made? What are the implications or limitations of current research?

September 8, 2026

The Complex Landscape of AI in Education



Differentiating High-Quality AI Tools From Low-Quality AI Tools

1. PROGRESS

Developing Baseline Safety



Child Safety



Bias Mitigation



Data Privacy



Responsible Design

2. LAGGING

Key Areas Needing Attention



Few resources with
which to evaluate tools



Pedagogical quality
questions



Vendor sustainability
and support

Emphasize *learning outcomes* NOT tech features

Early Evidence on AI in K–12

Stanford SCALE Initiative · 2026 review

818 papers screened · 20 met the review's causal-evidence standard

FOR STUDENTS

- 1 Performance gains may depend on access**
Some tools improve performance while available; results after access ends are mixed.
- 2 Less cognitive burden—not necessarily deeper thinking**
AI can make learning feel easier and more positive without consistently strengthening deep engagement.
- 3 Purpose-built tutoring matters**
Tutoring chatbots may outperform general-purpose chatbots—and pedagogical design shapes impact.

FOR EDUCATORS

- 1 Routine work can take less time**
AI can reduce or redirect teacher effort, with no evidence of quality loss in the studies reviewed.
- 2 Automated feedback can improve instruction**
Feedback on teaching and student progress can strengthen instructional quality and outcomes.
- 3 Real-time suggestions can improve practice**
In-the-moment guidance shows benefits, particularly in message-based instructional settings.
- 4 Benefits may be greatest where support is needed most**
Pedagogical supports appear most helpful for lower-rated and less experienced teachers.

BOTTOM LINE

AI's strongest near-term evidence is as a well-designed support—not a substitute for durable learning or expert teaching.

Findings are preliminary and context-specific; the evidence base is developing rapidly.

BOARD UPDATE

Part 2: Local Efforts- District AI Advisory Committee

Committee formation, purpose, and the two-year AI plan

September 8, 2026

Why This Committee Exists

PURPOSE

To ensure the responsible, equitable, and instructionally-aligned use of artificial intelligence across the district — providing vision, policy guidance, and practical frameworks so staff and students use AI ethically, transparently, and effectively.

A vision-setting and guardrail-setting body — not a day-to-day implementation team.

1

Vision & Direction

Define what responsible, ethical AI use looks like districtwide.

2

Policy & Guidance

Recommend AI policy covering privacy, integrity, and acceptable use.

3

Tool Vetting & Pilots

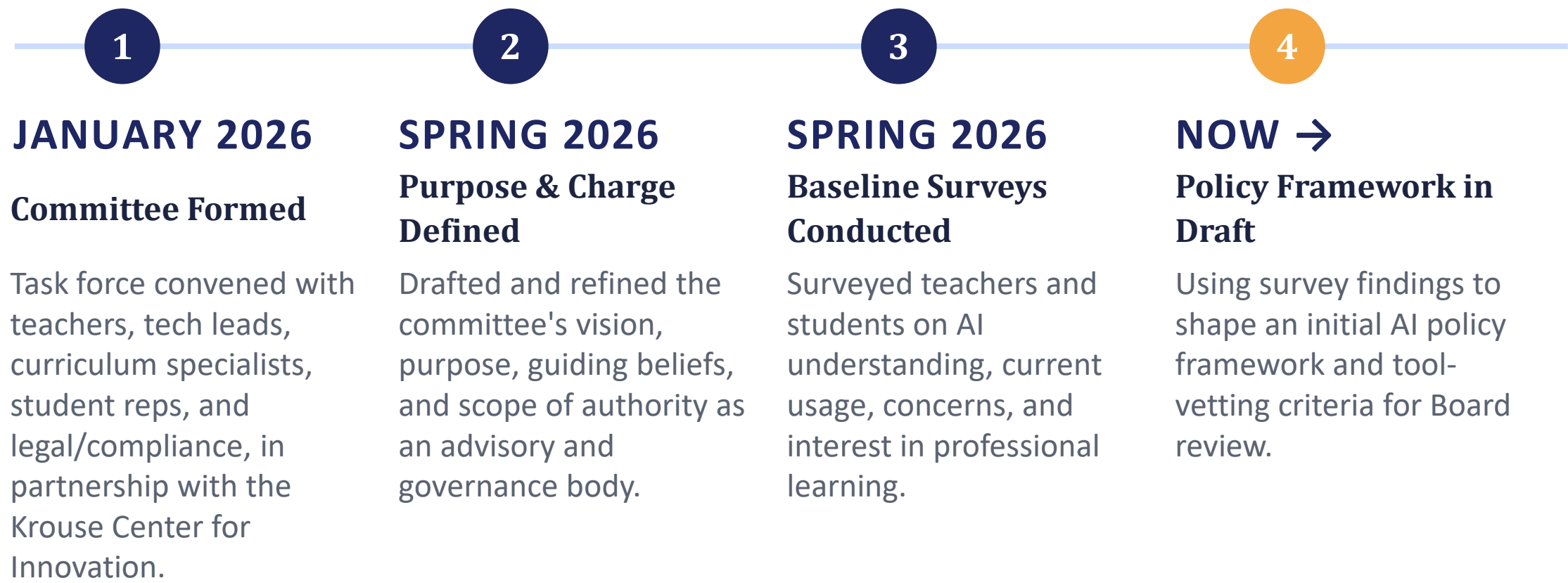
Set criteria and rubrics; review pilot feedback before scaling.

4

Literacy & Monitoring

Guide professional learning and watch for equity or misuse risks.

Our Work Since January 2026



Our district envisions the responsible and equitable integration of artificial intelligence to enhance teaching, learning, and operational efficiency — empowering educators with tools that support creativity, personalization, and professional growth, while preparing students to navigate and shape a future where AI exists across most professions.

Through thoughtful policy, inclusive practices, and ongoing professional development, AI will be used ethically, transparently, and in service of deeper learning and equity for all.

What Grounds Our Approach

1 Tool, Not Replacement

AI supports — but never replaces — human judgment, relationships, and expertise.

2 Transparency First

Responsible use requires clear expectations and ongoing learning for staff and students.

3 Equity & Protection

All students and staff deserve equitable access and protection as AI tools evolve.

4 Innovation With Guardrails

Thoughtful governance enables innovation — not restriction through fear or uncertainty.

COMMITTEE COMPOSITION

Who's at the Table

Membership brings every perspective needed to support AI responsibly — and to keep decisions grounded in classroom reality.

1

Teachers & Instructional Leaders

Classroom perspective on tools, pedagogy, and student impact

2

Curriculum & Educational Services

Alignment with instructional vision and scope & sequence

3

Technology & Data Privacy Leadership

Security, FERPA compliance, and infrastructure feasibility

4

Classified Staff Representation

Operational and non-instructional use cases

5

Student Representatives
– Adding in fall of 2026

Lived experience and voice on AI in learning

6

Legal / Compliance Advisory

Risk review and policy defensibility

Listening First: Teacher & Student Surveys

Teacher Survey

- Comfort level with AI
- Current classroom usage
- Concerns or barriers
- Interest in PD topics
- Views on ethics & academic integrity

Student Survey

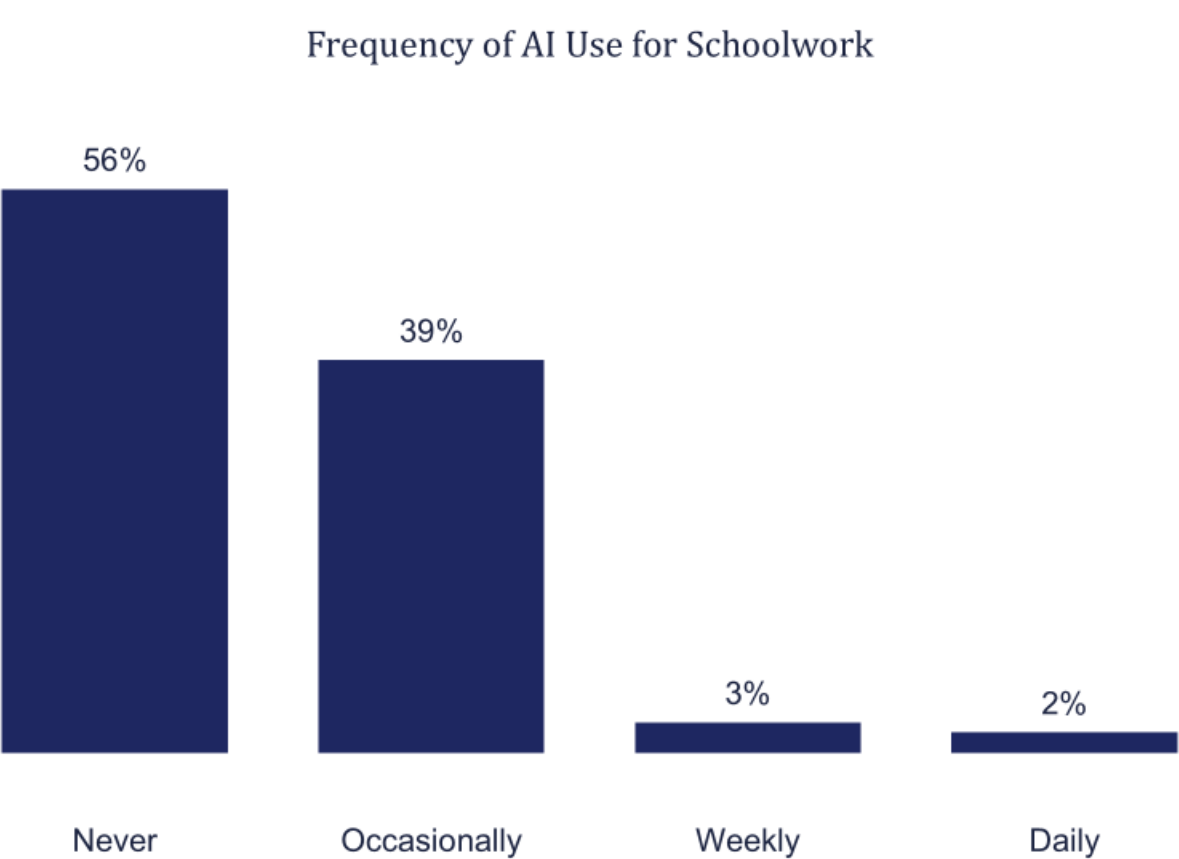
- Understanding of what AI is / is not
- Current use in and out of class
- Comfort and concerns
- Interest in learning more about AI

Results are being reviewed with the Committee to surface qualitative feedback which will help shape the initial AI policy framework.

STUDENT SURVEY RESULTS

How Students Are Using AI

Patterns from 594 student survey responses – Spring 2026



79%

of AI-using students rely on chatbots (ChatGPT, Gemini, Copilot)

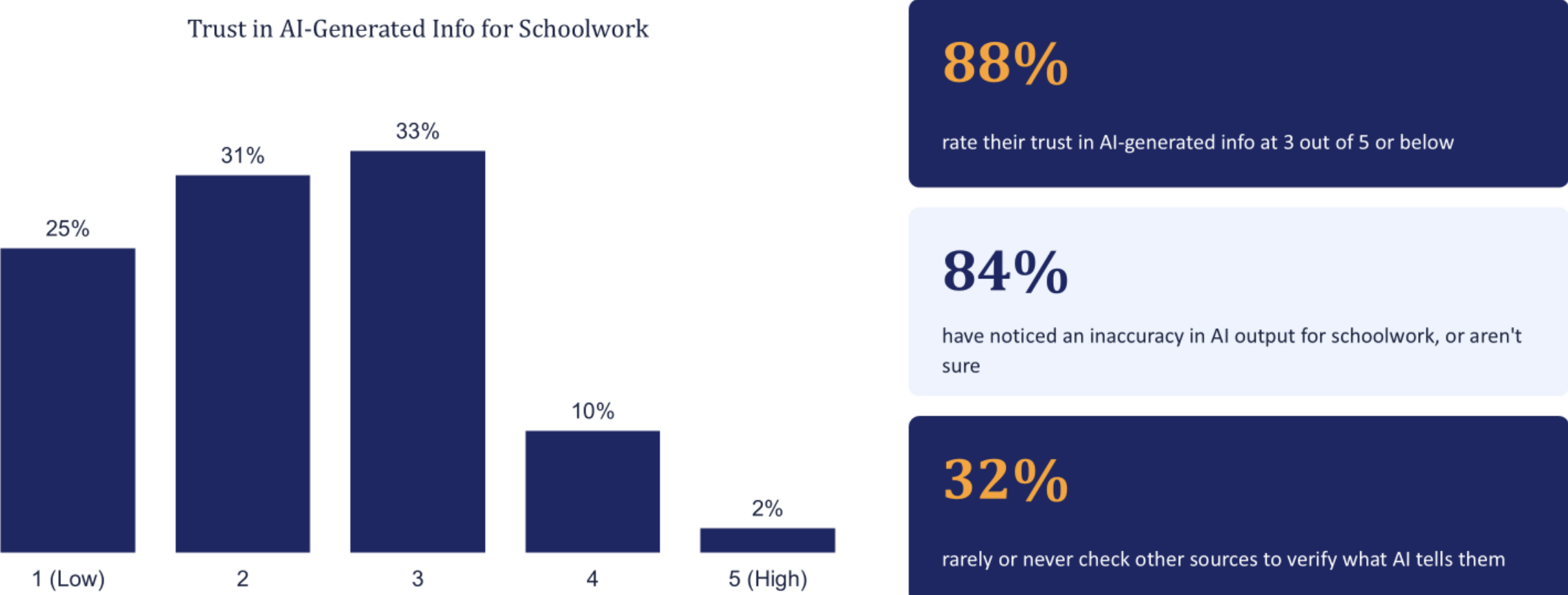
TOP USES AMONG STUDENTS

- 37%** Brainstorming or ideas
- 25%** Homework help
- 25%** Entertainment or curiosity
- 18%** Summarizing or synthesizing information

Board takeaway: *Most students report rarely use AI for schoolwork, but those who do lean almost entirely on general-purpose chatbots.*

Trust is Low, Verification is Inconsistent

Even students who use AI regularly remain skeptical of its accuracy



Board takeaway: *Skepticism is healthy, but verification habits aren't yet matching it – a clear target for AI literacy instruction.*

STUDENT SURVEY RESULTS

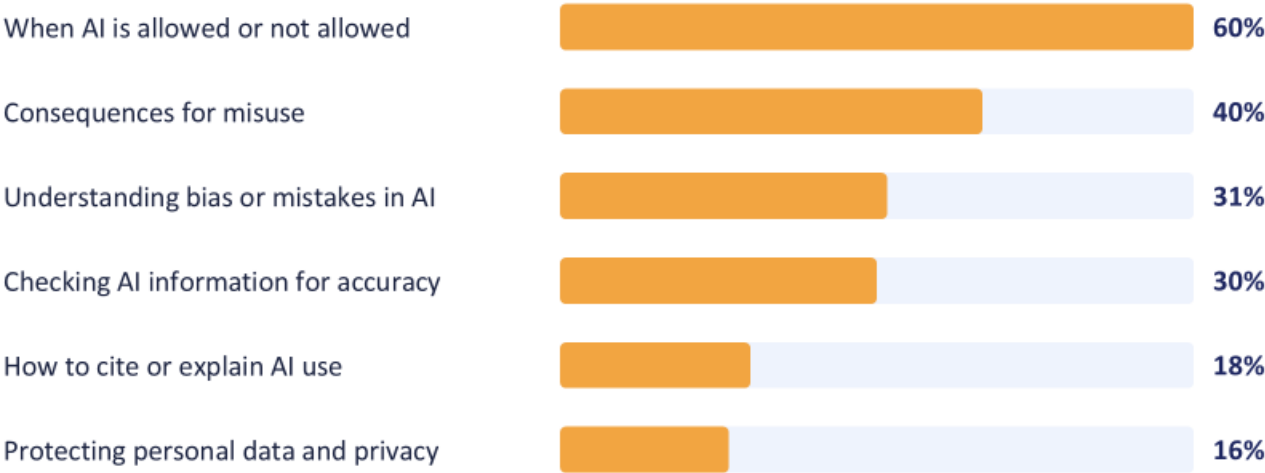
Guidance Gaps & Privacy Signals

Where instruction and support may need to grow

23%

of students say they've received no guidance from teachers about AI use

WHEN GUIDANCE IS GIVEN, STUDENTS MOST OFTEN HEAR ABOUT:



58%

of students report having class discussions or lessons about AI

23% are not sure, and 19% say no — exposure is uneven across classrooms.

14%

of students have shared personal or private information with an AI tool, even unintentionally

Board takeaway: Guidance and privacy literacy are uneven across classrooms – a direct input to Phase 1 policy and Phase 2 PD.

Vision, Guardrails & Readiness

Foundation & Assessment

January–Dec 2026

Committee's role: Establish shared understanding, clear guardrails, and instructional principles before widespread tool use.

KEY FOCUS AREAS

- 1 Finalize district AI vision grounded in critical thinking, equity & integrity
- 2 Define and recommend when AI use is appropriate — and when intentional non-use matters
- 3 Conduct baseline staff, student, & family surveys; map current tool use
- 4 Review initial AI policy frameworks
- 5 Establish AI literacy definitions for staff, students, and leaders

DELIVERABLES

- Review and Recommend Draft district AI vision & guiding principles
- Review and Recommend AI policy framework
- Review and Recommend AI literacy baseline definitions
- Review and Recommend Tool-vetting criteria & rubric

Guided Exploration & Professional Learning

Pilot & Capacity Building

December 2026–June 2027

Committee's role: Support intentional, limited pilots and build staff capacity with clarity, not urgency.

KEY FOCUS AREAS

- 1 Pilot 3–5 vetted tools with defined instructional purpose & safeguards
- 2 Launch AI PD series led by Capstone teachers for ~30 educators
- 3 Distinguish AI as teacher tool, student tool, and topic of instruction
- 4 Develop grade-span guidance on appropriate use and non-use
- 5 Refine and recommend policy using pilot feedback and equity review

DELIVERABLES

- Pilot feedback & analysis
- Refined AI policy & instructional guidance
- Sample lessons & non-use examples
- PD artifacts & shared resources

From Teacher Learning to Teacher Leadership

Deepening the AUSD + KCI partnership

1

Vision + Guardrails

AI Advisory & Guidance Committee
2025–2026



2

Build Broad Capacity

8-10 teachers complete KCI Capstone
Course
January- June 2026



3

Develop Teacher Leaders

KCI AI Capstone
Summer 2026–present

KCI AI Capstone: 4 AUSD Educators

- \$1,000 stipend upon completion
- 6 quarter units/4 semester units, Foothill College
- Asynchronous format with one-on-one support
- 3–6 hours per week
- Prepares participants to mentor colleagues in AI

Why This Matters for AUSD

- Builds internal expertise, not just outside training
- Creates teacher leaders who support colleagues on-site
- Connects classroom practice to district AI guidance
- Extends summer learning into a sustainable model

Board takeaway: *The partnership is progressing from shared understanding → teacher practice → teacher leadership.*

Building Teacher Capacity in AI

AUSD + Krause Center for Innovation (KCI): from district vision and guardrails to educator learning

2025–2026 Foundation: our AI Advisory & Guidance work established a focus on responsible, ethical, and equitable AI integration — including building staff AI literacy and capacity.

30

AUSD Teachers

participated in KCI AI professional learning this past summer. The goal: build confidence, practical skills, and thoughtful judgment for classroom use of AI.

SIX FLEXIBLE AI LEARNING UNITS

- 1

Demystifying AI & LLMs

Understand what AI is — and what it is not.
- 2

Lesson & Resource Design

Co-design lessons and resources with AI.
- 3

AI Ethics & Responsible Use

Explore equity, bias, privacy, and policy.
- 4

Workflow Wizardry

Build sustainable educator workflows.
- 5

Differentiation & Accessibility

Adapt resources for diverse learners.
- 6

AI Playground

Experiment with creative audio, video, and image tools.

Board takeaway: *AUSD is moving beyond awareness toward practical, responsible use of AI by educators.*

Scale, Embed & Sustain

Districtwide Alignment & Adoption

June 2027–December 2028

Committee's role: Ensure coherence, sustainability, and instructional alignment as AI use scales districtwide.

KEY FOCUS AREAS

- 1 Recommend tools for broader use based on pilot outcomes
- 2 Embed AI expectations into curriculum & scope-and-sequence
- 3 Present final AI policy to district leadership and the Board
- 4 Build family & community communication and FAQ materials
- 5 Establish annual review and tool re-evaluation cycle

DELIVERABLES

- Board-adopted AI policy
- Districtwide use & non-use guidance
- Sustainable governance & review cycle
- Communication materials for families

Where This Leads

**Board-adopted
AI Policy**

**Confident, ethical
staff use of AI**

**Defined student
AI literacy by
grade span**

**Repeatable tool-
vetting process**

Questions & Discussion