

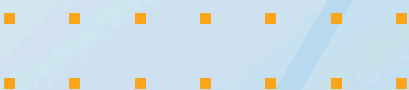
A large red circle with a white border, containing the text 'SAUSD' in white. The background of the circle features a pattern of yellow and orange hexagons.

# SAUSD

The Future Begins Here



## SAUSD'S ARTIFICIAL INTELLIGENCE COMPASS

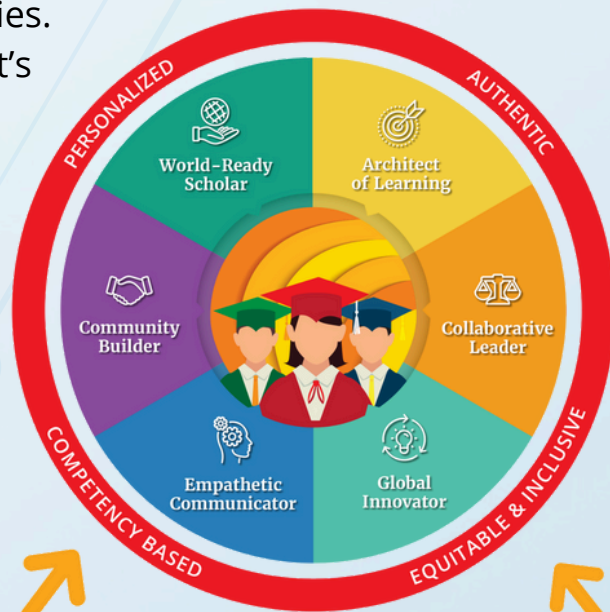


# ABOUT SAUSD



Founded in 1888, the Santa Ana Unified School District (SAUSD) is the second largest school district in Orange County and the 15th largest in California. It serves approximately 39,000 students with about 5,000 dedicated employees.

SAUSD is committed to providing each student with a high-quality education, offering rigorous and advanced programs in a nurturing and safe environment equipped with state-of-the-art facilities. Our efforts are guided by the District's Graduate Profile and our Board of Education's priorities.



**STUDENT  
ACHIEVEMENT**

**WELLNESS**

**FAMILY & COMMUNITY  
ENGAGEMENT**

**ORGANIZATIONAL  
EFFICIENCY & EFFECTIVENESS**





# YOUR GUIDE TO NAVIGATING OUR AI WORLD

In alignment with our mission to empower learners through empathetic relationships and experiences for well-rounded readiness in a multicultural world, we introduce the first draft of our AI guidelines and best practices. This guide navigates the intersection of technology and education, serving as the initial step in our collaborative endeavor. Aimed at fostering communities of compassionate learners, innovators, and leaders, this document is rooted in our core values of collaboration, perseverance, engagement, empathy, and inclusive equity. It represents not just a tool, but a commitment to guiding our work with the clarity and support needed to thrive in an AI-augmented world, transforming how we work and learn.

As architects of our collective future, we're laying down a strong foundation today. This foundation is built on guidelines that provide clear direction and empower our entire community to chart their own courses confidently. These principles ensure every action is purposeful and informed, paving the way for a journey that is as safe and ethical as it is innovative and inspiring. Across departments we are designing a future where technology amplifies potential, ensuring that everyone in our community is equipped to meet and shape the challenges of tomorrow. This is our pledge: to foster an environment that is both transformative and inclusive, preparing all members—students, educators, and staff alike—to be architects of their life and learning.

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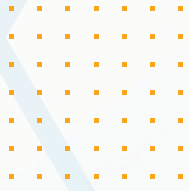


## Architect of Learning

### 1. AI IN EDUCATION OVERVIEW

In an era of rapidly advancing AI, it's vital for education to adapt, helping students become architects of their learning to prepare for a future where working alongside both AIs and people as collaborative leaders and empathetic communicators is essential. SAUSD recognizes this requires not only integration of AI but it requires an even greater emphasis on the development of cognitive skills, emotional intelligence, and interpersonal capabilities that we have always worked to develop. Integrating AI into learning environments will enable students to complement AI's analytical strengths with human qualities like empathy and ethics so that they can emerge as world-ready scholars and global innovators who can build stronger communities. Such an approach is crucial for preparing students for a workforce and society where human-machine collaboration will become the norm, ensuring they are well-rounded and ready for a technologically advanced society.





## Collaborative Leader

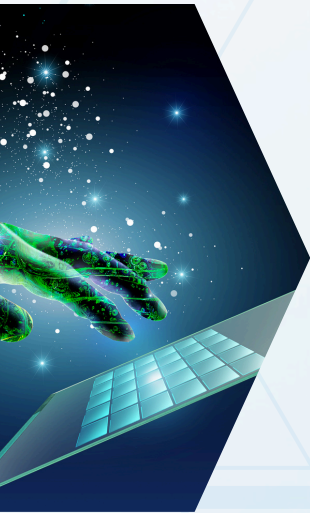

## 2. COMPASS FOR INNOVATION: ESTABLISHING DISTRICT WIDE AI GUIDELINES

In the rapidly changing landscape of education, both students and staff are increasingly incorporating AI into their learning and teaching processes on their initiative. While many applications of AI prove beneficial, it's crucial to acknowledge that not all uses are appropriate. This highlights the importance of educating both students, staff, and the broader community about AI, not just in terms of how to use it but also of understanding its broader implications and how it can best support our graduates' learner profiles. We also recognize that while the influence over AI usage can be guided, it cannot be entirely controlled, necessitating a thoughtful approach to its integration into schools in a way that can exert the most positive influence. As technology continues to advance, particularly with the increasing intelligence capabilities of machines, our guidance on AI integration is designed to be forward-thinking. It is adaptable to future technological changes, ensuring that it remains relevant and effective in fostering a balanced and ethical digital learning environment.






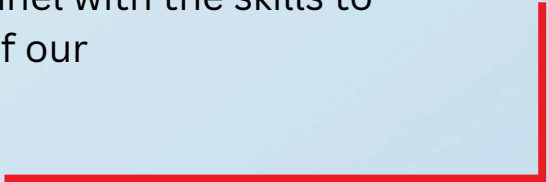
### 3. INTEGRATING AI WITH INTEGRITY: A DISTRICT-WIDE APPROACH



The integration of AI into SAUSD schools must be thoughtfully aligned with our core values of collaboration, empathy, perseverance, engagement and inclusive equity to ensure the safety and well-being of students and staff. To ensure equity, AI tools that will empower their future should be accessible to all students, catering to diverse learning needs and bridging any gaps in educational opportunities. Respect for students and staff is paramount; AI should amplify, not replace, human interactions and should be used in a way that honors the dignity and autonomy of all individuals in the learning environment. The use of AI must be governed by integrity, meaning its usage should be transparent, ethically sound, and focused on enhancing educational outcomes and personal development. Safety and well-being are crucial; AI systems used in our schools should be secure, privacy-conscious, and not detrimental to the mental and emotional health of users, and minimize bias. Every decision regarding the use of AI in education should be carefully examined through the lens of these values, ensuring that technology serves as a tool for enhancing, rather than undermining, the foundational principles of the educational environment.



SAUSD will demonstrate its leadership in the global learning community by:

- creating robust programs that teach effective, socially responsible interaction in AI-enhanced digital environments, and equipping personnel with the skills to safeguard and uphold the integrity of our community's digital spaces;
- 

- creating clear identifying markers for when critical decisions are being supported by the usage of AI;
- creating a process for evaluating AI-enabled programs to ensure they are not detrimental to the legal obligations, as well as the security, privacy, and mental health interests of students and staff before sanctioning for official school usage;
- creating support programs for all staff as to how AI can be utilized to enhance our district's mission to support our graduate profile.



**Global  
Innovator**





## 4. UPHOLDING ACADEMIC INTEGRITY AND AI

By definition, AI is developing in a way that enables machines to complete tasks, such as writing essays and executing science experiments, that ordinarily require human intelligence. As such, AIs create an inherent challenge to the integrity of assignments that are focused on requiring students to demonstrate that they can complete those tasks by creating products that can now be easily created with AI tools. Many of these assessments will have to be redesigned. To strengthen academic integrity and the reliability of assessment, the district is working toward

- Providing support for teachers to develop alternative assessments such as project-based learning, portfolios, competency-based assessments, in-class oral presentations, and debates, as well as the use of small assignments and opportunities to build toward entrepreneurship programs and other essential job skills that are thought to be essential in an AI World.
- Developing an honor code for usage when assessing product outcomes is an essential and irreplaceable part of the learning process. Teachers do need to be clear about when AI is encouraged, permitted, discouraged, and prohibited; we recognize they need training to help make those decisions.
- Building awareness of the essential elements of the learning process and the value of the learning process.
- Provide instruction to students as to how to use AI as a learning partner rather than a replacement.
- Support professional development for teachers and staff to learn how to teach writing with AI.

## 5. SAMPLE CLASSROOM POLICY: NAVIGATING AI IN OUR LEARNING JOURNEY



World Ready  
Scholar

In our class, we recognize the possibilities of Artificial Intelligence (AI) tools in shaping our learning experiences. Equally, we acknowledge the indispensable role of our human insight and intuition in guiding these experiences. While AI can provide us with ideas and perspectives, it is our human judgment that discerns their appropriate and ethical use. We understand that along with the opportunities AI presents, there are inherent risks and limitations. It is our collective responsibility to navigate these issues as they arise thoughtfully, ensuring that our reliance on technology enhances, rather than diminishes, our values of empathy, perseverance, inclusive equity, collaboration and engagement. We commit to using AI as a complement to our human capabilities, not a replacement. In doing so, we strive to identify and mitigate the risks associated with AI, such as misinformation, bias, and overdependence. Our approach to integrating our district approved AI tools, is grounded in our commitment to fostering a community of empathetic learners, collaborative leaders, and global innovators.

### **We are Practicing Empathetic Engagement:**

- **Effort and Ethics:** We approach AI with curiosity and responsibility. Effort in crafting thoughtful prompts and ethical considerations in using AI responses are fundamental. Our creativity and critical thinking are key in navigating AI's capabilities and limitations.
- **Example:** When asked to write an essay I use AI to check my grammar and suggest improvements for clarity in my draft. I make sure to write the initial content myself, reflecting my own thoughts and experiences, thus practicing responsible and ethical use of AI tools in my academic work



## **We are Fostering Collaborative Exploration:**

- **Shared Learning:** AI tools are a shared resource that enhance our collective understanding. Projects requiring AI tools will be designed to promote teamwork, respecting diverse perspectives and contributing constructively to group endeavors.
- **Example:** When working on group projects, we start by assessing our strengths and the areas where we need more information. We then delegate tasks to each other and decide together how AI can best support our research, ensuring it complements our skills and enhances our collective output. This approach helps us use AI as a resourceful team member, improving our overall project quality.

## **We are Driving Global Innovation:**

- **Beyond the Classroom:** Our use of AI tools extends our learning beyond classroom walls, encouraging us to address real-world problems. This global classroom mindset prepares us for the future, emphasizing the importance of adaptability and continuous learning.
- **Example:** When exploring global topics in class, we use AI to identify trends and gather diverse perspectives from around the world. This helps us understand the broader implications of what we're learning and inspires us to think creatively about solutions, preparing us to engage with global challenges.



## **We are Building Community:**

- Integrity and Attribution: Transparency in our use of AI tools reinforces our values of honesty and integrity. Acknowledge AI's assistance in your projects, reflecting on how it contributed to your work, and always strive for originality and authenticity.
- Example: We use AI tools to accelerate our ability to turn ideas into impactful community projects. By transparently incorporating AI assistance, we ensure our work reflects our values of honesty and integrity, fostering a strong, collaborative community spirit.

## **We are Becoming World-Ready Scholars:**

- Critical Evaluation: While AI tools offer vast information, discernment in evaluating and verifying facts is crucial. You are responsible for the accuracy of your work, using AI as a tool. Engage with AI critically, questioning and cross-checking information.
- Example: When researching for assignments, we use AI to provide initial summaries and fact-checking. We critically evaluate and cross-verify these facts to ensure our work is accurate, practicing due diligence as we prepare to navigate a complex, information-rich world.

Continuous reflection on our use of AI tools will help us adapt our approaches, ensuring our learning remains relevant, ethical, and innovative. This reflective practice is integral to our growth as learners and leaders. Our classroom policy is not just about rules; it's about learning how to be human-centered in a technology-driven world. By embracing these principles, we prepare not just to navigate but to shape the future of technology-enhanced learning. Together, as architects of our own learning, we build a foundation for a future where technology amplifies our human potential, guided by empathy, collaboration, perseverance with a commitment to inclusive equity.



## 6. EMPOWERING ARCHITECTS: FOSTERING AI LITERACY ACROSS OUR COMMUNITY

AI literacy refers to the understanding and skill set needed to interact effectively with and understand the significance of AI technology. It encompasses a broad range of competencies, including knowledge of what AI is, its applications, its growing impact on society and education, and projections related to what it means for preparing students to live in an AI-World.

Recognizing the critical importance of AI literacy in today's rapidly evolving technological landscape, SAUSD district is committed to implementing comprehensive AI literacy programs for both students and staff. This initiative primarily focuses on preparing our students for a future workforce increasingly dominated by AI technology, ensuring they possess the skills and knowledge necessary to excel in AI-integrated environments.

Additionally, by fostering a deep understanding of AI, we aim to empower our students and staff to make informed decisions about the use and implementation of AI tools, contributing to a more ethical and effective utilization of these technologies in education and beyond. Demystifying AI is another key objective; through education, we seek to replace fear and misunderstanding with clarity and confidence, enabling our community to approach AI with a balanced perspective.

Moreover, this program is about inclusivity and empowerment, ensuring that all voices in our diverse community are equipped to participate in important conversations about how AI is shaping our world. By embracing AI literacy, our district is not only enhancing educational outcomes but also playing a pivotal role in preparing our community for a future where AI is an integral part of our daily lives.

SAUSD is committed to the professional growth of our faculty and staff, especially in the rapidly evolving areas of AI and other future technologies. We understand that empowering our educators and staff with knowledge and skills in these advanced fields is essential for their career development and effectiveness in teaching. By providing targeted learning opportunities in AI and emerging technologies, we aim to ensure our staff can not only foster student success but also achieve their own professional goals. This initiative underscores our commitment to creating a forward-thinking, supportive educational environment where both students and staff are equipped to thrive in an increasingly technology-driven world and are proud to work at SAUSD.

SAUSD also understands the significance of educating the wider community of district families about AI lies in fostering trust, transparency, and collaborative engagement in our decision-making regarding these technologies. By demystifying AI for families, the district not only bridges the knowledge gap but also cultivates a supportive environment where misconceptions about AI are addressed, ensuring a common understanding of its capabilities and limitations. This knowledge empowers families to extend learning beyond the classroom and better prepare for AI's broader societal impacts, particularly in the workforce. Moreover, informed families can actively participate in discussions and decisions, ensuring that the integration of AI into our educational system reflects the collective needs, concerns, and aspirations of our entire school community. In essence, educating our families about AI is a critical step towards creating an inclusive, forward-looking educational environment that embraces technological advancements in a thoughtful and community-oriented manner.



## **7. AI IN THE CURRICULUM**

AI, like electricity, is a general-purpose technology that will impact every element of society, from art, to business, to education, and to national defense. Ultimately, the implications of AI will impact the content that is taught in nearly every single course, and, over time, SAUSD will work with teachers to integrate teaching about AI into every single course. SAUSD is working to integrate its AI initiatives with other initiatives happening across the district.

## **8. A PEOPLE-FIRST, AI-ENHANCED DISTRICT**

SAUSD is proactively integrating AI into its framework, focusing on the safe and effective use of AI tools for enhancing student development, administrative efficiency, and supporting overall individual and district-wide educational objectives in a way that promotes equity. For students, SAUSD offers access to AI-driven educational software, fostering personalized learning experiences, and also provides opportunities to work with generative AI tools, along with immersive VR and AR environments, so that they can be ready for the world of work. These initiatives not only amplify students' learning and creativity but also prepare them for a technology-driven future. Our focus is on putting people first, using AI to amplify their opportunities.

## 9. ADAPTING OUR AI GUIDANCE

AI is a rapidly developing field, but we have developed forward-looking guidance; a guidance that accounts for the fact that AI will continue to improve and most likely become competitive with human-level intelligence in many domains over the next five years. Our guidance anticipates the evolving world but also understands that it may need to react to the development of specific applications such as wearable AI glasses and pins that are not always anticipatable. We will also continually review guidance for efficacy and implementation and develop it in an iterative manner. Therefore, there are times when this guidance may change. When it does, our entire community will be notified.

## 10. INITIAL GUIDANCE ON KEY AREAS

In addition to the general guidance offered above, SAUSD is also issuing some specific guidance related to AI usage.

### ACCOUNTABILITY

#### AI-Writing Detectors

SAUSD does not support the use of AI-writing detectors as part of any disciplinary or grading process as these detectors are considered to be unreliable, easily defeated by many online tools that humanize writing (e.g., undetectable.ai) and are often biased against English language learners. At least three state education agencies (NC, VA, Washington) have recommended against using these detectors as part of any disciplinary or grading process. [California has not taken a position].





## Empathetic Communicator

### AI Applications

Faculty and staff can only require students to use AI applications that are approved for district usage and under the terms of approved usage, e.g. with parental permission.

### AI Surveillance Systems

Usage of any AI-enabled student surveillance systems, such as E-hall pass, can only be done with affirmative approval by the district office. At this time, the office is not supporting the expanded use of these systems. Teachers and staff are not permitted to use AI-wearables such as glasses and pins to record interactions with fellow staff and students. The district is in the process of evaluating student use of these technologies.

### Personal information

Faculty and staff must refrain from putting any personally identifiable information into applications that have not been approved for district use. For example, faculty should not put student papers into their personal ChatGPT accounts for any type of evaluation.

Administration, faculty, and staff must refrain from putting any personally identifiable information of colleagues, including those they are evaluating, into non-district approved applications. As noted above, some applications do present privacy, security, and other legal compliance risks.

## Transparency

Any significant use of AI for materially consequential student evaluation should be transparent and approved by the district. [Teachers should review all feedback generated by AI before sharing it with students (and explain the potential limitations of AI feedback with students)].

When encouraging students to use AI to support their work, faculty should inform students of the relative strengths and weaknesses of the tools and work with them to take responsibility for content generated by the system as well as providing guidelines for appropriate use on any assignments.



## Community Builder

## 11. RELATED POLICY

The district is currently reviewing its digital use policy in light of this guidance. Nothing here should be construed to override anything in that policy.

## 12. ALL HANDS ON DECK:

The Santa Ana Unified School District acknowledges the multifaceted challenges brought forth by the advancement of AI, including preparing students for a rapidly changing and uncertain world, addressing anxieties surrounding job displacement, and grappling with the personal and societal implications of interacting with machines that may surpass human intelligence in various aspects in a way that may eventually challenge decisions we make daily. We recognize that these changes will catalyze significant transformations in both society and education that may make some uncomfortable.



In response to these challenges, SAUSD is deeply committed to supporting all of our students, staff, and broader community. Our approach is centered on nurturing each individual's potential as an architect of their life and learning while navigating these complexities. We are dedicated to providing a supportive environment that is empathetic, caring, and responsive to the unique needs and concerns of our community.

By fostering a culture of understanding, resilience, and adaptability, we aim to empower our students and staff to thrive in this era of technological advancement, ensuring they are equipped with the skills, knowledge, and emotional support to face the future with confidence and optimism.



**SANTA ANA UNIFIED  
SCHOOL DISTRICT**

**THE FUTURE BEGINS HERE**