

Data Quality Toolkit

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1.1 Roles and Responsibilities for Data Management - Leadership Communication & Resourcing

LEA leadership has communicated to all staff that gathering, maintaining, reporting, and using high-quality data are important activities, and sufficient resources are allocated to support data submission during required windows.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Written overview or communication plan that shows how the LEA shares data roles, expectations, and the importance of data quality with staff (e.g., slides, email language, onboarding notes).
- Training agendas or sign-in sheets from sessions where the connection between high-quality data and planning, funding, or compliance was discussed.
- LEA-wide data calendar that includes due dates for key submissions (e.g., CALPADS Fall 1, End-of-Year), who is responsible, and when tasks should be completed.
- Meeting notes or a simple process description showing how the LEA stays up to date and responds to changes in state data requirements (e.g., CALPADS updates or CDE guidance).

Status

Determine the status: **Not Yet** (i.e., none of the essential practices are present), **Partial** (i.e., one or more of the essential practices are present), or **Established** (i.e., all essential practices are present).

- Not Yet
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1.2 Roles and Responsibilities for Data Management - Defined Roles & Ownership

Roles and responsibilities for all staff involved in data collection, maintenance, and reporting — including central office, site administrators, data stewards, and cross-department teams — are clearly defined, communicated, and coordinated to ensure data quality.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- List or chart showing who is on the LEA data team, their roles, and what they're responsible for (e.g., CALPADS lead, IEP coordinator, site reps).
- LEA-wide guide or reference document that explains who does what with data across departments and school sites, and how staff should work together.
- Meeting calendar or recurring agenda items that show the data team meets regularly to review roles, clarify responsibilities, and share updates.

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1.3 Roles and Responsibilities for Data Management - Training & Staff Capacity

Staff have appropriate training, including cross-training where needed, and understand expectations, skills, and procedures for collecting, maintaining, and reporting accurate data, as well as resolving SSID and other data issues.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- District-wide training plan/calendar outlining mandatory data-related PD for roles across departments.
- Help desk tickets, data issue logs, or internal communication threads that document how data entry issues are reported and resolved across departments.

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Notes

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1.4 Roles and Responsibilities for Data Management -Cross-Department Coordination

A cross-department group, including representatives from all relevant programs, meets regularly to review data system needs and ensure information systems are treated as critical resources that align with the LEA's vision and goals.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Documentation showing that your LEA has an established/documented process for cross-departmental data coordination.
- LEA data team roster that includes general education, special education, IT, and site-level members.
- Regular collaboration by the cross-department data team to discuss system needs, updates, and coordination efforts (e.g., through recurring meetings or planning activities).

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1.5 Data Audit Procedures

The LEA has documented procedures to conduct recurring data audits, cross-validations, and error checks (including SIS cross-field validations), and provides assistance and feedback to staff to resolve any identified issues.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Written process or checklist that outlines how the LEA reviews data for accuracy and follows up to correct errors when they are found.
- Audit schedule or calendar showing how and when attendance, discipline, or special education data is checked for accuracy (e.g., quarterly reviews or snapshot timelines).
- Staff have access to help with data issues through support tools, such as a ticketing system, an internal help request form, or a contact list showing who to reach out to for specific systems (e.g., SIS, IEP, CALPADS).

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1.6 Data Privacy and Confidentiality - Policies and Procedures

The LEA has board-adopted, FERPA-compliant policies and procedures to protect student information, monitor compliance, and safeguard privacy and confidentiality of data.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Documented FERPA-compliant data privacy and security policies.
- Internal audits or IT system logs showing access permissions are regularly reviewed.

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1.7 Data Privacy and Confidentiality - Staff Training & Compliance

Staff are trained on privacy and confidentiality policies and procedures, and the LEA monitors compliance to ensure ongoing adherence.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Annual staff training on FERPA and data confidentiality policies and procedures.
- Signed confidentiality agreements and policy acknowledgment forms.

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2.1 Data Standards - Definitions, Codes, & Training

The Local Educational Agency (LEA) has established standard definitions and codes for data entry, and all sites use and receive training on these definitions and codes.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- LEA-adopted data dictionary/glossary or field guide that defines codes and terminology for student demographics, programs, attendance, etc.
- Training materials or sign-in sheets from sessions focused on proper data entry and use of standardized definitions/codes (e.g., CALPADS codes, program eligibility flags).

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2.2 Technology - System Usability & Data Entry

Information system data entry is easy to navigate and intuitive, with required fields clearly identified, and can be adapted to accommodate new requirements.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- System documentation or user guides that explain the layout, required fields, and how users enter/edit data (e.g., SIS help manual, screenshots).
- Documentation showing how the LEA updates or configures its system in response to changes in state or federal reporting requirements (e.g., CALPADS updates, new fields for special programs).

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2.3 Technology - System Updates & Change Management

Processes are in place to keep all LEA information systems (e.g., student information, human resources, assessment) up to date when requirements change, with resources allocated to update forms and procedures as needed.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Process documentation or flowcharts showing how the LEA identifies, communicates, and implements changes to data collection requirements across systems (e.g., CALPADS updates or new federal guidance).
- Meeting notes or decision logs from cross-department teams (e.g., IT, SIS leads, HR) where system updates were discussed and tracked.
- Updated forms, templates, or system fields that reflect recent changes, with version control or revision dates to show they were intentionally revised.

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System Design and Development

The process of defining, developing, and designing systems which satisfies the specific needs and requirements of an organization.

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2.4 Data Integration for Special Education Electronic IEP to CALPADS-System Alignment

All schools in the LEA, including charter schools reporting with the LEA, use the same SIS and electronic IEP system, and data from all schools can be integrated and aggregated consistently.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Documentation showing that all schools (including reporting charters) are onboarded to and using the same SIS and electronic IEP platform.
- Process guides or protocols outlining how data from multiple systems is reviewed and cross-checked for consistency before reporting (e.g., enrollment, SPED status, EL designation).
- Transition plan or timeline for onboarding new schools or systems, including how data will be aligned and integrated.

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2.5 Data Standards - Assessment Data Integration

State-level and local assessment data (e.g., CAASPP, ELPAC, interim assessments) are stored in the SIS or can be integrated with other LEA data systems.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Screenshots or reports from the SIS or assessment dashboard showing CAASPP, ELPAC, or local assessment data fields (e.g., NWEA, iReady).
- Documentation showing how assessment data is imported or synced into other LEA systems (e.g., data warehouse, student profile tools, intervention platforms).
- Process summary or short written guide describing how different systems (e.g., TOMS, Test Operations Management System) are connected—or how data is exported and uploaded.
- Sample report or dashboard used by school sites or central office that combines multiple assessment sources into a single view.

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2.6 Technology - Cross-System Integration & Monitoring

The SIS and special program systems (such as Migrant Education, Special Education, etc.) — including the Electronic IEP System — can be integrated, with software and processes in place to ensure consistency.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- System map or brief description showing how SIS connects with special program systems (e.g., SPED/IEP, 504, Migrant Ed, Homeless/Foster Youth modules).
- Written process or checklist used to regularly cross-check and sync data between systems (e.g., comparing enrollment status, SPED indicators, program participation flags).
- Example of system-generated reports used to monitor consistency across platforms (e.g., discrepancies between SIS and IEP system flags).

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2.7 Data Integration for Special Education Electronic IEP to CALPADS-Coordination & Planning

SIS and Electronic IEP system administrators, the SELPA director, and other key staff have met and planned for upcoming changes, including a plan to ensure data consistency and a training plan for CALPADS and Electronic IEP coordinators.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- LEA list or directory of key staff involved in IDEA and data coordination, including names, roles, and responsibilities (e.g., CALPADS coordinator, IEP system lead, SELPA contact).
- Meeting agendas, calendars, or planning notes showing that SIS leads, IEP system leads, and SELPA representatives meet to coordinate updates and ensure data consistency.
- Training plan or PD schedule that outlines support for CALPADS and Electronic IEP system users (especially coordinators or data stewards).

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3.1 Timelines and Calendars - Annual Review Process

Data submission requirements, local data needs, and collection forms are reviewed at least annually to ensure efficient, accurate, and non-redundant collection of all required data elements.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Annual calendar or checklist showing scheduled review of data submission processes, including timelines for reviewing enrollment, demographic, and program data accuracy.
- Established process (e.g., team protocols or meeting routines) for reviewing data collection forms, local reporting needs, and eliminating duplicate or unnecessary data entry.

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3.2 Using Data for Program Improvement - Data Entry Guidance

Staff have access to clear handbooks or guidelines that define roles, responsibilities, data entry instructions, and the rationale for collecting specific data elements.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Data use handbook or guide that clearly explains who is responsible for entering what data, how to do it correctly, and why each data element is important.
- Job-specific reference materials or step-by-step guides (e.g., enrollment desk guide, SPED data entry checklist) provided to staff during onboarding or as part of ongoing support.
- Documentation of annual updates to the data handbook or guidance documents, showing that the information remains current and reflects any changes to definitions or collection procedures.

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3.3 Training and Professional Development - LEA Data Systems

All staff (administrators, site leaders, teachers, and data entry staff) receive timely training, support, and professional development on using the LEA data systems, including updates, vendor training, and knowing how to access, interpret, and use data to improve instruction and decision-making.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- PD calendar, training schedule, or flyer that shows how and when staff (across roles) are trained to use LEA data systems—including new system features or updates.
- Training materials or sign-in sheets from sessions on how to access, interpret, and apply data (e.g., dashboards, IEP systems, SIS reports).
- Coaching logs, data team agendas, or workshop feedback showing that professional development includes follow-up and practical use.

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3.4 Timelines and Calendars - Data Deadlines & Accountability

A data calendar is maintained, with clear deadlines for internal audits, reporting, and compliance activities, and responsibilities for maintaining the calendar are assigned.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- LEA data calendar that includes key internal and external deadlines (e.g., CALPADS submissions, attendance reporting, grade file exports, IEP due dates).
- Procedure or shared documentation describing who is responsible for maintaining and updating the data calendar, and how changes or reminders are communicated.

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3.5 Using Data for Program Improvement - Data Access & Transparency

LEA ensures that all staff are aware of available data in SIS and other systems, and that disaggregated benchmark and assessment data are easily accessible, clear, and actionable at all levels (district, site, classroom).

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Staff-facing data dashboards, reports, or portals that show disaggregated benchmark or assessment data (e.g., CAASPP, ELPAC, interim assessments).
- Training materials, staff meeting agendas, or quick guides that show how data access is introduced or reinforced across different staff roles.

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3.6 Gap Analysis to Identify Problems - Data Driven Interventions

LEA, schools, and teachers use data to identify subgroups of students not meeting achievement benchmarks, and plan targeted interventions accordingly.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Documented process or data protocol (e.g., MTSS/RTI, PLC cycles, or data team protocols) that includes identifying underperforming subgroups and linking data to intervention planning.
- Calendars or schedules showing regular data analysis and planning meetings at the site or teacher team level (e.g., benchmark data reviews, instructional planning days).
- Sample intervention plans or progress monitoring forms showing how data was used to determine need and track student response to interventions.

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3.7 Gap Analysis to Identify Problems - Monitoring Progress

LEA has a clearly defined plan and regularly reviews progress on how data is used to improve student achievement, with scheduled times to analyze data and determine next steps.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Data use plan at the LEA or school site level that clearly outlines the purpose, timeline, and steps for analyzing data and monitoring progress toward student outcomes.
- Calendar of data review checkpoints (e.g., after benchmark assessments, end-of-term reviews) that shows how the LEA or schools regularly analyze results and determine next steps.
- Meeting agendas or protocols from leadership or instructional teams showing review of achievement data and discussion of next-step actions.

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3.8 Data Access - Timely Access to Data

LEA, site leaders, and teachers have timely access to the data they need to make informed decisions (e.g., benchmark results available promptly to inform meetings, scheduling, and instruction).

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Instructions or reference guides that show staff where to find key data (e.g., assessment portals, SIS reports, dashboards), including permissions and login guidance.
- PD materials, staff bulletins, or onboarding resources that inform teachers and administrators about where data is stored and how to access or interpret it.
- Documentation of data release schedules (e.g., when benchmark results or grades are made available to staff for planning or meetings).

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3.9 Data Access - Public & Community Transparency

The LEA provides the local community and parents with web-based access to district, school, and student data, and has established standards for data accessibility on school websites.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- LEA and school websites publicly display district and site-level data (e.g., dashboard pages, LCAP progress, assessment summaries).
- Published standards or guidance for school web content that outline expectations for posting data in a consistent and accessible format (e.g., uniform links to School Accountability Report Cards, SARC pages).

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3.10 Training and Professional Development - Data Analysis & Use

LEA, site administrators, and teachers are trained on how to use, interpret, and analyze data, and additional training is provided as needed or requested.

Essential Practices

Check the box for each essential practice that is currently in place within your LEA.

- Staff are trained using standard materials such as slide decks from sessions focused on data analysis, interpretation, and using data to guide instruction or planning.
- PD calendar and attendance records showing which staff groups received data-focused training and how often it occurs.

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