California Department of Education Style Manual

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Publishing Information

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Contents

Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts.

—William Strunk Jr., *The Elements of Style*

Introduction

The purpose of the *California Department of Education* (CDE) *Style Manual* is to help CDE staff members and contractors to plan, organize, and compose documents that will require minimal editing and rewriting. This updated guide includes information from the *CDE Correspondence Guide* in an effort to consolidate the rules for style, grammar, usage, and formatting into one publication and simplify the editing process for CDE employees. When a rule in the *Style Manual* contradicts a rule in the *Correspondence Guide*, an explanation is clearly noted.

Following the best practices listed in this guide will help ensure that documents are clear and accurate, meet specific standards for language use, and conform to CDE policies affecting published material. A well-prepared document that adheres to these standards will help the CDE save time and money.

The *Style Manual* is a "living document" that is updated periodically and is available only through the CDE website. For these reasons it is important for all users of this manual to be mindful of its revision dates, which are listed in the footer of the document. By paying attention to these dates, users will ensure they are referencing the most current version.

In addition to this *Style Manual*, CDE Press uses other primary reference resources including the *Chicago Manual of Style* (often referred to as *Chicago* in this guide) and the *Merriam-Webster's Collegiate Dictionary.* Merriam-Webster offers a website (https://www.merriam-webster.com/) through which users can consult the dictionary, a thesaurus, English–Spanish translations, and other resources.

The following types of documents fall under the purview of CDE Press:

- Annual reports, journals, newsletters, and other formally published documents
- Books and booklets
- Brochures, flyers, advertising copy, and posters
- Conference and event materials (e.g., programs, brochures, and signage)
- Fact sheets
- Lobby displays and signage

The following types of documents fall under the purview of the Correspondence Office:

- Letters
- State Board of Education items
- Management bulletins and advisories
- Reports to the Legislature
- Grant award notifications

- Conference welcome letters
- Email messages, memos, and faxes

CDE Press welcomes comments and questions about this guide. Contact CDE Press by sending an email to cdepress@cde.ca.gov.

Part 1: Style, Grammar, and Usage

Section 1. Alphabetical Reference

The CDE has specific guidelines concerning language use, spelling, and style. This section presents potentially confusing words and terms. Many of the listings include explanatory text to clarify usage, spelling, and so forth. Words that are listed without explanatory text show proper spellings. For words and terms that do not appear in this section, consult *Merriam-Webster's Collegiate Dictionary* (https://www.merriam-webster.com/). You also may wish to refer to section 5.250 of the *Chicago Manual of Style*, which provides a "Glossary of Problematic Words and Phrases."

Note that the spell-check tool in word-processing applications can be helpful, but it is not foolproof. Some words will be missed because of their constructions, and spell-check may contradict CDE requirements.

A

a, an. Use "a" before a consonant sound.

    Examples: a historical event; *a* one-year term; *a* united stand.

Use "an" before a vowel sound.

    Examples: an energy crisis; *an* honorable man; *an* 1890s celebration.

abbreviations. In general, if an abbreviation can be misunderstood, do not abbreviate. Always use standard abbreviations. Write out the term in full the first time and include the abbreviation or acronym in parentheses.

    Example: Southeast (SE).

academic degrees. Do not include academic degrees when listing contributors' names in conference programs or in the acknowledgments section of a publication.

academic titles. Do not use academic titles (such as "Dr.") in running text or references.

accept, except. "Accept" means to receive. "Except" means to exclude*.*

access. This word is best used as a noun, not as a verb.

    Example: We have *access* to many resources.

However, in the context of information technology it is common to use "access" as a verb.

    Example: Users can *access* the website 24 hours a day.

achievement gap. Lowercase; not *Achievement Gap*.

acknowledgment. Not *acknowledgement*.

acronyms. See **abbreviations**. Additionally, for a list of CDE acronyms and initialisms, visit https://www.cde.ca.gov/re/di/aa/ap/index.asp. Do not assume that a reader will know what an acronym represents, and use acronyms sparingly; too many can frustrate and confuse the reader. If a term is used only once or twice, do not include the acronym unless it is the only way most people would recognize the name—such as *BCE*.

Act. Capitalize for specific legislation (such as the Taft-Hartley Act) and in reference to specific legislation that was already mentioned in full (the Act).

AD. Use **CE** instead. BC/AD usage is antiquated because it privileges a specific religious heritage. (This is a change from the previous edition.)

ADA. See **average daily attendance**.

addresses. Do not use abbreviations in addresses. Spell out *Avenue, Boulevard, Street, Room, Suite, Way, Parkway, etc.* Miscellaneous address items: *Fort* Bragg and *Point* Arena, but *Mt.* Diablo and *St.* Helena.

adverbs (-ly). An adverb is a modifier and usually ends in *-ly*. Do not use a hyphen to combine an adverb that ends in *-ly* with another modifier.

   Example: His previously unblemished reputation was ruined.

adviser. Not *advisor.*

advocate. The verb means to plead in favor of and should not be followed by *for.*

   Example (verb): The group *advocates* prison reform.

   Examples (noun): He is an *advocate* of prison reform. She is an *advocate* for civil rights.

affect, effect. As a verb, "affect" means to influence.

   Example: The intense heat will *affect* the crop.

As a verb, "effect" means to cause.

   Example: The mediator's efforts failed to *effect* a compromise.

As a noun, "effect" means a result.

   Example: What *effect* will the loss have on the team's morale?

African American. An American of African descent. Do not hyphenate when used as a noun or adjective. The same rule applies to other ethnic groups such as Mexican American, Chinese American, etc.

after. In general, no hyphen is used to form a noun with "after."

Examples: aftereffect, afterthought.

after school. Always two words and not hyphenated.

Example: after school program.

afterward. Not *afterwards*.

age. Always spell out people's age. See also **grades**.

Example: children age five through fourteen.

age-appropriate. Hyphenated when it comes before the noun modified.

agenda. "Agenda" takes singular verbs and pronouns.

Example: The *agenda* was approved by the school board.

aid, aide. "Aid" means assistance. An "aide" is an assistant.

allude, refer. "Allude" means to speak (or write) of something without specifically mentioning it and is not the same as "elude," which means to avoid or evade. To "refer" is to mention something directly.

alternative schools. Not *alternatives.*

alumni, alumnus. An "alumnus" (singular) is a graduate or former member of a school or other organization; "alumni" is the plural form.

a.m., p.m. Lowercase with periods.

among, between. Use "among" for collective relationships (honor *among* thieves) and, in general, relationships of three or more items (the work was divided *among* Sue, James, and Carl). "Between" is typically used for one-to-one relationships (*between* you and me).

ampersand (&). Replace with "and" unless the ampersand is part of a proper name (such as *Barnes & Noble*) or abbreviation. When an ampersand is used within abbreviations, no space is left on either side.

Example: R&D.

and/or. This construction should be avoided. There is usually no loss of meaning if you use one or the other.

antibusing.

anticipate, expect. "Anticipate" means to foresee and deal with in advance; "expect" does not include the notion of preparation.

> *Examples:* They *expected* the visitors to arrive at noon. They *anticipated* the arrival by cooking an extra amount of food.

antidrug.

anti-intellectual.

appendix (singular); **appendices** (plural). Do not capitalize *appendix* or *appendices* in running text.

> *Example:* See appendix C for further information.

apportionments. Funds that federal or state governments distribute to local educational agencies or other governmental units according to certain formulas.

appropriations. Funds set aside or budgeted by the state or local school district boards for a specific time period and specific purpose. The state Legislature and local school boards must vote every year on appropriations.

apt, liable, likely. "Apt" means having an inherent tendency. "Liable" means open to or exposed to something unpleasant or disadvantageous. "Likely" means probable or expected.

> *Examples:* Teenagers are *apt* to speed on open roads. If they do, they are *liable* to be arrested. Then they are *likely* to be sorry.

arbitrate, mediate. Not interchangeable. One who *arbitrates* hears a case in controversy and presents a decision. One who *mediates* interposes between parties in order to reconcile them.

Asian American. An American of Asian descent.

Assembly. Capitalize the proper name of a legislative body (such as *the California Assembly* or *the state Assembly)*. Also capitalize the plurals (such as *the California and New York Assemblies).*

assistive technology. Devices, equipment, or systems that increase independence and improve personal productivity for people with disabilities.

Associate in Arts degree. But *associate's degree*.

assure, ensure, insure. "Assure" means to set the mind at rest, "ensure" means to guarantee, and "insure" refers to insurance.

>   *Examples:* The mutual fund manager *assured* her clients that their assets were safe. To *ensure* the accuracy of the data, several researchers checked the work. The policy *insures* his life.

at risk. Use with "of," not "for."

>   *Example:* The child is *at risk of* developmental delay.

audiotape. One word.

average, mean, median, norm. The "average" is the result obtained by dividing a sum by the number of quantities added together.

>   *Example:* The *average* of 7, 9, and 17 is 33 divided by 3, which equals 11.

The "mean" is an intermediate figure between two extremes.

>   *Example:* The *mean* temperature of the day, which had a high of 56 degrees and a low of 34 degrees, was 45.

The "median" is the middle number of points in a series arranged in order of size.

>   *Example:* The *median* grade in the group of 50, 55, 85, 88, and 92 is 85; the *average* is 74.

The "norm" implies a standard of average performance for a given group.

>   *Example:* Their son was above the *norm* for his age in reading ability.

average daily attendance. Spell out on first reference, and then use the initialism *ADA*. The Americans with Disabilities Act is also referred to as the ADA, so be certain to distinguish between the two if both are referenced in the same document.

B

baccalaureate. A bachelor's degree.

bachelor's degree. Incorrect: bachelors degree.

backward. Not *backwards*.

bad, badly. "Bad" is generally used as an adjective.

>   *Examples:* The connection was *bad.* I felt *bad* when I realized I hurt her feelings. "Badly" is an adverb.

Examples: They wanted *badly* to win. The miner was hurt *badly.*

BC. Use **BCE** instead. BC/AD usage is antiquated because it privileges a specific religious heritage. (This is a change from the previous edition.)

BCE. Before the Common Era; use instead of BC. "BCE" always appears after the year (e.g., 214 BCE). See also **CE**. BC/AD usage is antiquated because it privileges a specific religious heritage. (This is a change from the previous edition.)

beanbag.

before, prior to. *Before* is preferred*.*

benchmark.

benefit, benefited, benefiting.

beside, besides. "Beside" means at the side of. "Besides" means in addition to.

between, among. Generally, use "between" for one-to-one relationships (*between* you and me). Use "among" for collective relationships (honor *among* thieves) and, in general, relationships of three or more (the work was divided *among* Sue, James, and Carl).

bi, semi. "Bi" usually means "two" (*biweekly* means every two weeks), and "semi" means "half" (*semiweekly* means twice a week). But because these prefixes are often misunderstood, define them at the first usage.

biannual, biennial. "Biannual" means twice yearly and is synonymous with "semiannual." "Biennial" means every other year. Again, err on the side of caution and define them.

billion. Use numerals with "million" or "billion."

Examples: California has *21 million* inhabitants. The programs have cost $*2 billion* nationwide.

Do not go beyond two decimals ($7.55 million, not $7.554 million). Decimals are preferred to fractions ($1.5 million, not $1½ million).

Keep the word "million" or "billion" in the first part of a range.

Example: The plan will cost from $1 *million* to $4 million (not $1 to $4 million).

Do not use a hyphen to join numerals with million or billion.

Example: The board approved a *$2.5 million* budget (not a $2.5-million budget)*.*

birth date. But **birthday**.

birthrate. One word (not *birth rate*).

Black. Sometimes used instead of "African American" (as in the proper noun *Black History Month*) but not necessarily interchangeable. The use of "Black" is a race-based descriptor, whereas "African American" is an ethnicity-based descriptor. Preferably capitalized when used as a race-based descriptor. When in question, use the individual's preference.

both … and. Both parts of this construction must be grammatically parallel. The rule applies for other pairings as well, including *not only … but also; either … or;* and *neither … nor. Incorrect:* He was both loyal to his friends and forgave his enemies. This construction is not parallel because "loyal" is an adjective and "forgave" is a verb. *Correct:* He was both loyal to his friends and forgiving to his enemies. This construction is parallel because "loyal" and "forgiving" are both adjectives.

brackets. Used within parentheses to set off another parenthetical element.

> *Example:* (Section 1072[e] refers to the lawsuit).

Also used to indicate editorial comments or information in quoted matter.

braille. Lowercase.

braillewriter.

brainstorm.

brain wave.

broadcast (verb). Both the present and past tense (not *broadcasted*).

bus, buses (nouns). Vehicles. *Verbs:* bus, bused, busing. (Not to be confused with *buss*, which means "kiss.")

byproduct.

C

California *Education Code*. The title is *Education Code* (italicized); the abbreviation is *EC*. Correct format: *EC* Section 38130. Lowercase *sections* when the term is plural.

> *Example*: *EC* sections 38130 and 38135.

The California State University. The system's name includes "the."

> *Example:* The book was published by *the California State University*. When referring to specific universities use the following form: *California State University, Sacramento*, not *Sacramento State University*.

For more information and exceptions, see the California State University Campus Names web page at https://www.calstate.edu/csu-system/csu-branding-standards/editorial-style-guide/Pages/campus-names.aspx.

can, may. "Can" indicates the ability or power to do something. "May" indicates permission or possibility.

Example: He *can* be trusted to carry out the assignment. You *may* leave whenever you wish. She *may* be able to start work in the fall.

cancelled.

cannot.

capital, capitol. A city that is a seat of government is a "capital." A "capitol" is a building or site. Capitalize references to the national and state buildings and sites (such as the California *Capitol* and *Capitol* Hill). *Note:* Do not add the word "building" after the name of a capitol. *Incorrect:* We met at the California Capitol Building.

capitalization. See the section titled "Capitalization."

caregiver, caregiving.

carryover (noun); **carry over** (verb).

Examples: This debt is a *carryover* from fiscal year 2017–18. We can *carry over* that item to the next fiscal year.

CE. Common Era; use instead of AD. "CE" always appears after the year (e.g., 64 CE). BC/AD usage is antiquated because it privileges a specific religious heritage. (This is a change from the previous edition.)

cell phone. Two words (not *cellphone*).

Celsius. But lowercase for **centigrade.**

center around. Incorrect. To "center" means to collect or gather to a point; therefore, it is impossible to center around anything. Correct alternatives include "center on," "center in," and "center at."

Example: The prosecutor *centered on* the defendant's prior convictions.

chair. Use instead of "chairman" or "chairwoman."

chalkboard. Do not use as a synonym for "whiteboard."

chapter. Do not capitalize *chapter* or *chapters* in running text and use numerals.

Example: The topic is discussed in chapter 9.

checklist.

check up (verb), **checkup** (noun).

child care. The noun is two words and is not hyphenated.

citizen. A "citizen" is a person who has acquired full civil rights of a nation by birth or naturalization. "Subject" is used when the government is headed by a monarch or other sovereign. A "national" is a person residing away from the country of which the person is a citizen, or it refers to a person protected by a specified country.

citywide.

Civil Rights, US Office *for.* Not "of."

Civil Rights Movement. Capitalized when referring to a singular historical event, but lowercased when used generically.

> *Examples*: Martin Luther King, Jr. was a leader in the Civil Rights Movement. People around the globe participated in civil rights movements.

classwork.

clean up (verb; *clean* is preferred); **cleanup** (noun, adjective).

> *Examples:* You need to *clean up* your mess! The *cleanup* of that chemical spill will be difficult.

close-up (noun, adjective); **close up** (verb).

co-. As a prefix to form a compound noun (as in "coprincipal" or "codirector"), a hyphen is usually unnecessary. But watch for words such as "co-op," which would be "coop"— as in "chicken coop"—if not hyphenated.

column numbers. Lowercase and use numerals.

> *Example: column* 12.

combat, combated, combating.

commit, committed, committing, commitment.

common sense (noun).

> *Example: Common sense* will see us through.

commonsense (adjective).

> *Example: Commonsense* rules are in place.

community schools.

compare to, compare with. The term "compare with" is much more common than "compare to." Use "compare with" to consider similarities *and* differences. "Compare to" puts two things in the same category or shows how they are alike.

> *Examples:* She *compared* my stories *to* Vonnegut's [said they were like his]. She *compared* my stories *with* Vonnegut's [pointed out like and unlike traits].

compatible.

complement, compliment. As a noun: A "complement" completes or enhances something.

As a verb: To "complement" is to complete or enhance.

> *Example:* The frame *complements* the painting.

To "compliment" is to praise.

> *Example:* Frank *complimented* Nancy on her composure.

comprise. "Comprise" means to contain. Therefore, "comprised of" is wrong. The writer or speaker may mean "consists of" or "composed of." The whole comprises the parts and not vice versa. *Correct:* The Bechtel Group is a holding company *comprising* three main branches.

consensus. General agreement.

> *Example:* The *consensus* was to amend the bill. Terms such as "general consensus" are redundant; avoid them*.*

continual, continuous. "Continual" means recurring at frequent intervals. "Continuous" means going on without interruption.

> *Examples:* Snow fell *continually* during our vacation at Lake Tahoe. Filene's Department Store has been located at Sixth and Polk *continuously* since its establishment in 1871.

convict (verb). Use with "of," not "for."

> *Example:* He was *convicted of* murder.

coordinator-in-charge.

copyright.

cost-effective (adjective)**; cost-effectiveness** (noun).

county office of education. Formerly "office of the county superintendent of schools." Capitalize when part of an actual title, such as Sacramento County Office of Education.

course work.

credentialed; credentialing.

crisis (singular); **crises** (plural).

criterion (singular); **criteria** (plural).

cross section (noun), **cross-section** (verb), **cross-sectional** (adjective).

crosswalk.

cupful (singular); **cupfuls** (plural).

cupholder.

current, currently. The term is often unnecessary, as in "The government *currently* owns 740 million acres of land in the United States."

curricula. Not *curriculums*.

cut back (verb); **cutback** (noun, adjective).

cut off (verb); **cutoff** (noun, adjective).

cyberbullying. Merriam-Webster defines *cyberbullying* as "the electronic posting of mean-spirited messages about a person, often done anonymously."

D

dangling modifiers. Modifiers that do not refer clearly and logically to a specific word or group of words in a sentence.

Examples:

Dangling: To become a successful speaker, the audience must always be kept in mind.

Correct: To become a successful speaker, one must always keep the audience in mind.

Dangling: When smothered in fudge, I love the taste of coffee ice cream.

Correct: I love the taste of coffee ice cream when it is smothered in fudge.

dashes. Dashes are longer than hyphens (-). The most common types are the em dash (—) and the en dash (–). Em dashes, which are about as long as three hyphens typed one after the other, indicate breaks in thought or sentence structure. See also **hyphens**.

> *Examples:* Gloria believed in the theory—a strange one, indeed—that all humans are conceived in outer space. Henry explained his plan—a plan that would, he hoped, earn him fame and fortune.

En dashes, which are about the length of two hyphens, are primarily used to indicate a range and usually connect numbers. On rare occasions, they connect words.

> *Examples:* Fiscal year 2017–18. Business hours are 11 a.m.–9 p.m. Foundations in social–emotional development.

data. The word "data" is singular.

> *Examples:* The *data* does not support your theory. The *data* is indisputable.

database.

day care.

deaf. Use "deaf" or "hard of hearing."

decision maker.

decision-making. Hyphenate when used as an adjective or a noun.

defuse. To remove the fuse from a mine or bomb. To make less harmful, potent, or tense. Not to be confused with "diffuse."

Department. Capitalize when using as a shortened form of "California Department of Education."

> *Example:* The California Department of Education intends to apply for additional funding. The *Department* is in the process of evaluating the application requirements.

Department-wide. See **Department**.

different from, different than. "Different from" is the correct phrase in most sentences. However, when "different" introduces a clause, "than" is usually correct.

> *Examples:* My car is different *from* his. How different things appear in Washington *than* in Sacramento.

diffuse. To extend, spread thinly, to break up and distribute.

dimensions. Use numerals for depth, height, length, and width. Spell out words such as "inches," "feet," "yards," and so on.

Example: The car is 17 feet long, 6 feet wide, and 5 feet tall.

Hyphenate adjective forms preceding nouns.

Example: The 5-foot-6-inch woman.

directions. Compass points that indicate direction—such as "north," "northeast," "south," and "southern"—are lowercase.

Example: He drove *north.*

But compass points that designate regions or are part of a proper name are capitalized.

Examples: Sweet tea is popular in the South. North America, Southern California, East Coast, West Africa.

disinterested, uninterested. "Disinterested" means unbiased or impartial. "Uninterested" means bored or indifferent.

districtwide.

doctorate (e.g., in psychology). "Doctorate" has the implicit meaning of "degree," so it would be redundant to say "doctoral degree."

dollars. Normally, use numerals and the $ sign.

Example: The book cost *$40.* Do not begin a sentence with the $ sign and a numeral, however.

Use a singular verb for specified amounts.

Example: According to the email, $500,000 *is* what they need.

Use the $ sign and up to two decimals for $1 million or more.

Example: He is worth *$4.35 million.*

Do not add zeros to round numbers in normal text ($25, *not* $25.00).

For further guidance, see the "Numbers" section.

download.

drop-off (noun or adjective); **drop off** (verb).

Examples: The child care center's *drop-off* time is 7 a.m. The mother went to *drop off* her child at school.

due to. Adverbially, "because" is preferable to "due to."

Example: Because of the quarterback's injury, the team struggled. Not "*Due to* the quarterback's injury, the team struggled."

dummy. (No, this does not refer to an unintelligent person!) A publishing term for a model or sample that shows the general form, size, shape, format, or style of a publication. Dummies may include sample illustrations, photos, and text.

E

each. Takes a singular verb.

Example: Each of the musicians is (not *are*) highly skilled.

earth, sun, moon. Ordinarily lowercased; however, in astronomy and other fields of science these terms are often capitalized when used as proper nouns.

Example: The planets Venus and Earth, second and third in order from the Sun, resemble each other closely.

ecology. The study of the relationship between organisms and their surroundings. Not synonymous with *environment.*

Correct: Truck and automobile emissions affect our environment.

Incorrect: Truck and automobile emissions affect our ecology.

Education Code. The title is italicized.

Example: Education Code Section 234. The abbreviation is *EC* 234.

"Sections" (plural) is lowercase.

Example: Education Code sections 4400 through 5900 cover that topic.

e.g., i.e. These abbreviations are often confused so avoid them, except in tabular matter. They come from the Latin *exempli gratia* (which means "for example") and *id est* (which means "that is").

ellipsis (…). The plural is "ellipses." Use spaces before and after ellipses. Do not insert spaces between the three periods. (This is due to Section 508 compliance requirements).

Example: Every person is a … part of the main. The conservative party …

Include an additional period to indicate the end of a sentence.

Example: The arguments were … aimless. …

email. No hyphen.

email address. Provide live links whenever possible.

ensure, insure, assure. "Ensure" means to guarantee, "assure" means to set the mind at rest, and "insure" refers to insurance.

Examples: To *ensure* the accuracy of the data, several researchers checked the work. The policy *insures* his life. The mutual fund manager *assured* her clients that their assets were safe.

et al. Abbreviated form of the Latin *et alii,* which means "and others." Do not italicize, and be sure "al" is followed by a period. See section 12 for author–date text citation guidance.

Example: Foster et al. researched the issue.

et cetera (etc.). "And so on" or "and so forth" are preferred*.*

et seq. Abbreviated form of the Latin *et sequens,* which means "and the following one(s)."

every day, everyday. "Every day" means each day; "everyday" is an adjective that means ordinary.

Example: He goes to work *every day* in his *everyday* shoes.

ex-. No hyphen unless "former" is meant: *expropriate*, but *ex-president.*

exclamation point (!). Use only in exceptional cases.

ex officio.

expect. "Expect" does not include the notion of preparation; "anticipate" means to foresee and deal with in advance.

Examples: They *expected* the visitors to arrive at noon. They *anticipated* the arrival by cooking an extra amount of food.

expel, expelled, expelling.

explicit, implicit. "Explicit" means that there is no room for ambiguity or difficulty in interpretation. "Implicit" means that something can be inferred without being expressed.

Examples: She was *explicit* about the school's funding needs. The president's foreign policy includes the *implicit* assumption that all people want peace.

extra-. Hyphenate with a capitalized word or for avoidance of a double *a.*

Examples: extra-Britannic, extra-alimentary.

F

fact. All facts are true; a "false fact" is impossible. Therefore, *actual fact*, *real fact*, and *true fact* are redundant.

fairy tale (noun). **fairy-tale** (adjective).

Examples: The teacher read a *fairy tale* in class. Janet was captivated by the *fairy-tale* ending to the novel.

farther, further. "Farther" refers to distance; "further" refers to time or degree.

Examples: He walked *farther* into the woods. She will look *further* into the mystery.

fax. Lowercase.

feasible. "Feasible" does *not* mean "probable" or "plausible." It means "capable of being done" or "possible."

federal. Lowercase unless it is part of a proper name.

Examples: The attorney's motion cited *federal* law. The *Federal* Bureau of Investigation is a large organization.

fewer, less. In general, use "fewer" for individual or countable items and "less" for quantity or bulk.

Examples: No *fewer* than 500 applicants were interviewed. The *fewer* mistakes we make, the better. I had *less* than $50 in my wallet. We need to buy *fewer* eggs and *less* milk.

field test (noun), **field-test** (verb).

fieldwork (noun).

figures. When referring to figures in text, "figure" should be lowercased and spelled out. In parenthetical references, "figure" is abbreviated as "fig."

Examples: Compare *figures* 4 and 5. The data (*fig.* 10) reflects distinct demographic changes.

file name.

Filipinos. People from the Republic of the Philippines.

firefighter.

firsthand.

fiscal, monetary. "Fiscal" applies to a budget; "monetary" applies to currency.

fiscal year. The state fiscal year runs from July 1 to June 30, and the federal fiscal year runs from October 1 to September 30.

> *Example:* The state's 2010–11 fiscal year covers July 2010 through June 2011. When more than one type of fiscal year is used in a document, it may be necessary to use the corresponding acronym for each type; SFY for state fiscal year and FFY for federal fiscal year.

flagpole.

flammable. An object that will burn quickly. See also **inflammable**.

flier, flyer. According to Merriam-Webster, a *flier* is a person who flies or a reckless or speculative venture. A *flyer* is an advertising circular.

flowchart.

foldout. A folded insert (such as a map) in a publication that is larger in some dimension than the regular pages.

folklore.

folktale.

following. "After" is usually the appropriate word in normal text, but "following" frequently introduces lists.

follow up (verb), **follow-up** (noun, adjective).

forthcoming. In the publishing industry, this refers to a book that has been accepted for publication but has not yet been published. See also **in press**.

full-time (adjective or adverb).

> *Examples:* She has a *full-time* job. He works *full-time.*

fund-raising, fund-raiser.

further, farther. "Further" refers to time or degree; "farther" refers to distance.

> *Examples:* He walked *farther* into the woods. She will look *further* into the mystery.

future. Often used unnecessarily, as in this example: He refused to say what his *future* plans were. The word "future" adds nothing and should be deleted.

G

game board.

gift. "Free gift" is redundant.

gigabyte. Capitalize as "GB" when abbreviating. Use a numeral before abbreviation: 5 GB.

Gold Rush. Capitalize when referring to a singular historical event, but lowercase when using the term generically.

goodbye. Do not use a hyphen.

goodwill (noun); goodwill (adjective).

   Examples: The gift is an act of *goodwill*. The ambassador offered a *goodwill* gesture.

Governor. Capitalize only when it immediately precedes a personal name.

   Examples: At lunch, I saw *Governor* Jerry Brown walking in the park. The *governor* appeared to be smoking a cigar.

grades, grade levels. "Grades" commonly refer to those assigned by teachers to assess the quality of work (such as "B+"). Grade levels should always be spelled out.

   Example: High schools include *grades* nine through twelve.

Greater. Capitalize when denoting a city and its immediate environs.

   Example: Greater Los Angeles.

H

half (noun). Compound nouns with "half" may be closed, hyphenated, or open.

   Examples: halftone, half-moon, half sister. Consult the dictionary.

handheld (adjective), **handhold, hand-holding** (nouns).

hand in hand. Not hyphenated.

handrail.

handwashing.

he, she, they. When a person's gender is not known, do not use the *he or she* construction. Use "they" as a singular pronoun or recast the sentence. See the "Gender-Inclusive Language" section for more information. (This is a change from the previous edition.)

> ***Incorrect:*** After a student has finished the exam, he or she may go to the playground.

> ***Correct:*** After a student has finished the exam, they may go to the playground.

> ***Correct:*** Students may go to the playground after finishing the exam.

health care (noun and adjective).

hearing impaired. Avoid. Use "deaf" or "hard of hearing."

her, his, their. When a person's gender is not known, do not use the *his or her* construction. Use "their" as a singular pronoun or recast the sentence. See the "Gender-Inclusive Language" section for more information. (This is a change from the previous edition.)

> ***Incorrect:*** A teacher is a role model for his or her students.

> ***Correct:*** A teacher is a role model for their students.

> ***Correct:*** Teachers are role models for their students.

> ***Correct:*** A teacher is a role model for students.

Hispanic.

history–social science. An academic subject. "History" and "social science" should be connected with an en dash (–), not a hyphen (-).

home page.

HTML. Abbreviation for Hypertext Markup Language.

hyphens. Hyphens join words to express a single idea or to avoid ambiguity. See also **dashes** and the "Compounds, Hyphens, and Dashes" section.

I

i.e. This abbreviation of the Latin *id est* means "that is" but should be avoided. It is often confused with *e.g.* (which means "for example"). These abbreviations are acceptable in tabular matter.

impact. As a verb, "impact" means "to press together" or "to strike forcefully." Use "affect" or "have an impact on" instead.

implicit. See **explicit**.

imply, infer. "Imply" means to suggest or hint. "Infer" means to reach a conclusion by reasoning from facts or premises.

> *Examples:* Did her manner *imply* that she was serious? What do you *infer* from that last statement?

in, into, in to. "In" normally indicates a fixed position (he was *in* the house). "Into" indicates movement toward a fixed position (he went *into* the house). "In to" (two words) is correct when "in" is an adverb (he turned himself *in to* the police).

include. Usually suggests that the component items are not being mentioned in their entirety. If all are being mentioned, it is better not to use "include."

> *Example:* The four players drafted *were* (not *included*) Brady, Manning, Favre, and Brees.

inconsistent. Takes the preposition "with."

incorporate. Takes the preposition "with" or "into."

indexes/indices. Equal variants. "Indexes" is preferred.

indispensable. Not "indespensible."

individual. Acceptable in contrasting one person with an organization or body of people.

> *Example:* How can one *individual* hope to rectify the evils of society?

"Individual" should *not* be used as a synonym for "person."

> *Incorrect:* Do you see that *individual* standing over there?

infant. Applicable to children through twelve months of age.

inflammable. It is better to use "flammable" to describe an object that *will* burn. In describing an object that *will not* burn, use "incombustible."

initials. Use spaces to separate initials that appear with a surname—such as T. S. Eliot.

inoculate.

in press. Refers to a journal article that has been accepted for publication but has not yet been published.

in-service. Normally to be used only as an adjective (such as *in-service* training).

institutions of higher education. Not *institutes* of higher education.

insure, assure, ensure. "Insure" refers to insurance, "assure" means to set the mind at rest, and "ensure" means to guarantee.

> *Examples:* The policy *insures* his life. The mutual fund manager *assured* her clients that their assets were safe. To *ensure* the accuracy of the data, several researchers checked the work.

inter-. Usually closed.

> *Example:* interactive.

Hyphenate with a capitalized word: *inter*-American. Otherwise, consult the dictionary and hyphenate words not listed there.

interactive whiteboard. Note that a SMART board is a trademarked product.

internet. Not capitalized.

intra-. Usually closed.

> *Example:* intramural.

Hyphenate with a capitalized word or to avoid two vowels*.*

> *Example:* intra-atomic.

Otherwise, consult the dictionary and hyphenate words not listed there.

intranet. Not capitalized unless it is used as a proper noun.

> *Examples*: The CDE *intranet* contains a map of the building. Most departments have an *intranet* page.

IQ. Abbreviation for intelligence quotient.

it's, its. "It's" is a contraction for "it is" or "it has."

> *Example: It's* up to you.

> "Its" is possessive.

> *Example:* The turtle hides in *its* shell.

J

job site.

judgment. *Not* "judgement."

junior, senior. Spell out for a class or its members.

    Examples: She is a high school *senior*; he is a *junior* in college.

Use "Jr." and "Sr." as part of a name only when using a full name. Set off with a comma only if that is the preference of the person named.

    Examples: Mark Henigan Sr., Martin Luther King, Jr. (The comma is a preference of the King family.)

K

kilo-. A prefix meaning 1,000. Compounds are usually closed.

    Examples: kilometer, kilogram.

kilobyte.

kilogram-meter.

kilowatt-hour.

kindergarten, kindergartner.

L

last, latest, past. Use "last" when you mean final. Use "latest" when you mean the most recent. Use "past" when you refer to a period of time before the present.

Latinx.

laws. Capitalize legislative acts but not bills: the Taft-Hartley Act, the Rodda bill.

lay, lie. "Lay" is a transitive verb meaning to put or place something; it always takes an object. Principal parts: *lay, laid, laid*. "Lie" is an intransitive verb meaning to recline; it does not take an object. Principal parts: *lie, lay, lain*.

    Correct: I *lay* the paper by his plate every morning.

    Correct: I need to *lie* down. I *lay* down yesterday after dinner.

LEA. Initialism for local educational agency.

legal cases. The names of legal cases (plaintiff and defendant) are usually italicized.

    Example: Roe v. Wade.

legal citations. See the Correspondence Guide on the CDE intranet for the style used in legal correspondence.

less. See **fewer, less**.

liable. See **apt, liable, likely**.

liaison. Not "liason."

lie. See **lay, lie**.

lifelong.

life-size or life-sized (adjective).

    Example: a life-size (or life-sized) statue.

life span.

lifestyle.

-like. No hyphen except to avoid a triple "l": lifelike, shell-like.

likely. See **apt, liable, likely**.

linage, lineage. "Linage" is the number of lines. "Lineage" is ancestry or descent.

local. Avoid expressions such as *local community*, *local school district*, and *local school board*. The use of *local* in those expressions is unnecessary. *Exception:* local educational agency (LEA).

local educational agency.

log off (verb).

logon (noun), **log on** (verb)**.**

M

magazine names. Capitalize and italicize without quotation marks. Lowercase the word "magazine" unless it is part of the publication's formal title: *Harper's Magazine*, *Newsweek* magazine.

majority. More than half.

makeup (noun), **make up** (verb).

man, mankind. Avoid. Instead, use words such as *people, humankind, humanity*. See the "Gender-Inclusive Language" section for more information.

markdown (noun); **mark down** (verb).

markup (noun); **mark up** (verb).

master's degree.

may, might, can. "May" indicates permission or possibility. "Can" indicates the ability or power to do something.

> *Example:* You *may* leave whenever you wish. She *might* be able to start work in the fall. He *can* be trusted to carry out the assignment.

mean, median, norm, average.

The "mean" is an intermediate figure between two extremes.

> *Example:* The *mean* temperature of the day, which had a high of 56 degrees and a low of 34 degrees, was 45.

The "median" is the middle number of points in a series arranged in order of size.

> *Example:* The *median* grade in the group of 50, 55, 85, 88, and 92 is 85; the *average* is 74.

The "norm" implies a standard of average performance for a given group.

> *Example:* The child was above the *norm* for his age in reading ability.

The "average" is the result obtained by dividing a sum by the number of quantities added together.

> *Example:* The *average* of 7, 9, and 17 is 33 divided by 3, which equals 11.

media. Usually plural: Radio and television *are* electronic media. Singular when collective: The news media *is* resisting attempts to limit its freedom.

median. See **mean, median, norm, average**.

mediate, arbitrate. Not interchangeable. One who *mediates* interposes between parties in order to reconcile them. One who *arbitrates* hears a case in controversy and presents a decision.

megabyte. Capitalize as "MB" when abbreviating. Use numeral before abbreviation: 3 MB.

mid-. See the "Compounds, Hyphens, and Dashes" section.

middle grades.

mid-range.

millions, billions. Use numerals with *million* or *billion:* California has 21 million inhabitants. The programs have cost $2 billion nationwide.

Decimals are preferred to fractions (not 1/2 million).

Do not go beyond two decimals: $7.55 million.

Do not mix millions and billions in the same figure: 2.6 billion (not 2 billion 600 million).

Keep the word *million* or *billion* in the first figure of a range: The plan will cost from $1 million to $4 million (not $1 to $4 million).

Do not use a hyphen to join numerals with million or billion: The board approved a $2.5 million budget (*not* $2.5-million budget).

mindset.

mini-. Hyphenate with a capitalized word or in avoidance of a double "i": a mini-United Nations, a mini-industry. Otherwise, consult the dictionary and hyphenate words not listed there.

minuscule. Not "miniscule."

moon, earth, sun. Ordinarily lowercased; however, in astronomy and other fields of science these terms are often capitalized when used as proper nouns.

> *Example:* The planets Venus and Earth, second and third in order from the Sun, resemble each other closely.

multi. Do not hyphenate compounds formed with this prefix.

N

name-calling.

native. Refers to the fact that an individual was born in a given location.

non-. Do not hyphenate compounds formed with this prefix.

> *Exception:* Hyphenate with a capitalized word.

> *Example: non*-English.

> *Exception:* Hyphenate with compounds of more than two terms.

> *Example: non*-beer-drinking

none. Singular or plural.

   Examples: None are so blind as those who will not see. None is so blind as he who will not see.

noon. Do not put a 12 in front of "noon."

norm. See **average**.

notetaker, **notetaking.**

number. Singular or plural.

   Examples: The number of graduates this year is small. A large number of signatures are required. (*The* takes a singular verb; *A* takes a plural verb.)

numbers. See section 6, "Numbers."

O

occur, occurred, occurring, occurrence.

officeholder.

onboard (adjective).

ongoing.

online. One word, lowercase.

on-site. Hyphenate when used as an adjective.

   Example: on-site training.

oral, verbal. *Verbal* refers to all words, whether written or spoken. Use *oral* to refer to spoken words and *written* to refer to words put on paper.

P

paperwork.

part time (adverb); **part-time** (adjective).

   Examples: He works part time. He is a part-time worker.

password.

PDF. Portable Document Format.

percent. Spell out. But percentages should be written as numerals. Do not hyphenate, even in adjective form.

> *Example:* The first 25 percent of the award will be released when the completed paperwork is received.

> *Example:* a 10 percent increase.

Note: The percent symbol (%) may be used in tables, on business forms, and in statistical or technical material.

permissible. Not "permissable."

per-pupil spending. Hyphenate when used as an adjective.

phone numbers. Use hyphens.

> *Example:* 916-555-1234.

picture book (noun); **picture-book** (adjective).

Pilipino. The Tagalog-based official language of the Republic of the Philippines. *Not* Filipino, the name of a citizen of the Republic of the Philippines.

playfield.

playtime.

Pledge of Allegiance.

p.m., a.m. Lowercase, with periods.

P.O. Box.

podcast.

policymaker, policymaking (nouns).

post-reading.

postsecondary.

post-test. Always hyphenated. See also **pretest**.

prekindergarten, pre-K.

prereading.

preschool.

presently. A somewhat ambiguous and much-debated word that is often used in business and political contexts. Consider *at present* or *now* as an alternative.

pre-service.

president-elect.

pretest. See also **post-test**.

principal, principle. "Principal" means "main" or "chief" (such as a school principal) and is used in some financial terminology. A "principle" is a rule or something fundamental.

prior to. See **before**.

privilege. Not "priviledge."

problem-solving (noun, adjective). (This is a change from the previous edition.)

pro-social.

pupil. Use when referring to persons enrolled in kindergarten through grade six. See also **student**.

pupil–teacher ratio.

R

read aloud (verb); **read-aloud** (noun, adjective).

reader's theater.

recordkeeping.

reevaluation.

reteach.

road map. Two words with the exception of the "California English Learner Roadmap," which uses one word.

role-play (verb); **role player** (noun); **role playing** (noun).

S

school-age. Hyphenated when used as a modifier.

   Example: school-age care.

school bus.

schoolchildren.

school day.

schoolhouse.

school site.

school teacher.

schooltime.

schoolwide.

schoolwork.

school year.

self-. When the prefix "self-" is used and the resulting word is listed in the dictionary, the word that follows "self-" is always lowercased, whether in a title or not.

> *Example:* self-image.

service-learning.

set up (verb); **setup** (noun, adjective).
> *Examples:*
> The committee members will *set up* the room prior to the meeting.
> The *setup* of the learning environment is important.

sic. Italicized. Means *so, thus, in this manner;* may be inserted in brackets [*sic*] following a word misspelled or wrongfully used in the original.

sign off (verb); **sign-off** (noun).

sing-along. (noun)

slash (/). Also *virgule* or *slant.* Avoid using this punctuation mark to mean *and* or *or.* For example, instead of "school/community program," use "school and community program." An en dash is better for linking two separate entities, as in *student–teacher conference* or *teacher–parent meeting.* In some cases, the slash may be necessary (e.g., HIV/STI guidelines).

smartphone.

social–emotional (adjective). Use an en (–) dash, not a hyphen.

Social Security.

socioeconomic.

spreadsheet.

staff. Singular or plural. To avoid confusion, use "staff members" with a plural verb.

stakeholder(s). Avoid using this term, as it can be offensive due to the colonial context of its history. Use an alternative term instead, such as "interested parties" or one that is more specific to the document.

standards-based. Hyphenated when used as a modifier.

state. Lowercase when used alone.

    Examples: the State of California; Washington State; California is my favorite state.

states' rights.

State Superintendent of Public Instruction. When referring to the Superintendent, use the complete title.

    Example: The State Superintendent of Public Instruction will be attending the press conference.

In subsequent references it is preferable to use "State Superintendent" rather than the acronym SSPI.

statewide.

sun, moon, earth, etc. Ordinarily lowercased; however, in astronomy and other fields of science these terms are often capitalized when used as proper nouns.

    Example: The planets Venus and Earth, second and third in order from the Sun, resemble each other closely.

T

table. Do not capitalize *table* or *tables* in running text.

    Example: See table 8.2.

tabletop.

teamwork.

teaspoon, teaspoonful, teaspoonfuls.

teenager.

textbook.

thank-you (noun). Hyphenate.

>   *Example:* The flowers were a special thank-you.

Do not hyphenate when used as a verb.

>   *Example*: I thank you for your time.

that, which. *That* commonly introduces clauses that cannot be omitted without a change in the meaning of a sentence. Do not set off with commas. *Which* commonly introduces clauses that can be omitted without a change in the meaning of a sentence. Set off with commas. *Restrictive:* The book *that I left on the bus* was soon returned to me by a kind stranger. *Nonrestrictive:* The book, *which I now read only at my leisure*, was returned to me by a kind stranger.

time frame.

time line, timeline. A *time line* (two words) is a table listing significant events for successive years in a historical period. A *timeline* (one word) is a schedule of events, deadlines, and so forth.

time-out. Hyphenated.

timesaving.

toolbox.

tool kit.

toward. Not "towards."

trademark products. Avoid. Find acceptable substitutes, such as *plastic building blocks* for Legos or *sticky notes* for Post-it notes.

twenty-first century.

type 2 diabetes.

U

unanimous. This term means the agreement and consent of all; hence, do not use *completely* with unanimous. *Incorrect:* The judges reached a completely unanimous decision.

underlines. Underlines should be avoided in publications unless they are part of an active hyperlink. This is particularly important for documents that will be posted on the

CDE website. Underlines that are not part of active hyperlinks are not allowed in web pages.

underway (adjective); **under way** (adverb).

Examples:

The Air Force uses *underway* fueling on some of its missions.

Plans are *under way* to eliminate the program.

United States. *US* may now be used in place of *United States* as a noun, provided the meaning is clear from the context. Do not use periods after the letters.

Example: The US Postal Service will make an important delivery today.

up close (adverb or adjective). At close range.

update (verb or noun).

upon. Avoid this word. Use *on* instead.

up-to-date (adjective). Hyphenated.

URL. An internet address. "URL" is an initialism for Uniform Resource Locator.

use, utilize. "Utilize" is usually unnecessary.

user-friendly.

username. One word.

V

verbal. *Verbal* refers to all words, whether written or spoken. Use *oral* to refer to spoken words, and *written* to refer to words put on paper.

versus.

vice president.

vice principal.

vice regent.

videotape.

W

Washington, DC. No periods in the abbreviation for the District of Columbia.

web. Do not capitalize *web* when referring to the World Wide Web. However, continue to capitalize World Wide Web.

web address. Provide live links for web addresses. Underline all web addresses and verify that each address is hyperlinked to a valid web page.

    Example: https://www.cde.ca.gov/.

Always include the "https://" as part of the full address.

Never break addresses at hyphens, but it is OK to break an address at the end of a line after a slash or a period. Never add a hyphen to a web address to mark a line break; adding or deleting a hyphen changes the address.

webcast.

webinar.

web page.

website. Lowercase *website* and make it one word. Titles of websites should be capitalized, but do not use italics or quotation marks when listing them.

    Example: Visit the US Department of Education website at https://www.ed.gov/.

well-being. Hyphenated.

which, that. See **that, which**.

whiteboard. See also **interactive whiteboard**.

-wide. In general, hyphenate words of three or more syllables plus "wide." Also hyphenate proper nouns plus "wide."

    Examples: Department-wide, government-wide, citywide, countywide, statewide.

Wi-Fi.

Wikipedia. Do not italicize Wikipedia or similar titles.

word of mouth (noun); **word-of-mouth** (adjective).

workbook.

workday.

workforce.

work group.

workload.

work order.

workplace.

work plan.

worksheet.

workshop.

work site.

World Wide Web. Capitalize. Also referred to as the *web,* which is not capitalized.

X Y Z

yearlong.

year-round (adjective, adverb). Hyphenated.

    Example: She is enrolled in a year-round school.

youth. Plural form is *youths.* Includes young persons aged thirteen through seventeen years. After eighteen, use *adult*, *woman*, *man*, etc.

Section 2. Abbreviations, Acronyms, and Initialisms

An abbreviation is a shortened form of a word or phrase used primarily to save space. Abbreviations occur most frequently in technical writing, statistical material, tables, and notes. *Example:* etc. for *et cetera*.

Acronyms and initialisms are abbreviations based on the first letters of their various elements.

Acronyms are pronounceable and read as words.

California High School Exit Examination (CAHSEE)

Standardized Testing and Reporting (STAR) Program

California Longitudinal Pupil Achievement Data System (CALPADS)

National Aeronautics and Space Administration (NASA)

Initialisms are read as a series of letters.

California Department of Education (CDE)

General Educational Development (GED) Test

California School Recognition Program (CSRP)

for your information (FYI)

A list of acronyms and initialisms commonly used by the California Department of Education (CDE) is available on the CDE Acronyms and Initialisms web page at https://www.cde.ca.gov/re/di/aa/ap/.

The following are some guidelines for using abbreviations in CDE publications:

1. Avoid the excessive use of acronyms; they tend to overwhelm readers.

2. An acronym or initialism may be used after the full name or term is referenced. Spell out the full name or term and then follow it with the acronym or initialism in capital letters in parentheses.

    Examples: California Department of Education (CDE), kindergarten through grade twelve (K–12)

3. When citing an Assembly Bill or a Senate Bill, it is not necessary to follow the reference with the initialism in capital letters in parentheses.

    Example: Assembly Bill 123 provides direction to the California Department of Education. AB 123 supports physical education.

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4. In most cases there is no need to list an acronym if it will appear only once in a document.

5. Do not use abbreviations in a title, heading, subject line, or copy/blind copy notation.

6. Be consistent when using acronyms and initialisms. After you introduce an acronym or initialism, continue to use it throughout the document.

7. If the full name or term is italicized (such as the title of a book), use italics for the acronym or initialism as well.

    Example: *Science Framework for California Public Schools: Kindergarten Through Grade Twelve* (*CA Science Framework*).

8. It is sometimes preferable to use a generic term instead of a shortened title to refer to a previously introduced publication. For example, consider using "the science framework" (common noun) once the full title is introduced. This is a particularly useful approach when referring to the content standards. Because the term "content standards" can refer to the publication containing the standards or the standards themselves, the question of which verb to use (singular or plural) can get confusing. Use a singular verb following the title of the publication and a plural verb when referring to the standards themselves.

    Examples: *The History–Social Science Standards for California Public Schools Kindergarten Through Grade Twelve* is now available online. The updated California history standards are now available online.

9. To make an acronym or initialism plural, simply add a lowercase "s."

    Examples: Budget Change Proposals (BCPs), Request for Applications (RFAs)

10. Where possible, avoid using singular possessive and plural possessive acronyms and initialisms.

    Example: Visit the CDE website (not CDE's website).

11. Because acronyms and initialisms often stand in for names of departments or systems, they must be used as exact equivalents. Often, if an acronym or initialism appears as a noun in a sentence, it will require a preceding article (a, an, or the).

    Examples: We examined the records of the CDE. The SSPI is Tony Thurmond.

12. An indefinite article is not needed if the acronym or initialism functions as an adjective.

Example: We examined CDE records.

13. A definite article is needed if the acronym or initialism functions as an adjective for a single noun.

Example: We examined the EPA report.

14. "United States" is usually abbreviated when it is part of the name of a government agency. Do not use periods after the letters. When used as an adjective, the name should be abbreviated. When used as a noun, the name may be spelled out, but it is not required.

Examples: US Department of Education (ED), US Department of Agriculture (USDA), United States government (US government), United States foreign policy (US foreign policy)

15. US dollars

Section 3. Punctuation

The following are guidelines for common punctuation questions:

1. One space is required after punctuation at the end of each sentence.

2. One space is required between the state and zip code in addresses.

3. Use a comma to separate three or more items in a series.

    Example: We will use pink, purple, and red for this year's cover of the Governor's Budget.

4. Always place periods and commas inside the ending quotation mark.

    Examples: "We are deploying all our resources to put an end to this devastating fire," said Fire Chief Estela Ramirez. She continued by saying, "We will not stop until the last ember is extinguished."

5. You may use a semicolon to separate items in a series to prevent ambiguity if any of the items already contain commas.

    Example: We need to meet with staff members from the Analysis, Measurement, and Accountability Reporting; School Fiscal Services; and Charter Schools divisions.

6. Do not use contractions.

    Example: I was not aware of the situation. *Not*: I wasn't aware of the situation.

7. To make a singular noun ending in s possessive, add an apostrophe s ('s).

    Examples: Elvis's guitar; Carlos's studio.

    To make a plural noun ending in s possessive, add only an apostrophe.

    Example: the Williams' gold medals; the Jones' new car.

8. In general do not use the possessive (apostrophe s) construction with entities, such as organizations and companies. Instead the attributive form is used.

    Correct: the CDE website; *Incorrect:* CDE's website.

    Correct: CalPERS stock options; *Incorrect:* CalPERS' stock options.

    Correct: The Franchise Tax Board headquarters; *Incorrect:* The Franchise Tax Board's headquarters.

9. Do not use an apostrophe to make a word plural, including numerals, acronyms, and initials. (See Abbreviations, Acronyms, and Initialisms).

   Examples: 1990s, 7s, EIRs

   Exception: For clarity, use an apostrophe s ('s) to make a lowercase letter plural.

   Example: How many *i*'s are there in Mississippi?

10. When a parenthetical element falls within another parenthetical element, enclose the smaller element in brackets and enclose the larger element in parentheses.

   Example: Scalzo said on television yesterday that prices would begin to fall sharply. (However, in an article published in *The Times* [May 15, 2010], he was quoted as saying that prices would remain steady for the foreseeable future.)

11. Italicize the titles of complete works that are published as separate items: books, journals, periodicals, newspapers, plays, movies, television and radio programs, published reports, and long poetic works that would constitute a book.

   Examples: Pocketbook of Special Education Statistics, Newsweek, The Sacramento Bee, California *Education Code*, *California Code of Regulations*.

12. Put quotation marks around the titles of articles, chapters, brochures, pamphlets, short stories, most poems, and other shorter works. Do not italicize.

   Examples: "The Raven" is a poem written by Edgar Allan Poe. Did you read Poe's short story "The Tell-Tale Heart"?

13. A shortened title may be used after the full name of a complete work is cited. Spell out the full name first, and then use the shortened title for any subsequent references. It is not necessary to follow the full name with the short title in parentheses. If the full name being cited is italicized, italicize the short title. If the full name being cited is not italicized, do not italicize the short title.

14. Use a capital "S" when referring to a single section of the California *Education Code* and a lowercase "s" when referring to multiple sections. When used, the word "California" is not italicized. Put parentheses around referenced subsections with no spaces between them.

   Examples: California *Education Code (EC)* sections 52050.5 and 52051 refer to elementary and secondary education instruction and services. *EC* Section 52050.5(k)(1) encourages teacher preparation that allows teachers to develop the ability to inspire pupils to become lifelong learners.

Note: If there are many references in parentheses throughout the document, the word "Section" may be omitted in the later parenthetical citations.

Example: (Schools must ... [*EC* 12345]).

15. When referring to a title in the *California Code of Regulations (CCR)*, use the *CCR* title first followed by the word "Title" and then the number of the title. To create an initialism, use the title number only followed by "*CCR*."

Example: California Code of Regulations, Title 5 (5 *CCR*)

16. Do not italicize formal titles of acts, laws, bills, and treaties.

Example: Every Student Succeeds Act (ESSA)

17. Do not italicize test names.

Example: The students will take the California Assessment of Student Performance and Progress test for mathematics.

Section 4. Capitalization

The following are examples of words that should, and should not, be capitalized:

appendix. Do not capitalize *appendix* or *appendices* in running text.

> *Example*: See appendix C for further information.

Assembly (California).

assembly member. But capitalize when immediately preceding the name of a specific assembly member.

> *Example:* Assembly Member Sheila Escobedo.

Bachelor of Arts degree, Bachelor of Science degree. But *bachelor's degree.*

California Department of Education. After you have used the full name, you may use a shortened reference—"the Department."

chapter. Do not capitalize *chapter* or *chapters* in running text.

> *Example:* The topic is discussed in chapter 9.

Congress (United States). Always capitalized.

county. Capitalize only if used as part of the name of a specific county.

> *Examples:* Sacramento *County*, the *County* of Los Angeles. The *county* government is influential in that part of California.

The plural, *counties*, is not capitalized.

> *Example:* Alameda and Lake *counties.*

Curriculum Commission.

Doctor of Philosophy. But *doctorate.*

East Coast.

***Education Code* Section.** But *sections*.

equator. Do not capitalize.

federal.

> *Example:* The program relies on *federal* funding.

figure. Do not capitalize *figure* or *figures* in running text.

>   *Example:* See figure 4.

Generation X. Capitalize *G* in *Generation X, Y*, and *Z*.

Governor. Capitalize only when it immediately precedes a personal name.

>   *Examples: Governor* Jerry Brown. But the *governor* spoke at the event.

grade. Do not capitalize *grade* or the grade level.

>   *Examples:* Students in *grade* five have a good understanding of basic grammar. She is in *grade* seven.

internet. Do not capitalize *internet* unless it is part of a proper noun.

>   *Examples*: More information can be found on the *internet*.

kindergarten. Do not capitalize.

Legislature (California). After you have used the full name of the California State Legislature, you may use the shortened reference—"the Legislature."

Master of Arts degree, Master of Science degree. But *master's degree.*

Northern California.

President. Capitalize only when it immediately precedes a personal name.

>   *Examples: President* Barack Obama, *President* Nicolas Sarkozy. Lowercase when following a name or when used in place of a name.

>   *Examples:* Abraham Lincoln was the sixteenth president of the United States. The *president* had no comment on the matter.

seasons. Do not capitalize the names of seasons: fall, spring, summer, and winter.

>   *Example*: We hold our regional sales conferences during the fall and winter, but our national conference always takes place in the spring.

Senate (California and United States).

Southern California.

table. Do not capitalize *table* or *tables* in running text.

>   *Example:* See table 8.2.

twenty-first century.

United States Supreme Court, the Supreme Court.

web. website. webinar. web page. Do not capitalize.

West Coast.

workers' compensation law.

Capitalization in Titles of Chapters, Subheads, and the Like

1. Avoid using all caps except for acronyms and initialisms. To place emphasis on a word use bold or italics instead.

2. Capitalize the first and last words in titles and subtitles, and capitalize all other major words (nouns, pronouns, verbs, adjectives, adverbs, and some conjunctions). See items 4 and 5 in this section and *Chicago* 8.157 for additional guidance.

3. Always capitalize the first element of a hyphenated compound. Capitalize any subsequent elements unless they are articles, prepositions, or coordinating conjunctions (*and, but, for, or, nor*). See *Chicago* 8.159 for further guidance.

   Examples: Heavy-Handed Tactics in State Government*, *Pseudo-American Hamburgers: Why Meat-Crazy Aussies Love Them*, *Give-and-Take in Federal Budgeting Procedures

4. *Capitalize the following words in titles, chapters, and subheads: *About, Among, Are (capitalize all forms of the verb "to be"), Be, Between, If, It, Is, Like, No, Not, Other, Than, That, Then, Through, When, Yes.*

5. *Do not capitalize the following words in titles, chapters, and subheads: *a, across, an, and, as, but, for, in, nor, on, or, the, to, with.*

Section 5. Compounds, Hyphens, and Dashes

Compounds

Compounds are terms consisting of combinations of words, word forms, prefixes, or suffixes. Here are a few examples of compounds:

Nouns: high school, notebook, mother-in-law

Adjectives: ill-advised, reddish orange, threefold, antireflective

Adverbs: overzealously, full tilt

Open compounds are spelled as two or more words. In the examples above, "high school," "reddish orange," and "full tilt" are open compounds.

Closed compounds are spelled as single words (e.g., "notebook" and "antireflective").

Hyphenated compounds are spelled with one or more hyphens (e.g., "mother-in-law" and "ill-advised").

Hyphens

To hyphenate, or not to hyphenate: that is a question many writers and editors ask themselves. Hyphenation can be a hot-button issue (did you notice that hyphen?) because some people love hyphens, and others despise them.

1. The general rule is compound adjectives should be hyphenated when they occur before a noun.

    a. I just received a *long-distance* call from my grandma in Germany.
    b. He is a *well-known* author from Canada.

    (Note: If the term comes after the noun, it is not hyphenated. Ex. The author is *well known* in Canada. I just received a call *long distance* from my grandma in Germany.)

2. Do not hyphenate if the compound adjective is a well-established compound noun (e.g., high school, civil service, real estate, etc.).

    a. I went to my *high school* reunion last week and had a great time.
    b. I plan to take the *civil service* exam again in September.

3. Compound words that include "wide" are usually spelled as one word, but they should be hyphenated after proper nouns, after most words of three or more syllables, or to avoid an awkward appearance.
    a. One word: citywide, countywide, statewide, nationwide, worldwide

b. After proper nouns: Department-wide distribution, Capitol-wide security

c. After words of three or more syllables: Department-wide, government-wide, university-wide, corporation-wide

4. Compounds formed by an adverb ending in *"ly"* plus a participle or adjective—such as "federally mandated program" and "highly complex idea"—are not hyphenated.

5. In titles and headings, capitalize the first element in a hyphenated term. Capitalize all subsequent elements unless they are articles, prepositions, or coordinating conjunctions (and, but, for, or, nor).

If you are not sure whether a hyphen is needed, check the Alphabetical Reference section of this manual; many words commonly used in CDE documents appear there. If the word or term is not listed in the Alphabetical Reference section, consult the latest print edition of *Merriam-Webster's Collegiate Dictionary* or visit the Merriam-Webster Dictionary website at https://www.merriam-webster.com/.

Dashes

1. Use an em dash "—" in place of commas or colons to set off nonessential elements that require special emphasis. Do not use spaces before or after the em dash.

   Example: Queen Elizabeth—despite having a bad cold—made a public appearance today at Buckingham Palace.

2. Use an en dash "–" to combine two subjects or nouns of equal importance to make a compound term.

   Examples: The history–social science curriculum has been selected for the high school. We will hold student–parent conferences today.

3. Use an en dash to connect numbers in a range. Do not insert spaces before or after the en dash.

   Examples: Her vacation is planned for the week of December 20–26. The textbook covers grades K–12.

4. In a continuous sequence of numerals connected by an en dash, the second numeral must be expressed in abbreviated form unless the following apply: the first number ends in two zeros, when it starts with different digits, or if it is under 100.

   Examples: 2000–2005 (not 2000–05), 2016–17 (not 2016–2017), 1995–2003 (not 1995–03), 46–48 CE or pp. 46–48 (not 46–8), Fiscal Year 2011–12

Section 6. Numbers

1. **In general, spell out only single-digit numbers (nine and under) and use numerals for all others.**

    Examples: Local police officers sprayed nine individuals with liquid chocolate. The company produces 10 different types of candy bars.

    Exception: When referring to a series of numbers in the same category, use numerals throughout.

    Example: Students can earn 8, 10, or 12 extra points (not eight, 10, or 12).

2. **Do not begin a sentence with a numeral; spell out the number.**

    Correct: Fifty people gathered at the event. *Incorrect:* 50 people gathered at the event.

3. **Spell out grade levels and ages.**

    Examples: Sophia is in the tenth grade (or grade ten). Robert is twelve years old.

    Note: Use a hyphen with an ordinal that describes a student in a specific grade.

    Example: Ella is a seventh-grader.

4. **Do not use an apostrophe to form the plural of a numeral.**

    Examples: Civil unrest was widespread in the 1960s (not 1960's). Temperatures were in the 80s and 90s.

5. **In general, use words, not numerals, for ordinal numbers.**

    Correct: The fourth edition of the manual will be released in the twenty-third century.

    Incorrect: The 4th edition of the manual will be released in the 23rd century.

6. **Fiscal Years**: Use an en dash (–) or slash (/).

    Example: Fiscal year 2008–09 or 2008/09.

7. **Measurements:** Use numerals when citing measurements.

    Example: The floor is 15 feet long and 8 feet wide.

8. **Money:** When referring to whole sums of money (such as $5 or $500), do not use a decimal point and accompanying zeros unless the sums appear in the same context with fractional amounts.

Examples: Gerald told the sales representative that $25,000 was a steep price. Jennifer paid $1.35, Jimmy paid $1.25, and Heather paid $1.00 (not $1).

For very large sums of money, use a dollar sign with the spelled-out number.

Examples: We have $4 million. The $2 billion gap is a significant problem for taxpayers.

9. **Page Numbers, Chapters, Volumes, and So Forth:** Use numerals. Abbreviation for *page = p.* Abbreviation for *pages = pp.*

10. **Percentages:** Use numerals unless a sentence begins with a percentage. In running text, use *percent*, not the symbol *%*, with the numeral.

Examples: Lance Armstrong has a 95 percent chance of living until age eighty. Ten percent of the population participated.

In tables, figures, and the like, use the symbol *%* instead of *percent*. When using the *%* symbol, note that there is no space between the numeral and the symbol.

Example: 100%

11. **Telephone Numbers:** Do not use parentheses or periods in telephone number listings. Use hyphens to separate numbers.

Examples: 1-800-555-9999 and 916-867-5309

12. **Times and Dates:** To indicate time of day and dates use numerals.

Example: The meeting is set for Friday, January 15, at 9:30 a.m.

a) In expressions of time, use numerals with the abbreviations "a.m." and "p.m." (in lowercase and without spaces). For time on the hour, zeros are not needed to denote minutes.

Example: The next meeting will be held on Tuesday, November 30, 10 a.m. to 4:30 p.m. at the Sacramento Convention Center. (Not "10:00 a.m.")

b) Use the word "noon" in place of 12 p.m. and the word "midnight" in place of 12 a.m.

Example: Our office will be closed from noon to 1:30 p.m.

c) Use the word "to" to denote time span. When the same abbreviation applies to both time references, include the abbreviation only with the later time.

Example: The training will be held in Room 2102 from 9:30 to 11:30 a.m.

d) When a full date is used within a sentence, use a comma after the day and after the year.

Example: The conference will be held on April 1, 2024, in Monterey.

e) If the full date reference does not fit on a line, the date may be broken between the day and year.

f) When only the month and year are within a sentence, do not use a comma to separate them. Use a comma after the year only if it comes at the end of an introductory or parenthetical phrase.

Example: December 2003 was a cold month.

g) To refer to a particular date, avoid using ordinal numbers.

Example: We began the audit on March 3. (Not "March 3rd")

13. **Whole Numbers Plus Fractions:** Amounts consisting of whole numbers and fractions are typically represented with numerals.

Examples: We need 8½- by 11-inch paper. The playground is 79¾ feet long.

Section 7. Lists: Using Bullets, Numbers, and Letters

General guidance

Bullets, numbering, and letters are used when you want to display items in a list or an outline.

1. Lists may be set vertically (outline style) or run into the text.
2. Type bullets with one blank line above and below the list as a whole.
3. Long lists should be set vertically. Short, simple lists are usually better run in.
4. Consistency is essential. All items in a list should be alike in syntax; that is, all should be noun forms, phrases, full sentences, or whatever the context requires.
5. Unless numerals or letters serve a purpose—for chronology of items, hierarchy, and so on—they may be omitted.
6. Indent bullets a quarter-inch from the left margin. A quarter-inch tab space should separate the bullet from its corresponding statement.
7. Insert each group of subbullets with an additional quarter-inch tab space. (This is the automatic bullet feature in Microsoft Word.)

Vertical lists

8. List items should not have closing punctuation unless they are complete sentences.

   Example (complete sentences)

   Seminar participants were asked to identify the corporate clichés and buzzwords in these sentences:

   - The deal breaker was that Henry missed several mission-critical deadlines.
   - Julie is a team player who goes the extra mile to develop client-focused solutions.
   - We need to think outside the box to increase efficiencies.

   Example (not complete sentences)

   The professor recommended that the students critique the following films:

   - *Chariots of Fire*
   - *Casablanca*
   - *Braveheart*

9. A vertical list is best introduced by a complete sentence, followed by a colon—but there are exceptions (see "Vertical lists punctuated as a sentence" below).

10. If items in a list are numbered, a period follows the numeral and each item begins with a capital letter, unless the list is a continuous sentence (see "Vertical lists punctuated as a sentence" below).

    Example:

    Include the following two documents:

    1. Summary Cover Memo (EXE-100)

        a. Original letter
        b. Previous drafts
        c. Background information

    2. Grant Award Notification (AO-400)

        a. Data Source Mail Merge
        b. Encumbrance List
        c. Approval Form for Final Publication Draft (EXE-002)
        d. Posted funding profile
        e. Draft funding results web page

11. Type bullets that consist of one-line statements with no blank lines between each bullet.

12. Type bullets that exceed one line with one blank line between each bullet.

13. If a list contains at least one bullet that exceeds one line, insert a blank line between each bullet.

Vertical lists punctuated as a sentence

14. In a vertical list that completes an introductory phrase, use semicolons to separate the items and a period after the final item. Additionally, each item should begin with a lowercase letter. These lists often work better when they are run into the text; therefore, use them only if the context demands that items be highlighted. Add an *and* to the end of the second to the last item after the semicolon.

    Examples:

    Qualifying application packages include

    1. a two-page essay on the importance of being earnest;
    2. a 10-page essay on the virtues of coffee, chocolate, and red wine; and
    3. $500 in pennies.

    Gordon Ramsay recently visited New Zealand and found that local residents

often

- use lamb, fish, or chicken in main dishes;
- encounter traffic stoppages caused by sheep roaming the land freely; and
- visit the excellent wineries found throughout the country.

Run-in lists

15. Lists can include numerals or letters depending on context. Numerals or letters that mark divisions in a run-in list are enclosed in parentheses.

    Example: The lecturer will discuss (1) energy, (2) mass, (3) the speed of light, and (4) the amount of energy released during a hydrogen bomb explosion.

16. Items in a list are separated by commas (see examples 1 and 3 below) unless any of the items require internal commas; in that case, items should be separated by semicolons.

    Example: Research showed that (1) Americans like foreign cars; (2) Lexus, BMW, and Mercedes-Benz are top-selling brands; and (3) Smart Cars are actually rolling coffins.

17. If the introductory text is a complete sentence, use a colon before the first list item.

    Example: Alexandra reached these conclusions: (a) people like pizza, (b) people like to throw things, and (c) people like to throw pizza at other people.

Part 2: Citing Sources

Section 8. Punctuating and Citing Quoted Material

Taking the original ideas and language of someone else and passing them off as one's own is literary theft, otherwise known as plagiarism. Using quotation marks and citing sources of information are the right ways to give credit to others.

1. Use quotation marks to enclose the exact words of a speaker or writer.

    a. See the *Chicago Manual of Style* 13.14 for guidance on using commas to introduce a quotation.

2. If one or more words are omitted in a quoted sentence or at the end of a quoted sentence, use ellipsis marks (with one space before and after each period) to indicate the omission. Do not insert spaces between the three periods (due to Section 508 compliance requirements).

3. Quoted material that takes up more than four lines should be typed as a single-spaced extract, indented one-half inch from each side margin, and with one blank line above and below the quoted material. Do not enclose the quoted material in quotation marks; the indentation replaces the quotation marks.

4. A writer must provide enough information for readers to track down the sources or bases of statements—whether the sources are published or unpublished documents in printed or electronic form. Two different systems of source citation may be used:

    -   **Author–date** (citations in running text, with full details provided in a reference list)

    -   **Notes** (endnotes or footnotes, with full details provided in a bibliography)

5. For publications, the author–date system is recommended; however, notes and a bibliography may be used if an author feels that a document will be better served by that system.

6. For correspondence, footnotes are recommended when citing sources.

7. Reference lists and bibliographies are placed in the back matter of a publication, which should be ordered in this manner:

    -   Appendices
    -   Endnotes
    -   Glossary
    -   Reference List or Bibliography
    -   Index

Section 9. Author–Date System

1. The author–date format cites the author and year of the publication in parentheses in running text, as in this example:

   Those revenue implications served as an incentive to districts to provide adult education (Stiles 1984).

2. The page number also may be included (e.g., Stiles 1984, 86). The accompanying reference list—placed in the back matter of a publication and usually titled "References" or "Works Cited"—should give full details for each author–date citation. The following is a reference list entry for the author–date citation above:

   Stiles, Richard L. 1984. *A Report on Concurrently Enrolled Pupils in Adult Education Courses, 1983–84 School Year*. Sacramento, CA: California Department of Education.

Section 10. Notes System

1. If a document has numerous sources cited throughout text, it may be better to use the notes format instead of the author–date format. Notes may be placed at the bottom of each page on which they are cited (footnotes) or at the end of a book or chapter (endnotes).

2. To ensure accessibility, footnote text must be at least 12-point font.

3. Use the References tool in Microsoft Word to insert footnotes. The tool will insert a number, beginning with the number one, for each source used within the document. The numeral is inserted at the end of the sentence immediately after the closing punctuation.

   Example: California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world.[1]

   The bibliographic details of the note are provided at the bottom of the page.

   1. California Department of Education. 2017. Belief & Purpose. https://www.cde.ca.gov/eo/mn/mv/.

4. The details in a note are arranged in a different order with punctuation different from the bibliography listing. Authors' full names may be given, or the initials of their first and middle names may be provided. The examples below (N = numbered note, B = bibliography) illustrate the differences.

N: 3. Chester Gibbons, *Modern Moonshine* (Lynchburg, TN: J. Daniel Publishing Group, 2009), 44–51.

B: Gibbons, Chester. *Modern Moonshine*. Lynchburg, TN: J. Daniel Publishing Group, 2009.

Section 11. Author–Date Citation Versus a Note

The listings below (T = text citation in author–date style, R = reference list entry, N = numbered note, B = bibliography entry) illustrate the differences between an author–date citation and a note. In this example, the writer is citing pages 19–23 of a book. Note that the reference list and bibliography entries do not include page numbers.

T: Mounting research indicates that an essential factor in ensuring student learning is a well-trained teacher (Haycock 1998, 19–23).

R: Haycock, Kati. 1998. *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap*. Washington, DC: Education Trust.

N: 9. Kati Haycock, *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap* (Washington, DC: Education Trust, 1998), 19–23.

B: Haycock, Kati. *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap.* Washington, DC: Education Trust, 1998.

Section 12. When to Use "et al." in Author–Date Text Citations

In the running text of a document, when citing a work composed by four or more authors, provide only the name of the first author, followed by "et al." (an abbreviation of the Latin phrase for *and others*). When referring to works written by three or fewer authors, include the last name of each author in the text citation. Below are a few examples.

Text citation referring to a work written by two authors:

Evidence from at least one source suggests that young girls are more likely to watch *Peppa Pig* than *Dora the Explorer* (McPherson and Haggerty 2013)*.*

Text citation referring to a work written by three authors:

One study conducted by the University of Michigan reported that laboratory rats were unaffected by the trial drug (Ebers, Smith, and Garcia 2009).

Text citation referring to a work written by four authors:

Energy corporations often cite a report on hydraulic fracturing that was criticized by the US Environmental Protection Agency (Brantford et al. 2011).

Note that "et al." should not be italicized, and it should never be used in a reference list or a bibliography.

Text citation including two or more works:

(Lennon and McCartney 1978; Jagger et al. 2022; Mercury 1980)

Note that works are separated by a semicolon.

Text citation including two or more works by the same author or authors:

(Piaget 1961, 1962)

Section 13. Format for Reference List Entries

The following guidance and examples pertain to reference list entries; however, as shown in the preceding example, the only difference between a reference list entry and a bibliography entry is the placement of the year of publication. Thus, when compiling a bibliography, follow the guidance below—but place the year of publication at the end of the listing (with appropriate surrounding punctuation).

Books

Information to include:

- Full name of author or authors (Initials are OK, but full names are preferred. Consistency in name or initial usage throughout the document is essential.)
- Year of publication
- Full title of book (including any subtitle)
- Name of editor, compiler, or translator (if applicable)
- Edition (if not the first)
- Volume (if applicable)
- Series title (if applicable)
- Publication facts: city, state, and publisher

Basic Format: Author last name, author first name or initial. Year of publication. *Book Title.* City (and abbreviation for state, province, or country if needed for clarity): Publisher.

Author Type	Example Reference
One author	Geary, David C. 1994. *Children's Mathematical Development: Research and Practical Applications.* Washington, DC: American Psychological Association.
Two authors List names as they appear on the title page.	Ginsburg, Herbert P., and Sylvia Opper. 1988. *Piaget's Theory of Intellectual Development.* Englewood Cliffs, NJ: Prentice Hall.
Three authors List names as they appear on the title page.	Smith, Ralph, Karen Long, and James Knight. 2010. *Why We Love Books*. New York, NY: Fictional Publishing Company.
Four or more authors Be sure to list all names; do not use "and others" or "et al."	Stubbs, Franklin, Jeremy Affeldt, Robert Kelly, and Stanley Morgan. 2010. *Bigfoot Walks Among Us.* Walla Walla, WA: Artificial Publishers.
Book, with organization as author (most CDE books)	California Department of Education. 2003. *Foreign Language Framework for California Public Schools.* Sacramento, CA: California Department of Education.
Part of a book, with author and editor	Greenes, C. 1999. "Ready to Learn." In *Mathematics in the Early Years*, edited by J. V. Cooper. Reston, VA: National Council of Teachers of Mathematics.
Editor, no author	Goldstein, B., ed. 2004. *Bilingual Language Development and Disorders in Spanish–English Speakers.* Baltimore, MD: Paul Brookes.
Book edition	Patry, William F. 1995. *The Fair Use Privilege in Copyright Law.* 2nd ed. Washington, DC: Bureau of National Affairs.
Handbook, one of series	California Department of Education and WestEd. 1995. *A Guide to Cognitive Development and Learning.* Infant/Toddler Caregiving Series. Sacramento: California Department of Education.

Periodicals (journals, magazines, and newspapers)

Information to include:

- Full name of author or authors
- Year of publication
- Title and subtitle of article or column
- Title of periodical
- Issue information (volume, issue number, etc.)
- Page references (if applicable)

Note: Including the URL for online periodicals is not recommended due to the likelihood of the link becoming broken and affecting the accessibility of the document. Including the information listed above suffices for proper attribution, and the reader has enough information to find the periodical if they choose to search for it.

Basic Format: Author last name, author first name or initial. Year of publication. "Title of Article or Column." *Periodical Title* Volume number: page range. (Note that there is not a comma between the title of periodical and the issue information.)

Author Type	Example Reference
One author	Dorfman, Albert R. 2008. "Poverty in the 21st Century." *North American Journal of Sociology* 11 (2): 1–15.
Two authors ▪ List names as they appear on the title page of the publication.	Sawyers, Janet K., and Cosby S. Rogers. 1988. "Helping Babies Play." *Young Children* 13 (7): 13–21.

Author Type	Example Reference
Three authors ▪ List names as they appear on the title page of the publication. ▪ (Note that no space follows the colon in the issue information when there is only one number preceding it.)	Morrison, J. L., J. P. Jones, and B. J. Hanford. 1997. "Why People Are Strange." *Fictional Journal of Psychology* 85:450–465.
Four or more authors ▪ Be sure to list all names; do not use "and others" or "et al." in place of authors' names.	Brady, T., R. Colvin, W. McGinest, T. Johnson, and T. Fox. 2006. "Parent Involvement in High School Curricula." *Educator Today* 94, no. 3 (October 2003): 55–64.
Quarterly publication	Wilson, George. 1992. "Again, Theory: On Speaker's Meaning, Linguistic Meaning, and the Meaning of a Text." *Critical Inquiry* 19 (Autumn 1992): 1–21.

Miscellaneous

Publication Type	Example Reference
Speech	O'Connell, Jack. 2009. "State of Education Address." Address given at the California Department of Education, Sacramento, CA, February 3, 2009. https://www.cde.ca.gov/.
Paper	Mangione, Peter L. 2003. "Beginning Together and the Program for Infant/Toddler Caregivers: A Partnership." Presentation given at the Beginning Together Institute, San Diego, CA, October 2003.
Brochure	California Department of Education. 2004. *Reasons for Concern* (brochure). Sacramento: California Department of Education.
Unpublished doctoral dissertation	Bliss, Jefferson. 2010. "Willy Wonka and Ernest Hemingway: Two of a Kind." PhD diss., Imaginary University.

Publication Type	Example Reference
Audiovisual materials	Burns, Ken. *The Civil War (Commemorative Edition).* 2011. DVD. Arlington, VA: Public Broadcasting Service.

Online Material

Basic Format: Name of organization. Year of online posting. Title of web page, or description of material cited (if needed). URL (active and in hyperlink format).

Online Source	Example Reference
Website reference (home page)	National Association for the Education of Young Children (NAEYC). 2010. https://www.naeyc.org/.
Website reference (specific page)	Rand Corporation. 2010. History and Mission of the Rand Corporation. https://www.rand.org/about/history/.
Government report	California State Auditor, Bureau of State Audits. 2017. *State of California: Financial Report, Year Ended June 30, 2016*. https://www.sco.ca.gov/Files-ARD/CAFR/cafr16web.pdf.
Government database	California Department of Education. 2007. DataQuest Census Reports. https://dq.cde.ca.gov/dataquest/.
Videos, podcasts, and other online media	Adichie, Chimamanda Ngozi. 2009. "The Danger of a Single Story." TED Talk, July 2009. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story.

Reference List Order

A reference list is ordered alphabetically by author's last name. An entry with a single author precedes an entry with multiple authors beginning with the same name. Successive entries by two or more authors in which the first author's name is the same are alphabetized according to the coauthors' last names (regardless of how many coauthors there are). See the example below.

> Darling-Hammond, Linda. 2010. *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. New York, NY: Teachers College Press.
>
> Darling-Hammond, Linda, Channa M. Cook-Harvey, Lisa Flook, Madelyn Gardner, and Hanna Melnick. 2018. *With the Whole Child in Mind: Insights from the Comer School Development Program*. Alexandria, VA: ASCD.
>
> Darling-Hammond, Linda, and Jeannie Oakes. 2019. *Preparing Teachers for Deeper Learning*. Cambridge, MA: Harvard Education Press.

For entries with identical author names, order chronologically by date. If the dates are also the same, order alphabetically by the title and add a lowercase letter to the date (2022a, 2022b, etc.). See the example below.

> California Department of Education (CDE). 2015. *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Twelfth Grade*. Sacramento: CDE Press.
>
> California Department of Education (CDE). 2018a. *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners*. Sacramento: CDE Press.
>
> California Department of Education (CDE). 2018b. *Global California 2030: Speak. Learn. Lead.* Sacramento: CDE Press.

Part 3: Requirements and Resources for CDE Press Publications

Section 14. Fundamentals of Manuscript Development

CDE publications should reflect the highest possible standards in current American usage and, within budgetary constraints, the best practices in the publishing industry. In addition, CDE publications must be compliant with the highest web-accessibility standards to ensure that CDE materials are available to everyone including those with disabilities. These high standards are expected of schools and students in California; therefore, the CDE should expect nothing less of its employees and contractors.

Writers of CDE documents should pay careful attention to (1) the prewriting stage in the writing process—planning what is going to be written and developing an outline; and (2) the logical presentation of the material—writing clearly and concisely, using correct grammar, and ensuring proper English usage. Defining and using "styles" when creating documents—whether in Word, Excel, InDesign, or another program—will help organize the material and will ensure the final document is compliant with web-accessibility standards.

Section 15. The Importance of an Outline

A clear, logical outline makes the task of writing easier. When a manuscript must be approved by someone other than the writer, it is critical that the writer secure at least tacit approval of the outline before beginning to write. However, both the writer and those approving the outline should understand that deviations from the outline may occur as the writing proceeds. The outline should be viewed as a guide, not a set of specific instructions. When developing an outline, the writer should consider the following questions:

1. **What is the purpose of the document?** Answering this question will help the writer choose the best format or approach.

2. **Who is my audience?** The answer to this question will help the writer make decisions about tone, diction, rhetoric, syntax, and writing style.

3. **What materials do I need to write the manuscript?** The answer to this question will help the writer gather resources to start writing. In addition, if the writer uses copyrighted or borrowed materials (including illustrations), they need to keep careful records of citations, including the author's name, the source title, the publisher's name, page numbers, and so forth. Those bibliographic details are often difficult to find after the manuscript is completed. Writers who quote other authors' work to support their own points should transcribe accurately and give credit to their sources. When substantial excerpts are used, or any line of a song or poem, writers should obtain permission from the publisher of the source quoted.

Note: If photographs of children are used in the document, authors must obtain written consent from the children's parents or legal guardians. Additionally, photographs must reflect the diversity of children in California. Writers should consult with CDE Press graphic designers before providing photographs.

4. **What do I want to say about this subject?** Answering this question will help the writer develop clear, cohesive, and substantive thoughts on the subject.

When the outline is finished, it should provide a clear picture of the proposed document's content, and it should demonstrate how the writer will approach the subject.

Section 16. Standards to Be Maintained

By giving proper attention to grammar, English usage, and the conventions of writing, authors can determine whether they have met the expected standards for publishing. Common problems in manuscripts include nonagreement of subject and verb, especially when the subject is separated from its verb by several words; unclear pronoun references; overuse of acronyms and abbreviations; the use of colloquialisms; dangling participles; nonparallel constructions; and the improper use of possessives. Perhaps the most important question the writer should ask is, "Does this manuscript reflect my best work?"

Before submitting a manuscript to CDE Press, the writer or consultant should review the document carefully to make sure it complies with section 19, "Manuscript Checklist." Additionally, it may be helpful to consult the *Chicago Manual of Style* 17th edition, chapter 2, sections 2.3 through 2.37, for further advice on an author's responsibilities.

Note: It is essential for writers to give proper attribution for all ideas, quotations, and source material used or relied on in a document. For more information on this subject, see the "Citing Sources" section.

Section 17. People with Disabilities

First and foremost, people with disabilities are not conditions or diseases; they are individual human beings. Only secondarily do they have one or more disabling conditions. Hence they should be referred to as *individuals with disabilities.* For example, a person is not an *epileptic;* rather, they are a *person who has epilepsy*.

A **disability** is a condition caused by an accident, trauma, genetics, or disease that may limit a person's mobility, hearing, vision, speech, or mental function. Some people have one or more disabilities.

A **handicap** is a physical or attitudinal constraint that affects someone, regardless of whether that person has a disability.

Example: Some people with disabilities use wheelchairs. Stairs, narrow doorways, and curbs are handicaps for people with disabilities who use wheelchairs.

The following are acceptable terms to use:

Deaf or hard of hearing. *Deafness* is a total loss of hearing. *Hard of hearing* refers to a person who has a partial loss of hearing from slight to severe. A hard-of-hearing person may communicate through speaking and speech reading and usually has listening and hearing abilities adequate for ordinary telephone communication. Many hard-of-hearing individuals use hearing aids.

Disability. This general term is used for a functional limitation that interferes with a person's ability—to walk, see, hear, or lift, for example. It may refer to a physical, mental, or sensory condition.

Has a disability. The person has a condition (such as spina bifida, cerebral palsy, multiple sclerosis, muscular dystrophy, arthritis); was born without legs; and so on.

Nondisabled. Able to walk, see, hear, and so forth.

Person who has a mental or developmental disability.

Person who had a spinal cord injury, polio, a stroke, and so forth.

Person with a disability.

A person who uses a wheelchair or crutches; a wheelchair user; someone who walks with crutches.

(Adapted from the *Disability Etiquette Handbook*, City of San Antonio, Texas, Disability Access Office. https://www.sanantonio.gov/DAO/Publications-and-Maps/Disability-Etiquette-Handbook. Also see the Arizona State University National Center on Disability and Journalism *Disability Language Style Guide*. https://ncdj.org/style-guide/.)

Section 18. Gender-Inclusive Language

The CDE uses language that is inclusive of all genders, is nonbiased, and avoids stereotypes.

Pronouns

Use gender-inclusive pronouns to refer to a person whose gender is not known. To be inclusive of all genders, the *his or her* construction or alternating the use of *he* and *she* is not used. Here are examples of alternatives to using gendered pronouns:

> *Example: A student must stick to his subject when he writes his paper.*

Option 1: Use *they*, *their*, and *themself* as singular pronouns.

A student must stick to their subject when they write their paper.

I didn't help the student with their paper; they wrote it themself!

Option 2: Use plural forms.

Students must stick to their subject when they write their papers.

Option 3: Remove the gendered pronoun.

Students must stick to one subject when writing the paper.

Option 4: Repeat the noun referenced.

A student must stick to the subject when the student writes the paper.

Nonbiased Language

- **Avoid stereotypes about roles and gender.**

- **Do not indicate or refer to gender when it is not relevant.** For example, do not refer to a woman in terms of her role as a wife, mother, sister, or daughter unless the context indicates that the role is important.

- **Do not use the terms *male* and *female* to refer to people.** Where a gendered term is relevant, alternatives include *woman*, *man, boy*, *girl*.

- **Use parallel terms.**
  Example: *spouses* or *married couple*, not *man and wife*

Titles and Names

- **Do not use titles that indicate a person's marital status.** Use *Ms.* instead of *Mrs.* or *Miss*.

- **Use formal or familiar forms of address consistently** within the same context. Use either titles, full names, last names, or first names for all people referenced. For example, do not refer to one teacher as Mr. Smith and another as Alicia.

Gender-inclusive nouns

Use gender-inclusive nouns in place of gendered nouns. For example, use *humans* or *people* to refer to people in general instead of *man* or *mankind*. Here is a list of common gendered nouns and some alternatives.

Gendered noun	Gender-inclusive noun
actress, actor	**actor**
assemblyman, assemblywoman	**assembly member**
businessman, businesswoman	**business person, executive, entrepreneur**
chairman	**chair, chairperson, moderator**
fireman	**firefighter**
freshman	**first-year student**
housewife	**stay-at-home parent**
layman	**lay person**
mailman	**postal worker, mail carrier**
man	**human, person, individual**
man-made	**machine-made, synthetic, artificial, human-caused**
mankind	**humankind, humanity, human beings, people**
manpower	**staffing, staff, workforce, human resources, personnel**
policeman	**police officer**

Gendered noun	Gender-inclusive noun
salesman	**salesperson, sales representative**
steward, stewardess	**flight attendant**
waitress, waiter	**server**

Section 19. Manuscript Checklist

Before submitting a manuscript to CDE Press for publication, a CDE consultant or contracted writer should review the document carefully to ensure it meets the following requirements. Manuscripts that do not meet these criteria will require heavier editing, which will result in higher costs for the program office. Additionally, CDE Press may return a manuscript to the program office if the document does not meet these standards. Additional requirements were added to this list in 2022 to ensure CDE publications comply with all federal and state information, communication, and technology (ICT) laws.

CDE Press Intake Process

- The consultant and appropriate program staff members have met with the CDE Press manager to discuss administrative and publication details.

Management Approval

- The consultant has obtained written approval of the manuscript from CDE management (the unit manager, division director, and, if necessary, branch deputy and executive office).

Adherence to CDE Writing Style

- Authors of the document have followed the guidelines in the *CDE Style Manual* and, where appropriate, the *Chicago Manual of Style*.

Formatting

- The manuscript was created in Microsoft Word and typed in Arial 12-point font. Double spacing is preferred.

- The manuscript uses the built-in styles in Microsoft Word and other applications for the headings, paragraphs, and similar.

- Approximate placement of photographs, artwork, tables, figures, and so forth is indicated in the text.

- There is only one space after each period, colon, and semicolon in the text.

- The spacebar was not used to indent paragraphs.

- Two en dashes were not used in place of an em dash.

Completeness

- Authors of the document are identified fully and accurately; their names, titles, and affiliations with schools, school districts, colleges or universities, or CDE units are given. Exact locations of city and state are specified when appropriate.

- The document contains each of the following elements (as appropriate), arranged in this order:

  o Title page
  o Publishing information
  o Contents page
  o Message from the State Superintendent of Public Instruction
  o Acknowledgments
  o Introduction
  o Body of the publication
  o Appendices
  o Notes
  o Glossary
  o Reference list or bibliography
  o Index

Organization

- The document is organized in definite divisions (chapters, sections, parts, units).

- Each chapter has a title and number.

- There is a clear hierarchy of headings and subheadings to indicate divisions in the text. MS Word styles are used to create all headings.

- Each section or subsection contains a brief introduction that serves as a transition between one section and the next.

- Pages are carefully numbered throughout the document.

Title page. The title of the publication is appropriate for the content and is as short as possible.

Publishing information. Complete and conforms to CDE style. Authors should refer to previously published CDE documents for examples.

Contents page. Reflects a logical and complete outline of the subject. It is broken down conveniently for the reader and is not too long.

Message from the State Superintendent of Public Instruction. Approved by the executive office. *Note:* The approval process for these messages often involves delays, so it is advisable for the consultant to draft the message and submit it to management as early in the writing process as possible.

Acknowledgments. Included if appropriate.

Introduction. The document's audience, purpose, and organizational structure are explained clearly and concisely. Background information necessary to orient the reader is included.

Body. Text is presented from a third-person point of view ("the Department," "they"), not first-person ("I" or "we") or second-person ("you"). Material is organized clearly and logically. Tone, diction, and type of information included are appropriate for the target audience. All factual information regarding people, places, events, dates, numbers, formulas, and so forth are verified. All telephone numbers, email addresses, and website addresses are also verified.

Appendices. Should enhance the total work and be helpful to the reader but should not be essential to the body. Appendices are referenced in the text in the order in which they appear in the appendix section. If a document will have two or more appendices, assign a letter and a title to each (e.g., appendix A, appendix B, and so on).

Notes. Sequential numbering begins anew with each chapter. For example, if chapter 1 contains 15 notes, any notes appearing in chapter 2 would start with the number 1, not 16. Place the notes at the foot of the page, at the end of each chapter, or at the end of the document (beneath subheads indicating each chapter number). Full details for each note are provided in a reference list or bibliography according to the citation format chosen by the author; see the "Citing Sources" section in the *CDE Style Manual* for further guidance.

Glossary. Should be useful, clear, complete, and correct. Terms are arranged in alphabetically ascending order and are *not* capitalized unless they are proper nouns, acronyms, or similar.

Reference list or bibliography. All sources cited in the document are listed. Each source listing contains complete and accurate information. See the "Citing Sources" section in this guide for further information.

Index. Rarely used in CDE publications. If included, the author has followed guidance in chapter 16 of the *Chicago Manual of Style*.

Figures, Tables, and Related Elements

- Arranged logically and conveniently.

- Numbered sequentially throughout the document, using Arabic numerals.

- Each is referred to in the text and will appear *after* it is first mentioned.

- Each has a title, which should be as brief as possible.

- Clear, complete source information is listed with each.

- Alternative text, or equivalent text or alt text, must accompany each figure and describe the image in enough detail so that a person with a visual impairment has equal access to the information. All the words within a figure must be included in the alternative text.
  - The following methods meet CDE Web Standards for delivering equivalent text:
    - Adjacent text within the document describing the figure
    - Alt text added to the image that does not exceed 30 words
    - If the figure has no adjacent text and cannot be described in less than 30 words, a long description can be created. A long description has an active hyperlink adjacent to the image with link text that names the picture and indicates the link destination is a "plain text" or "accessible" version of the picture. The link leads to the long description of the image.

Photographs and Artwork

- Consultants should collaborate with CDE Press graphic designers on the selection of photographs and artwork.

- All photographs and artwork must include the "alternative text" describing the image in enough detail so that a person with a visual impairment has equal access to the information.

- Full details of sources and credits for photos and artwork must be provided.

- If photographs of children are used, the author or consultant must obtain written consent from the children's parents or legal guardians. (Contact CDE Press for a sample photo release form.)

- If applicable, written permission to reproduce material is obtained.

Part 4: Special Considerations for Electronic Publications

This section highlights special considerations for electronic correspondence. To ensure you are following the current standards, consult the CDE Web Standards web page at https://www.cde.ca.gov/re/di/ws/webstandards.asp.

Section 20. Websites and Web Addresses

A website is a collection of interlinked web pages, web documents, and web applications that are available from the same domain. The domain for the CDE website is "cde.ca.gov."

Website and web page addresses must be complete and active hyperlinks, which means they are blue in color, underlined, and selectable to take the user to the indicated destination.

In general, there are two different kinds of links:

1. Linked URLs, such as

   Visit CDE at https://cde.ca.gov/.

2. Linked text, or descriptive links, such as

   Visit CDE.

CDE uses linked text in most noncorrespondence web pages, but uses linked URLs in other file types, such as Microsoft files (Word, Excel, PowerPoint) and PDF files. Linked URLs are also used in all correspondence, including web pages that are considered correspondence. The following explains how to use linked URLs in correspondence and documents.

Copy the Uniform Resource Locator (URL) from the web browser address bar and then paste it into the correspondence. Note: Include a trailing slash "/" if a URL is placed at the end of an address.

If the referenced URL falls at the end of a sentence, do not underline the period.

Example: The California Department of Education website is located at https://www.cde.ca.gov/.

When providing direction to a website or page outside the CDE, refer to the URL as a website or page in the same way you would for a CDE website or page.

Example: You will find information about the Commission on Teacher Credentialing (CTC) on the CTC website at https://www.ctc.ca.gov/.

A hyperlinked URL must never have a link destination that is different from the URL itself. For example, a link that appears to be for https://www.yahoo.com/ but really points to https://www.google.com/ is unacceptable.

A writer must provide enough information for readers to track down the sources of statements—whether they are online sources, published documents, or unpublished materials. Sources in text may be cited by using footnotes.

When providing direction to a website, refer to who owns the resource.

Example: Please visit the California Department of Education website at https://www.cde.ca.gov/.

Section 21. Web Pages

A web page uses HTML code; usually has a web address ending in .htm, .html, .shtm, .shtml, .asp, or .aspx; and is viewed using a web browser such as Google Chrome or Internet Explorer.

When providing direction to a web page, refer to who owns the resource and the name or description of the resource. The title of the page can be used as a description.

Example: You can find information about private schools on the California Department of Education Private Schools web page at https://www.cde.ca.gov/sp/ps/.

When the title of the web page does not adequately describe the resource, refer to the breadcrumbs, which are the navigation links near the top of the page.

Example: Please visit the California Department of Education High School Frequently Asked Questions web page at https://www.cde.ca.gov/ci/gs/hs/hsgrfaq.asp.

Section 22. Web Documents

A web document is a stand-alone file that is accessed through a software application (other than a web browser). Common web documents are Word, Excel, PowerPoint, and PDF files.

To direct readers to a web document, it is best to reference the web page that contains the document link, not the document itself.

Example: Please see the Career Technical Education Framework on the CDE Career Technical Education Facilities Program web page at https://www.cde.ca.gov/ls/fa/sf/careertech.asp.

Web documents may be referenced directly if absolutely necessary.

Example: Please see the CDE Career Technical Education Framework at California Public Schools at https://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf.

Indicate the file size if a web document is one megabyte or larger.

Example: Please see the CDE Correspondence Guide at https://intranet.cde.ca.gov/rt/re/cg.aspx (PDF; 3 MB).

Section 23. Emails

Email addresses must be active hyperlinks, which means they are blue in color, underlined, and selectable.

Example: superintendent@cde.ca.gov

Note: An email address is never hyperlinked using linked text.

If the referenced email address falls at the end of a sentence, do not underline the period.

Like all electronic documents, emails must be Section 508 compliant and accessible by screen readers.

Section 24. Preparing Documents for Web Posting

This section is designed to align the requirements for preparing publications with those for posting items to the CDE website.

Policies and Standards

The policies, standards, and information that govern our websites; the content that CDE staff posts to other websites; and the work done on behalf of CDE by contractors are on the CDE Website Information web page at https://www.cde.ca.gov/re/di/ws/.

The web standards are based on industry best practices, mandates (such as California *Government Code* Section 7405 and Section 508 of the federal Rehabilitation Act of 1973), and CDE standards. There is an expectation that web coordinators, web page creators, web application developers, contract monitors, and contractors will follow them as they are adopted and posted.

All web products (web pages, web documents, websites, web applications, or other web services) developed by the CDE, by CDE personnel, or as a result of a contract with the CDE must follow the web standards. This includes postings on any CDE web page or any other website without regard to the entity that may be posting the content.

There are policies and standards that specifically dictate what types of electronic formats (web pages, Word documents, PDF documents, etc.) are allowed when content

is posted to a website. See the CDE Web Standards (https://www.cde.ca.gov/re/di/ws/) for more information.

Below are some basic guidelines for making documents accessible for web posting:

Font Style and Size

1. Use a sans serif font in your publication. CDE recommends Arial, and Arial is required for posting to any CDE website.
2. The minimum standard font size is equivalent to 12-point Arial.
3. Avoid using all caps except for acronyms and initialisms.
4. Avoid using italic or bold font for long text segments.
5. Use underlining only for hyperlinks.
6. Use built-in styles in Microsoft applications to format documents and create headings and lists.

Using Color

7. When creating publications, ensure that the text and background have a sufficiently high level of contrast. Tools are available online to determine the exact level of contrast that meets accessibility standards—text must have a 4.5:1 contrast ratio and large text must have a 3:1 contrast ratio.
8. When checking contrast, note that "large text" is defined as 18 pt. or larger and for bold 14 pt. or larger.
9. Do not use color as the only means to convey information. Always use another visual clue and a text element to ensure understanding.

Alternative Text and Captions

10. For all pictures, figures, and tables in your document, include the alternative text describing the image in detail. If the graphic includes words, every word that appears on the image must be included either in the alternative text or in the caption.
11. However, alternative text fields may not contain more than 30 words. If 30 words is not enough to provide a complete and equivalent description of the image, then the image equivalent must either be present in the nearby text or somewhere else (such as an accessibility appendix within the same document or a web page specifically for the equivalent text).
12. When the alternate text is placed somewhere else, a link must be placed adjacent to the image that links to the location of the equivalent text.
13. When adding an image or graphic to your document, set the wrapping style to In Line with Text.

Tables

14. Create simple accessible tables by ensuring that the header row is identified. This allows the heading text to be distinguished from the data area of the table.

15. Use of color and formatting (e.g., indenting) to create hierarchy within the table is not allowed.

16. Do not nest tables.

17. Never merge or split cells.

18. Do not leave any cells, rows, or columns blank. An exception is cells in the last row that are not appropriate to sum or average when the last row is a Totals Row. Alternatives to a blank cell include an em dash or the text *[blank]* or *NA*.

19. In Word, set all rows to not break across pages.

20. Accessibility best practices recommend using tables for data and limiting paragraphs or large blocks of text in tables. Instead of a text-heavy table, consider using headings.

Meaningful Hyperlinks

21. Hyperlink text should provide a clear description of the link destination. See section 20 "Websites and Web Addresses" for more detailed guidance.

A guidance document for helping non-CDE staff make documents accessible can be found on the CDE web page Preparing Documents for CDE Websites at https://www.cde.ca.gov/re/di/ws/prepdocsweb.asp.