BRAND AND STYLE GUIDE

Revised June 2022

Los Angeles County Office of Education

Serving Students ▪ Supporting Communities ▪ Leading Educators

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ABOUT

## THE LOS ANGELES COUNTY OFFICE OF EDUCATION

The Los Angles County Office of Educations (LACOE) is the nations' largest regional education agency, providing a range of programs and services to support the country's 80 school districts and more than 2 million preschool and school-age children.

MISSION

Improving the lives of students and our educational community through service, leadership, and advocacy.

VISION

A culture of excellence in *ALL* we do.
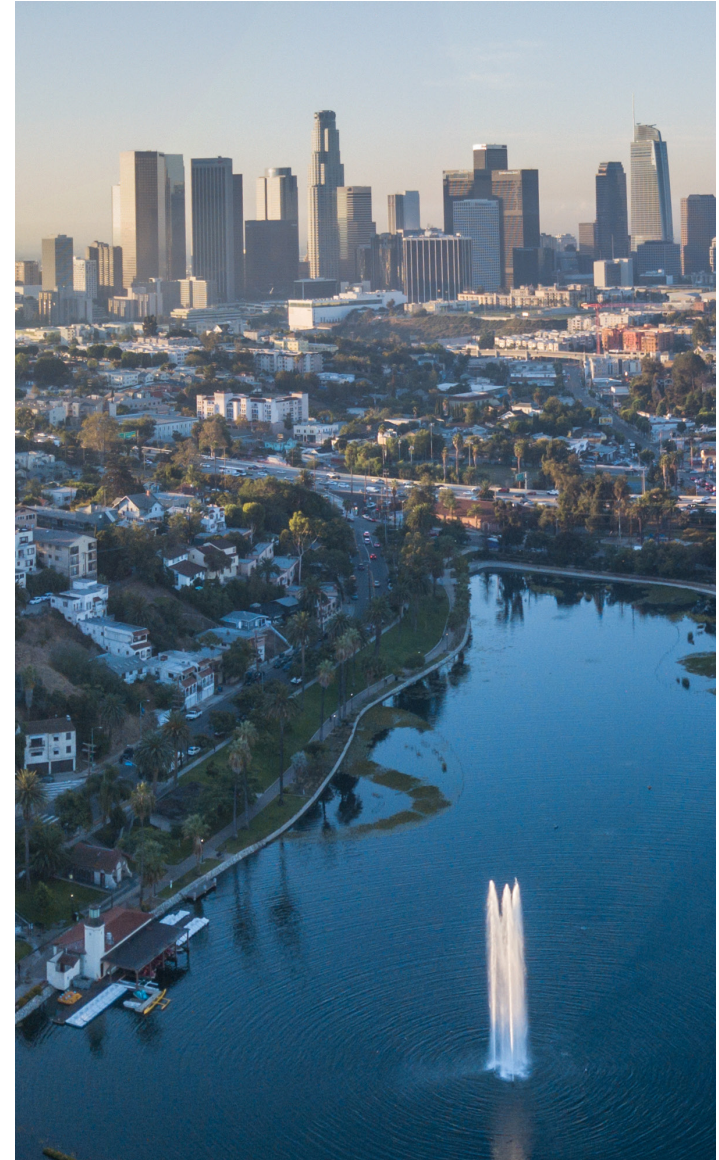
THE BRAND

BRAND IDENTITY

/brand/ /i • den • ti • ty/ [phrase]

      1. Brand identity is how a business presents itself to, and wants to be perceived by, its consumers.

WHAT IS A STYLE GUIDE?

A well-developed style guide is an essential tool for establishing a brand's identity. It acts as a key document that helps us communicate consistently with our audiences. It's a great asset for creating the most effective, on-brand content.

This brand style guide outlines LACOE's design standards. It includes guidelines for the applications and variations of our logos, color palettes, typography (font families, sizes, kerning and line height/spacing) and photography.

WHY IT IS IMPORTANT

Having a document to reference for expected standards makes the lives of designers and content creators much easier and gives them a solid framework to use for their work. Providing and following brand standards ensures that all of our content distinguishes the LACOE brand from its competitors across the board. This cohesion helps establish a strong brand identity that resonates with our audiences — reinforcing both brand awareness and loyalty.

STYLE INTRO

Should district be capitalized when it's used alone in a sentence? Should countywide be hyphenated? Does the abbreviation LACOE need periods? These are questions of style – not literary style, but style as a set of rules or guidelines that govern matters like punctuation, capitalization, and word usage.

Style varies from one writer to the next, so many organizations have developed stylebooks for their staff to use to help make sure that the style used in their publications is clear and consistent.

The Los Angeles County Office of Education (LACOE) publishes thousands of brochures, manuals, newsletters, reports, and other documents every year. Because the Office has become a leading educational publisher, we need a stylebook of our own. This book will focus mainly on matters peculiar to the County Office and the education community, and on questions staff commonly ask – such as those in the first paragraph of this introduction. (The answers, by the way, are no, no, and no.)

Moreover, since the County Office is an education organization of note, staff need to make sure that what they write is grammatically correct. One way our public judges us is by how we communicate.

A stylebook, ironically enough, is not really a place to talk about literary style. But if we fail to communicate as clearly as we might, we weaken constituent trust. Top-heavy jargon and "educationese" usually impress the writer much more that the reader. Accordingly, this stylebook offers a few suggestions on effective writing. We will update this stylebook periodically. Your ideas are welcome. Send your comments to the LACOE Communications Department. We can be reached by e-mail at communications@lacoe.edu.

LOGO GUIDELINES

HISTORY

The current "flame" logo was adopted by the Los Angeles County Board of Education in 1984, along with the official name, the Los Angeles County Office of Education. Previously we were known as the Office of the Los Angeles County Superintendent of Schools, which was not only a mouthful but a tight letterhead squeeze. The simplified two-color "flame" (crimson and gray) was adopted from an earlier three-color "torch of learning," which had elaborate printing requirements.

USAGE

The LACOE logo should be featured in a prominent position on publications and displays. Exceptions: Projects sponsored by more than one organization, where the LACOE logo may appear grouped with other logos.
The LACOE logo consists of two elements: the "flame" graphic and the lettering. They are designed to be used together, not as separate elements.

CLEARSPACE

The minimum clear space is the smallest margin allowed between the logo and the edge of a page, text, or photo. Spacing standards are implemented to make the logo stand out and provide adequate distance from other elements.

The minimum margin of clear space around the logo is shown in terms of height and width, marked 'X'. This measurement is taken by taking half the height of the 'flame box' of the logo.

UNACCEPTABLE USAGES

To create a strong, unified LACOE image in the public eye, it is imperative to avoid improper uses of the LACOE logo. The stylized elements of the logo, the colors of LACOE black and red, as well as the classical typography should not be modified. Do not alter the logo in any form, which includes any of the following:

Do not change the logo proportion

Do not stretch or compress logo

Do not use an alternate or substitute typeface

Do not use screenshot or reproduction
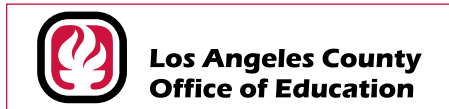
Do not use the logo within a box or frame

Do not layout logo at any angle other than horizontal

Do not crop the words "Los Angeles County Office of Education". They must be used together with the flame.

Do not change the spacing between the elements of the logo

Do not use unapproved color

Do not use logo with low contrast background

Do not layout logo directly over cluttered image

ACCEPTABLE USAGES
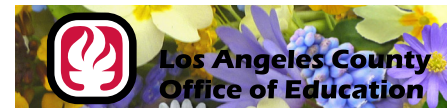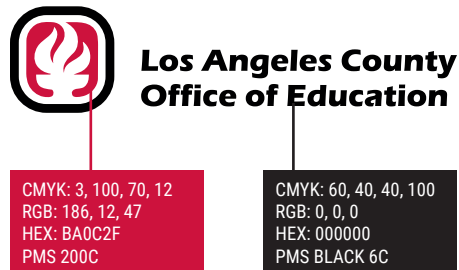
There are three standard versions of the logo. One of these aspect ratios should work in most publications. The LACOE logo is designed to present a consistent organizational identity and message.One of these three versions must appear on all official LACOE publications and display material.

In limited situations where a full color logo cannot be used, a full black or full white logo is acceptable.

The standard versions are shown at right.

LOGO WITH TAGLINE

Los Angeles County Office of Education
Serving Students ▪ Supporting Communities ▪ Leading Educators

Los Angeles County Office of Education
Serving Students ▪ Supporting Communities ▪ Leading Educators

Los Angeles County Office of Education
Serving Students ▪ Supporting Communities ▪ Leading Educators

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Serving Students ▪ Supporting Communities
Leading Educators

Los Angeles County Office of Education
Serving Students ▪ Supporting Communities
Leading Educators

Los Angeles County Office of Education

CMYK: 3, 100, 70, 12
RGB: 186, 12, 47
HEX: BA0C2F
PMS 200C

CMYK: 60, 40, 40, 100
RGB: 0, 0, 0
HEX: 000000
PMS BLACK 6C

ONE COLOR LOGO

Los Angeles County Office of Education

Los Angeles County Office of Education

LOGO WITHOUT TAGLINE

Los Angeles County Office of Education

Los Angeles County Office of Education

Los Angeles County Office of Education

Los Angeles County Office of Education

ACCEPTABLE USAGES

Minimum Size

The full logo is designed to be legible at small sizes.

Minimum horizontal logo size with tag is 2.25 inches wide and 165 pixels web and PowerPoint

Minimum vertical stacked logo size with tag is 1.1 inches wide and 80 pixels web and PowerPoint

Minimum horizontal logo size without tag is 1.5 inches wide and 110 pixel web and PowerPoint

Minimum vertical stacked logo size without tag is 1 inch wide and 75 pixels web and PowerPoint

Which Logo to Use

The preferred logo to use in most circumstances is without the tagline, as it communicates the organization's name and brand the best in varying sizes. When using the tagline logo, the readability of the tagline should be considered in the application and sizing of the logo.

UNIT SIGNATURES

Most LACOE divisions and units fall within the core brand of LACOE. They target LACOE's key stakeholders/customers and advance the organization's core mission and messages.

Core divisions and units use the LACOE graphic identity (logo/tagline). The LACOE brand drives their communications and marketing activities.

This is the only way that a LACOE logo can appear with a Division or a Unit Name.

Unit signatures are posted for downloading under brand guidelines on OurLACOE
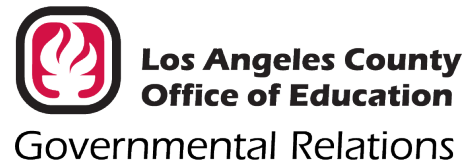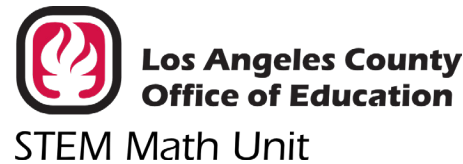
Guidelines for Unit Signatures

Unit signatures can only be requested and created with the approval of Division/Unit director and the approval of the appropriate Cabinet Member. Once approved e-mail a **Unit Signature Creation Request** to communications@lacoe.edu.

Unit Signatures should be used sparingly. When creating materials that are to be used by Districts, educators, and the general community, the LACOE logo without the division or unit name should be considered.

The LACOE logo without a division or unit name should always be used in conjunction with a partnership/sponsorship opportunity or when the organization is appearing along side other companies and entities logos.

If there are any questions about the usage e-mail communications@lacoe.edu.

Los Angeles County Office of Education
Personnel Commission

Los Angeles County Office of Education
STEM Math Unit

Los Angeles County Office of Education
School Financial Services

Los Angeles County Office of Education
Governmental Relations

Los Angeles County Office of Education
Pupil Services

SUBBRANDS

Sub-brands are rare exceptions to standard logo policy and must be designed under the supervision of Communications.

Existing sub-brands must be reviewed by Communications and are not grandfathered in.

Approved sub-brands incorporate the LACOE identity to the greatest extent possible.

A LACOE sub-brand may be approved if it meets one of the following criteria.

The sub-brand provides a unique set of services or products with very specific marketing needs distinct from LACOE's core mission — e.g., LA County High School for the Arts.

The sub-brand has a need to tailor outreach, marketing and messaging to specific audiences — e.g., LA County Academic Decathlon.

The sub-brand represents multi-agency programs or services — e.g., Compadres for Tobacco-Free LA County.

The sub-brand allows the organization to develop deeper connections to specific audiences or reach new audiences — e.g., Road To Success Academies.

The sub-brand is a federal, state or other program with an existing brand identity — e.g., Head Start.

The sub-brand is a Cabinet-level initiative — e.g., Community Schools.

TYPOGRAPHY

Typography is a powerful way to make our brand recognizable that involves style, appearance and structure. When used consistently, it unifies messaging and creates familiarity.

We're using one type family with endless possibilities. LACOE's primary font, Roboto, has six weights, all with matching italics and small caps, and is appropriate for all uses, from headlines to the body copy. Flexibility comes from using one type family that contains all necessary styles: Roboto, Roboto Condensed and Roboto Serif. This style guide is set primarily in Roboto.

Roboto

Aa	Aa	Aa	Aa	Aa	Aa
Thin	Light	Regular	Medium	Bold	Heavy
Aa	Aa	Aa	Aa	Aa	Aa
Thin Italic	Light Italic	Regular Italic	Medium Italic	Bold Italic	Heavy Italic

Roboto Condensed

Aa	Aa	Aa
Light	Regular	Bold
Aa	Aa	Aa
Light Italic	Regular Italic	Bold Italic

TYPOGRAPHY

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Roboto Serif

Aa	Aa	Aa	Aa	Aa	Aa	Aa	Aa
Thin	Extra Light	Light	Regular	Medium	Semi-Bold	Bold	Extra Bold
Aa	*Aa*	*Aa*	*Aa*	*Aa*	*Aa*	*Aa*	*Aa*
Thin Italic	Extra Light Italic	Light Italic	Italic	Medium Italic	Semi-Bold Italic	Bold Italic	Extra Bold Italic

TYPOGRAPHY

Aa Roboto

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
0123456789&_*@?!/+(,:;)

Aa Roboto Condensed

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
0123456789&_*@?!/+(,:;)

Aa Roboto Serif

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
0123456789&_*@?!/+(,:;)

TYPOGRAPHY

In cases where Roboto is not available, Arial should be used as a substitute. These cases may include digital applications such as HTML emails, Word documents or digital presentations that cannot embed fonts.

Arial

Aa
Regular

Aa
Light

Aa
Italic

Aa
Bold Italic

Aa

Arial

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
0123456789&_*@?!/+(,:;)

PRIMARY COLORS

Color is a powerful means of recognition, helping establish a clear identity and distinction for LACOE and our services. At the heart of our brand is LACOE Red, a color of action and determination that demands attention and conveys courage, strength and perseverance.

Our primary color palette also includes black, white and gray, completing a color scheme that is simple but impactful. This concise palette of colors will help increase visual impact and overall brand recollection.

Although there is no requirement that LACOE Red be the dominant color in your palette, it should be used in significant and meaningful ways throughout your design to act as the identifying color of the organization.

Pantone Uncoated	**PMS 200 U**	
Pantone Coated	**PMS 200 C**	
CMYK	**3 / 100 / 70 / 12**	
RGB	**186 / 12 / 47**	
Hex Code	**BA0C2F**	

Pantone Uncoated	**PMS Black 6 U**
Pantone Coated	**PMS Black 6 C**
CMYK	**100 / 79 / 44 / 93**
RGB	**0 / 0 / 0**
Hex Code	**000000**

RGB	**255 / 255 / 255**
Hex Code	**FFFFFF**

Pantone Uncoated	**PMS Cool Gray 7 U**
Pantone Coated	**PMS Cool Gray 7 C**
CMYK	**20 / 14 / 12 / 40**
RGB	**151 / 153 / 155**
Hex Code	**97999B**

*Black RGB and HEX colors were simplified and do not match the Pantone. Color chips were originally set in CMYK and may have shifted if printed or resaved as RGB, use the color codes for the most accurate representations

SECONDARY COLORS

The secondary color palette is designed to provide creative flexibility. The best uses for colors of the secondary palette are for items that require differentiation, for example, within charts and graphs, or for updates or callout buttons.

The palette stems from an exploration of colors used to raise awareness over important social issues and heritage months, in addition to colors used by our departments and divisions.

It is not required to use a color from the secondary palette.

	Pantone Coated	**2144 CP**		Pantone Coated	**297 CP**
	CMYK	**93 / 55 / 0 / 0**		CMYK	**52 / 0 / 0 / 0**
	RGB	**31 / 109 / 177**		RGB	**126 / 203 / 232**
	Hex Code	**1F6DB1**		Hex Code	**7ECBE8**
	Pantone Coated	**325 CP**		Pantone Coated	**2293 CP**
	CMYK	**54 / 0 / 20 / 0**		CMYK	**43 / 0 / 100 / 0**
	RGB	**120 / 196 / 188**		RGB	**154 / 196 / 39**
	Hex Code	**78C4BC**		Hex Code	**9AC427**
	Pantone Coated	**108 CP**		Pantone Coated	**137 CP**
	CMYK	**0 / 2 / 99 / 0**		CMYK	**0 / 36 / 100 / 0**
	RGB	**247 / 218 / 0**		RGB	**234 / 154 / 0**
	Hex Code	**F7DA00**		Hex Code	**EA9A00**
	Pantone Coated	**7678 CP**			
	CMYK	**69 / 83 / 0 / 0**			
	RGB	**119 / 83 / 149**			
	Hex Code	**775395**			
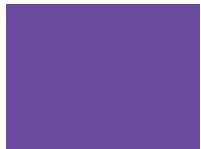
SECONDARY COLORS - TINTS AND SHADES

Each secondary brand color has corresponding tints and shades to provide a range of color options. The colors below offer great secondary color flexibility. Use LACOE Red in significant and meaningful ways throughout your design to act as the identifying color of the organization. Please do not introduce other secondary colors into LACOE publications.

Suggestion in Color Usage

Having a range of tints and shades creates an opportunity to use secondary colors effectively in all forms of communication, from formal to playful events. Using lighter colors can signify a more playful tone, while darker tints can suggest a formal style. When choosing colors, consider the audience and material it's being used in.

Lighter   **100%**   **Darker**

| RGB 210 / 226 / 239 | RGB 165 / 197 / 224 | RGB 121 / 167 / 208 | RGB 76 / 138 / 193 | RGB 31 / 109 / 177 | RGB 25 / 87 / 142 | RGB 19 / 65 / 106 | RGB 12 / 44 / 71 |
| Hex D2E2EF | Hex A5C5E0 | Hex 79A7D0 | Hex 4C8AC1 | Hex 1F6DB1 | Hex 19578E | Hex 13416A | Hex 0C2C47 |

| RGB 229 / 245 / 250 | RGB 203 / 234 / 246 | RGB 178 / 224 / 241 | RGB 152 / 213 / 237 | RGB 126 / 203 / 232 | RGB 101 / 162 / 186 | RGB 76 / 122 / 139 | RGB 50 / 81 / 93 |
| Hex E5F5FA | Hex CBEAF6 | Hex B2E0F1 | Hex 98D5ED | Hex 7ECBE8 | Hex 65A2BA | Hex 4C7A8B | Hex 32515D |

| RGB 228 / 243 / 242 | RGB 201 / 231 / 228 | RGB 174 / 220 / 215 | RGB 147 / 208 / 201 | RGB 120 / 196 / 188 | RGB 96 / 157 / 150 | RGB 72 / 118 / 113 | RGB 48 / 78 / 75 |
| Hex E4F3F2 | Hex C9E7E4 | Hex AEDCD7 | Hex 93D0C9 | Hex 78C4BC | Hex 609D96 | Hex 487671 | Hex 304E4B |

| RGB 235 / 243 / 212 | RGB 215 / 231 / 169 | RGB 194 / 220 / 125 | RGB 174 / 208 / 82 | RGB 154 / 196 / 39 | RGB 123 / 157 / 31 | RGB 92 / 118 / 23 | RGB 62 / 78 / 16 |
| Hex EBF3D4 | Hex D7E7A9 | Hex C2DC7D | Hex AED052 | Hex 9AC427 | Hex 7B9D1F | Hex 5C7617 | Hex 3E4E10 |

| RGB 253 / 248 / 204 | RGB 252 / 240 / 153 | RGB 250 / 233 / 102 | RGB 249 / 225 / 51 | RGB 247 / 218 / 0 | RGB 198 / 174 / 0 | RGB 148 / 131 / 0 | RGB 99 / 87 / 0 |
| Hex FDF8CC | Hex FCF099 | Hex FAE966 | Hex F9E133 | Hex F7DA00 | Hex C6AE00 | Hex 948300 | Hex 635700 |

| RGB 251 / 235 / 204 | RGB 247 / 215 / 153 | RGB 242 / 194 / 102 | RGB 238 / 174 / 51 | RGB 234 / 154 / 0 | RGB 187 / 123 / 0 | RGB 140 / 92 / 0 | RGB 99 / 87 / 0 |
| Hex FBEBCC | Hex F7D799 | Hex F2C266 | Hex EEAE33 | Hex EA9A00 | Hex BB7B00 | Hex 8C5C00 | Hex 5E3E00 |

| RGB 228 / 221 / 234 | RGB 201 / 186 / 213 | RGB 173 / 152 / 191 | RGB 146 / 117 / 170 | RGB 119 / 83 / 149 | RGB 95 / 66 / 119 | RGB 71 / 50 / 89 | RGB 48 / 33 / 60 |
| Hex E4DDEA | Hex C9BAD5 | Hex AD98BF | Hex 9275AA | Hex 775395 | Hex 5F4277 | Hex 473259 | Hex 30213C |

BRAND VOICE

Brand voice refers to the personality and emotion infused into LACOE's communications. It encompasses the language, words and images we use. It helps LACOE cut through the noise and develop brand recognition. We use one voice, no matter who we are speaking to. Content changes; voice doesn't.

VOICE

LACOE's personality – Consistent and Unchanging

TONE

The emotional inflection applied to LACOE's communications adjusted based on the message. Our tone should be conversational, informal and friendly.

Human. Friendly. Straightforward. Warm. Welcoming. Helpful.

- Friendly but not inappropriate
- Academic but not stodgy
- Fun but not silly
- Helpful but not overbearing
- Expert but not bossy
- Passionate but not sensitive to all opinions

Brand Voice Chart

Voice Characteristics	Description	Do	Don't
Helpful	We want to help educators so they can support and inspire students	Reassure people that together we can do this Explain concepts in detail	Use education jargon Use acronyms Be overbearing
Passionate	Education is the strongest tool to lift and change society	Use strong verbs Be champions for education Be cheerleaders	Be lukewarm or wishy washy Use passive voice
Welcoming	We treat everyone equitably with respect, humility and empathy	Use representative images Use people first language	Use images or words that exclude people
Friendly	We connect emotionally with the education community	Use informal language Focus on collaboration Be positive	Be too casual Use slang or obscure references
Expert	We provide information that is well researched and sound confident in its accuracy	Cite reputable sources Sound sure of yourself when communicating	Sound cocky Be condescending Be bossy

EMAIL STANDARDS

Email is a valuable communications tool at LACOE. All emails represent the organization, and must maintain the consistency and professional look of official printed stationery.

Signature lines should use a common, easy-to-read font -- Arial.

Signature blocks should include: Name, title, division, "Los Angeles County Office of Education," contact information and the LACOE web address.

Backgrounds should be plain, not colorized or use a pattern.

If you use the photo option available in Outlook, be sure that it is a professional-looking image of yourself as a representative of LACOE.

Gender pronouns are words used to identify a person's gender identity. Optional usage of gender pronouns should come after name.

Only optional approved email badges should be used in signatures. See page XX.

Do's and Dont's

Do keep it simple, including only essential information in three to eight lines.
Do use common fonts such as Helvetica, Calibri, or Arial. Other fonts may not display correctly.
Do include simple URLs (without "http://www").
Do include social media links in plain text without icons.

Don't include logos or graphics; they increase file size and appear as attachments.
Don't include tag lines or quotes; they may be perceived as LACOE-wide statements.
Don't include a street address unless you frequently host visitors.

Signature with Multiple Phone Numbers and Links

John Smith (he/him)
Public Information Officer
Public Affairs and Communications
562.922.5555 Office
562.922.5555 Mobile
lacoe.edu

Follow us on: Facebook | Twitter | Instagram

Signature with Address, Phone Numbers and Links

John Smith (he/him)
Public Information Officer
Public Affairs and Communications
9300 Imperial Highway
Downey, CA 90242
562.922.5555 Office
562.922.5555 Mobile
lacoe.edu

Follow us on: Facebook | Twitter | Instagram

Minimal with Logo

John Smith (he/him)
Public Information Officer
Public Affairs and Communications
562.922.5555 Office
lacoe.edu

EMAIL ETIQUETTE

Emails are one of the primary tools of communication at LACOE. How we communicate through email reflects our organization and our values. We have developed the following email etiquette guidelines to help with the appropriate language, spelling, grammar, and approach. It's important to note that the proper etiquette depends on whom you are emailing. In the workplace, know that it is always safer to err on the formal side of these conventions.

Write a clear subject line

As many of us are constantly buried in our inboxes, the subject line can have a significant impact on whether your email gets opened or not. Aim for a clear and short subject line that describes what your email is about in a couple of words or a concise sentence. Use identifiers in the subject line such as for review or action needed to tell the recipient explicitly action is needed. Keep it practical. Subject lines that tell the recipient what they need to do with the information are more likely to get read.

Start with a professional greeting

Greeting a person in an email depends on your relationship and the subject matter. Communicate to everyone by including both male and female reference points. (Don't assume marital or familial relationships.)

Some of the most common greetings include:
Dear Colleagues,
Hello <First name>,
Hi <First name>,

Keep it short

Always remember to keep it short. You should be upfront about your email's purpose by stating it in the very beginning. Make your point fast, don't be wordy, and use short sentences that read well. Ideally, your email only has one goal, but if you need to cover different topics, consider condense them to bullet points.

When you think you are done, take time to edit your message to ensure it's clear and delete all the unnecessary words. If it's still too long, ask yourself if there's a better channel than email to communicate about the topic.

Structure the email properly

A professional email should include a subject line, greeting, body, sign-off, and signature (using the LACOE approved signature line). Separate these parts with paragraph breaks to make your message easily digestible.

Start each paragraph by highlighting the most important thing. Remember also to leave an empty line between the paragraphs to improve readability.

Watch your tone

Be intentional with your word choices and always consider how the recipient might interpret them. Make an extra effort to come across as positive. Also note that humor often gets lost in translation in an email. You should shy away from joking in a professional email.

Stick to standard fonts

Keep fonts simple. As a general guideline, use LACOE's adopted standard font – Roboto and the color black with either 10-point or 12-point. If you copy and paste to your email, remember to clear the formatting, or it might appear different than the rest of the message.

Use a professional sign-off

It's important to get the sign-off right. It's the last thing that the recipient reads and can leave a lasting impression similar to the conclusion of a meeting or the end of a phone call.
Signing off an email depends on your relationship with the recipient and your email's purpose. You should match the sign-off with the greeting and the rest of your message to maintain a consistent tone. You do not want your standard signature line to be your sign-off. Some of the most popular professional email closings include:

• Sincerely,
• Kind regards,
• Regards,
• Best,
• Thank you,

Proofreading and check attachments

This email etiquette tip can't be stressed enough as misspellings, and grammatical errors will inevitably reflect poorly on you. Check attachments for large files. The best way to send, for example, a presentation or video is to upload the file to OneDrive and provide the recipient with a link that allows them to access it.

If that's not possible, make sure to compress the file before attaching it so that it'll take less space in their inbox. Remember also to mention the attachment in your email body to make sure that the recipient notices it.

EMAIL ETIQUETTE

Give timely responses

The appropriate response window depends on the sender and subject matter. A long response time can send an unintentional message. As a rule of thumb, you should respond to your teammates during the same day, other colleagues within 24-48 hours, and for people outside your organization by the end of the workweek unless it's urgent.

Remember to set out-of-office replies

If you are unavailable to answer your emails for extended periods of time, you should set up an automated out-of-office message that lets people know you can't respond to them. Typical situations include holidays, vacations and conferences. It's important to include a specific date when you'll be back so that they can proceed accordingly. When it's not a LACOE holiday, you should also provide the contact information of a person the sender can reach out if their matter is urgent.

Do

Out-of-Office Replies
Example:

Hi,

Thank you for you email.

I will be out of the office Monday, March 23 and returning Friday, March 30. For urgent matters, you can contact my colleague Kim Williams at williams_kim@lacoe.edu Otherwise, I'll respond to your email as soon as possible after my return.

Kind regards,
Pete

Administrator-In-Charge Replies
Example:

Greetings,

(Insert name) will be out of the office from (insert date) to (insert date). During (insert name)'s absence, (insert name) will be the administrator in charge (AIC). You can reach (insert name) at (insert cell phone number).

Thank you and have a great day!

Don't

Out-of-Office Replies
Example:

Hi,

I'm currently out of the office and will reply when I return.

Regards,
Pete

Administrator-In-Charge Replies
Example:

In accordance with Board Policy 2050, I am advising you that during my absence from the office, (insert dates), the administrator-in-charge (AIC) will be (insert name), (insert cell phone).

If for any reason the AIC becomes unavailable, the AIC is to immediately notify (insert administrative assistant at (insert phone number), so that an alternate can be identified.

ACCESSIBILITY STANDARDS

ACCESSIBILITY

Accessibility in design and publication involves the inclusive practice of designing so people with disabilities can engage equitably. As a public institution, the Los Angeles County Office of Education must comply with the accessibility standards set by WCAG 2.1 (Web Content Accessibility Guidelines). Even more importantly, ensuring that all people can access our content demonstrates our commitment to an environment that celebrates equity, diversity and inclusion.

DIGITAL ACCESSIBILITY TIPS

Media
When using images, describe them in alternative text. Provide captions for all videos. Provide captions and transcriptions for videos so that users who are deaf and blind can access the media.

Structure
Use headings to structure documents to help guide assistive technology.

Tables
Provide headings for columns; add a table caption and summary.

Links
Create links with short, unique and descriptive text.

Color and Contrast
Use high color contrast between background and foreground. Make sure that color is not the only source of information or emphasis. Users with some visual impairments will not perceive the difference.

Lists
Avoid tables for list. Create a list as a list, instead to help with assistive technology will benefit from this logical structure.

Creating PDFS
Accessible MS Word and Google docs will tend to produce accessible PDFs when Saved As PDF. See Create accessible PDFs for detailed instructions.

Check Accessibility
MS Word: Review > Check Accessibility
Canvas: Use the Check Accessibility button
Acrobat: Accessibility > Full Check

Minimum Contrast Ratio
All text, icons, and any focus indicators used for users using a keyboard should meet a minimum contrast ratio of 4.5:1 to the background.

Layout
Layout contributes a great deal to the usability of a site of document. Having a layout that is easy to follow with easy to find content makes all the difference to your users. A layout should have a meaningful and logical sequence for the user.

Readability
Hard to read content is mentally taxing and tiring. Sentence, length, paragraph length, and complexity of language all contribute to how readable the text is. Complex language can pose problems for users, especially those with cognitive disabilities or who aren't fluent in the language.

ACCESSIBILITY STANDARDS

The following guidelines provide examples of the reasons for inclusive design for individuals with disabilities. While these are specific examples, the guidelines should be used in all design to inclusive approach.

Do

use simple colors
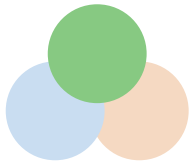
Don't

use bright contrasting colors
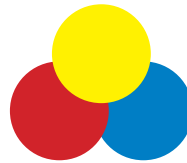
Do

use good color contrasts and a readable font size

Don't

use low color contrasts and small font size

Aa

Aa

write in plain language

Do this

use figures of speech and idioms

publish all information on webpages

HTML

bury information in downloads

use simple sentences and bullets

create a wall of text

follow a linear, logical layout

spread content all over a page

build simple and consistent layouts

build complex and cluttered layouts

ACCESSIBILITY STANDARDS

Do

use images and
diagrams to
support text

Don't

use large blocks
of heavy text

align text to the
left and keep a
consistent layout

underline words,
use italics or
write in capitals

DON'T

DO THIS

USEFUL TOOLS

Contrast Checker
https://webaim.org/resources/
contrastchecker/

**Microsoft Accessibility Checker
(Word, Excel, PowerPoint)**
https://support.microsoft.com/en-us/
office/improve-accessibility-with-the-
accessibility-checker-a16f6de0-2f39-
4a2b-8bd8-5ad801426c7f

QUICK STYLE POINTS

LACOE
Capitalize Los Angeles County Office of Education and all its short forms, including Office.

Board
Capitalize *Board* when referring to the Los Angeles County Board of Education.

Executive Cabinet
Capitalize *Executive Cabinet* when referring to the superintendent's senior administrative advisory group.

Superintendent of L.A. County
Capitalize and use *Los Angeles County Superintendent of School* when referring to the superintendent of L.A. County.

Los Angeles
Abbreviate Los Angeles as *L.A.* and not LA, except for LA in a headline, and either *Los Angeles County* or *L.A. County*.

Position titles
Lowercase position titles when used alone or following names in text. (NOTE: In a change from previous LACOE style, this guideline is optional in internal LACOE publications and correspondence, but strongly recommended in all external communications—i.e., those intended for distribution to the media and general public. If you choose to capitalize position titles, be consistent throughout your document.)

Numbers
In text, spell out numbers one through nine and express all other numbers in figures. (NOTE: This is a change from standard newspaper style, which spells out numbers one through nine and uses figures for 10 and above.) Indicate school grades the same way: *tenth grade, 11th grade.*

Dates
Put a comma after the year in a date if the day of the month is given: *March 27, 2001, is the deadline.* Do not use a comma if only the month and year are given: *Form 1202 will be revised in March 2001.* Do not abbreviate the month in a specific date. Make it *September 4, 2001,* not *Sept. 4, 2001.*

Time
The following style should be used in text for print and electronic communications. Use numbers for times, except for noon and midnight, use a colon to separate hours and minutes and do not use ciphers (double zeros) with whole hours. *Sessions begin at noon, 2:30 and 4 p.m.* Do not use: *8PM, 8pm, or 8:00.*

Quotation marks
Put commas and periods inside quotation marks. Question marks go inside quotation marks if they are part of the quotation; otherwise they go outside. Colons and semicolons go outside quotation marks.

Hyphen/slash
Use a hyphen to indicate *and* or *to*: *parent-teacher conference, pages 18-28.* Use a slash to indicate options or to stand for per: *either/or, 16 feet/second.*

Its/It's
Its means "that which belongs to it": *The school won its third Bravo Award. It's* means "it is": *It's up to you.*

Affect/Effect
Affect means "to influence": *Bad weather affects school attendance. Effect* (noun) means "result": *Bad weather has a detrimental effect on attendance. Effect* (verb) means "to cause to come into being": *The superintendent has effected many reforms in her district.*

Underline
Don't underline any text that's not a hyperlink. Reserve underlining for links. Because underlines provide a strong perceived affordance of clickability, users will be confused and disappointed if underlined text doesn't have an actual affordance to match this perception.

No Oxford Comma
The Oxford (or serial) comma is the final comma in a list of things. LACOE does not use a serial comma. Example: *Please bring me a pencil, eraser and notebook.*

ABBREVIATIONS AND SHORT FORMS

A number of acceptable abbreviations and acronyms appear as the last section in this stylebook. Here are a few guidelines for using short forms.

The first time an entity is referred to in a publication, spell out the name. Put the abbreviation or short form that will be used for succeeding references in parentheses following the name if the acronym or short form would not otherwise be clear.

The forms should be returned to John Bevans in the Division of Business Operations (DBO) by May 31. Several DBO staff members will process the forms.

The Parent-Teacher Association is holding a rally in April. All PTA members in the area are invited.

NOTE: Since PTA is universally used as an abbreviation for Parent- Teacher Association, (PTA) is not needed after the full name.

In external publications, spell out Los Angeles County Office of Education, followed by *(LACOE)* in parentheses.

The following short forms are acceptable for successive references without a parenthetical reference: *County Office, Office of Education, Office.*

The following short forms for the Los Angeles County Board of Education are acceptable for successive references without a parenthetical reference: *County Board of Education, Board of Education, Board.*

In internal communications, all four of the short forms for the Office, as well as the three short forms for the Board, are acceptable for all uses, although it's good practice to give the full name of each on first reference in formal documents.

Abbreviations of **government agencies, common educational terms, ZIP Code state abbreviations**, and the like do not take periods: *IRS, ADA, CBEST, CA, NY.*

NOTES: *USD* may be used on first reference to stand for Unified School District as part of a district title. The *ZIP* in ZIP Code is an all-uppercase acronym.

Academic degrees, abbreviated city names, and **times of day**, among other abbreviations, do take periods: *Ed.D., Ph.D., L.A., N.Y., a.m., p.m., U.S.*

Use **i.e.** when the items that follow it encompass all the possible choices (i.e. means "that is (to say)" or "in other words").

The forest provides us with newspapers—i.e., paper is made of wood from trees.

Use **e.g.** when the items that follow it are examples of the possible choices (e.g. means "for example").

Committee members may include community representatives (e.g., business owners, city council members).

NOTES: Use *i.e.* and *e.g.* sparingly. Never use the abbreviation *etc.* in conjunction with *e.g.* The abbreviations *i.e.* and *e.g.* are always followed by commas.

CAPITALIZATION

Capitalize the full title **Los Angeles County Office of Education** and its short forms, and the full title **Los Angeles County Board of Education** and its short forms.

Capitalize **Division** when referring to a specific division but not when used generically: *the Division of Special Education; approval by division directors.*

Capitalize **Board Room** (two words) only when referring to the room in which the Los Angeles County Board of Education meets.

Capitalize **Executive Cabinet** in all cases when referring to the superintendent's senior administrative advisory group.

Capitalize **formal titles** when they precede a name:

Superintendent Warren Chun and Principal Catherine Jones attended the meeting.

Formal titles are lowercased when they follow names in text.

Cristina Espinosa, assistant superintendent, Educational Services, was expected to attend.

Formal titles are lowercased when used by themselves in text:

The superintendent and the mayor are discussing the situation.

If you feel you must capitalize a person's title following his or her name, then you must also capitalize all other persons' titles used the same way within the document. Be consistent throughout a document. When you must name many individuals and their titles, be careful of the clutter: beyond a certain point, too much capitalization on a page begins to look amateurish. In such cases, consider presenting names and titles in a list.

Do not capitalize **occupational descriptions** (except in lists; see below): *fifth-grade teacher Joyce Dortch.*

In **lists**, formal titles and occupational descriptions may be capitalized or lowercased. Just be consistent throughout the same document:

Nora Fujimoto — Purchasing Director Latasha Birney — Science Teacher

Capitalize the word **state** only when used in a specific official title or short form. Lowercase it when it's used generically.

The State Superintendent of Public Instruction sent the memorandum out. The County Office provides a number of state-mandated services.

Capitalize the full titles **California Department of Education** and **California State Board of Education.** Do likewise with federal entities: *U.S. Department of Health and Human Services.*

You may use the informal designations state *Department of Education* and *state Board of Education.* (Note that in both cases, observing standard journalistic style, state is lowercased.)

Capitalize **Legislature** only when referring to the California Legislature; otherwise, lowercase it.

Capitalize the official name of a **conference or program**, but don't capitalize the words *conference* or *program* when used alone within the same document:

Attendance at the Conference on the Future was greater than expected. Everyone who attended the conference was pleased with it.

Formal **committee names** should be capitalized, but successive references to the committee in a document should be lowercased:

All members of the Critical Issues Advisory Committee attended. The committee discussed each agenda item for 15 minutes.

Generic committee names should not be capitalized:

The superintendent has appointed an advisory committee.

HEADLINES AND TITLES OF WORKS

CAPITALIZATION

Capitalize nouns, verbs, adjectives, adverbs, and pronouns regardless of length.

Capitalize articles (a, an, the, etc.), conjunctions (and, or, but, etc.), and prepositions (e.g., in, on, through, etc.) if they contain four or more letters, if they are the first or last word of the title or heading, or if they follow a mark of punctuation:

Building Self-Esteem Through Arts Education

TV in the Classroom: "But First, A Word From Our Sponsor..."

Lowercase the *to* in infinitives:

Born to Dance

Capitalize both elements of a hyphenated compound:

Mrs. LaMagra created a new class for parents: "Fostering Learning Achievement in Hearing-Impaired Children."

ITALICS OR "QUOTES"?

Italicize titles of books and periodicals (journals, magazines, etc.).

Use quotation marks with titles of magazine and journal articles, book chapters, movies, TV shows, brochures, and other short works that are not reference materials.

Do not use italics or quotes with the Bible and other religious works, or reference works such as encyclopedias and dictionaries. (This guideline includes the California Education Code, the California Administrative Code, and similar government publications.)

PUNCTUATION

COMMA

Use commas to separate elements in a series of three or more, including before the final conjunction (usually *and* or *or*): *Principals, teachers, and parents attended.*

Use commas to set off parenthetical information: *Gloria Montez, the personnel director, also attended.*

Use a comma with a month, date, and year, but not with a month and year only: *He gave May 15, 2001, as the deadline. Form 1202 will be revised in June 2001.*

APOSTROPHE

Use an apostrophe for contractions: *doesn't, can't.*

Use an apostrophe to form possessives: *Dr. Kim's project.*

Use an apostrophe to replace numerals: *The summer of '99 was unusually cool.*

Form the plural of single letters and abbreviations with periods by using an apostrophe and s: *A's, B's, the three R's, Ph.D.'s.*

But form the plural of multiple letters and numbers, including years, by adding an s only (no apostrophe): ABCs, VIPs, 1990s (the '90s).

HYPHEN

Use a hyphen between the parts of a compound modifier when it precedes the noun it modifies: *full-time employee, hearing-impaired students.* Use as many hyphens as needed in complex compound adjectives: *state-of-the-art technology.*

Do not use a hyphen when the compound modifier follows the noun it modifies— that is, when it's used as an adverb or noun: *He works full time* (adverb). *The class is for the hearing impaired* (noun).

Use a hyphen with a compound modifier beginning with the word well that precedes a noun: *The visiting speaker is a well-known educator.*

Many combinations that are hyphenated before a noun *(full-time employee)* are not hyphenated when they follow a noun *(He works full time)*. NOTE: When a modifier that would be hyphenated before a noun occurs instead after a form of the verb *to be*, retain the hyphen to avoid confusion: *The professor is well-known. The teacher is soft-spoken.*

Do not use a hyphen between the word very and an adjective or between an adverb ending in *-ly* and an adjective: *She teaches severely disabled students.*

A hyphen can be used to mean *and or to: school-community relations, 2001-02 school year.*

NOTE: Do not use a slash (/) in place of a hyphen in compounds such as those shown above, because a slash means *or*.

Prefixes. In general, do not use a hyphen between a prefix and the main word unless leaving it out would cause confusion (as in *re-creation* vs. *recreation*) or it precedes a capitalized word (as in *non-English*). When in doubt, check your dictionary. Here are a few special cases:

all-
Always hyphenate as an adjective: *all-around, all-state.*

anti-
Hyphenate only if the next word begins with an "i" or is capitalized.

co-
Hyphenate only if the next element starts with an "o" (except cooperate, coordinate).

half-
Sometimes hyphenated *(half-staff)*, sometimes not *(halfhearted, half hour)*.

pro-
Hyphenate in words that denote support for something, as in *pro-business*.

self-
Almost always hyphenated. Exceptions: *selfhood, selfish, selfless.*

Similarly, most suffixes should not be preceded by a hyphen, as shown in these examples:

-wide
countywide, statewide, nationwide

-load
busload, caseload, workload

-book
handbook, stylebook, storybook

Use hyphens in what are called suspended combinations: *fifth- and sixth-grade students.*

The word *up-to-date* is always hyphenated except at the end of a sentence.

Do not use the hyphen to designate dual heritage, whether the terms are used as nouns or adjectives: *African American, Asian American.*

PUNCTUATION

WHEN NOT TO USE HYPHENS:

Some word combinations, called open compounds, are widely considered as single concepts and should not be hyphenated, even when they precede a noun they modify: *high school, high school student; civil rights, civil rights leader; blood pressure, blood pressure medicine; credit card, credit card debt; ice cream, ice cream cone; real estate, real estate transaction.*

COLON

Use a colon to introduce a formal statement. The first word following the colon should be capitalized if the statement that follows constitutes a complete sentence. Otherwise, lowercase it.

Editing has one guiding principle: Be consistent throughout the document.

A colon is commonly used to introduce a list or series:

Students are required to bring the following items:
1. permission slips
2. jackets
3. caps

Avoid using a colon within text when

the list or series simply completes a sentence:

Students are required to bring 1) permission slips, 2) jackets, and 3) hats

QUOTATION MARKS: HOW TO PUNCTUATE

Periods and commas always go *inside* quotation marks, both double and single:

"Thirty children are enrolled in the program at Webb School," the principal said.

The article is titled "Careers for English Majors."

Place colons, semicolons, dashes, exclamation points, and question marks outside the quotation marks (except in those rare cases when the punctuation is part of the title). Note the following examples:

There are four main sections in "The Personal Career Portfolio": Planning, Preparation, Presentation, Benefits.

What did he mean by "nature's classroom"?

The children enjoyed playing "Where in the World Is Carmen Sandiego?"

NOTE: An exclamation point or question mark is not followed by a period. Use exclamation points sparingly.

PARENTHESES AND BRACKETS

Use parentheses to insert information that is not essential to the meaning of the text into a sentence or paragraph: *Three teachers (all USC graduates) were involved in the workshop.*

Use a closing parenthesis to enclose numbers in a list within a paragraph: *The reasons for the decision were to 1) enhance student learning, 2) improve accessibility, and 3) control expenditures.*

Use parentheses to enclose citations within text: *Researchers have found that all students can be motivated to learn (Lewis and Clark, 1993).*

Use brackets as parentheses within parentheses: *His idea was tested by another audiologist (see Robert Martin, Sound Reception [New York: Columbia University Press, 1988], pp. 73-79).*

Use brackets to insert a clarifying statement into quoted material. The brackets indicate that the statement did not appear in the original quote: *"Our colleagues in Springfield [Illinois] may have some answers," said the professor.*

DASH

Use a dash to set off parenthetical material or to indicate an abrupt change in thought or continuity:

Educators strongly believe—and research shows the public increasingly supports this belief—that parent involvement is crucial to a child's success in school.

ELLIPSIS

Use an ellipsis (. . .) to indicate an omitted word, line, or paragraph in a quoted passage. Three dots indicate an omission within a sentence. Four dots indicate that the end of the sentence, the first part of the next sentence, or an entire sentence has been omitted. Be careful to avoid deletions that would distort the meaning.

The intent of the policy . . . was to settle the question of jurisdiction over the recreation program.

SLASH

A slash has just a few uses:

or — *he/she, him/her*
per — *feet/second*
as part of a fraction — *2/3*

Do not use a slash as a substitute for a comma or a hyphen, except in month-day-year dates: *7/16/97 or 7-16-97.*

PLURALS

Use an apostrophe to pluralize single letters (both uppercase and lowercase) and abbreviations with periods: *A's, B's, the three R's, Ph.D.'s.*

Form the plural of decades and groups of letters used as words by adding *s* only (no apostrophe): *ABCs, VIPs, 1990s (the '90s).*

Pluralize proper names by adding *s* or *es*: *the Smiths, the Jordans, the Joneses, the Gonzalezes, the Harrises.*

To write the possessive of pluralized proper names, pluralize first, then add the apostrophe appropriately: *the Jordans' houseboat, the Gonzalezes' new house.*

NUMBERS

In text, spell out numbers one through ten and express all other numbers in figures: *She has 25 students, who share five computers.*

For **sequences** (ordinal numbers) in text, follow the same guideline: *fifth, ninth, tenth, 11th.*

Grade numbers are treated the same way: *He teaches the sixth grade, she teaches the 12th grade.* When the grade number follows the word "grade," it's

permissible to use this form: *The test was given to students in grades 8 to 10.*

For **schools** named for numbered streets, use figures and spell out *street: 4th Street School, 42nd Street School.*

In business writing, use numerals without *-st, -nd, -rd or -th: July 28*, not *July 28th*. An exception: *the Fourth of July.*

Spell out a number, even if it is over ten, at the **start of a sentence:** *Twenty-three children took the test.* The exception is starting a sentence with a year: *1999 was a productive year.*

If the number starting the sentence has three or more digits, it's probably better to recast the sentence: *The rally attracted 720 concerned citizens* instead of *Seven hundred twenty concerned citizens attended the rally.*

Use numerals for **ages** of people. Ages used as modifiers before a noun use hyphens. Thus: *She is a 17-year-old student*, but *She is 17 years old*.

As in guidelines given above, express **percentages** in figures, unless they appear at the beginning of a sentence. Spell out the word *percent*. Exceptions: The % sign may be used in charts and dense text filled with percentages.

Time is expressed in figures: 1*0 a.m., 3:30 p.m.* Use lowercase *a.m.* and *p.m.* Noon and midnight should be expressed as *noon* and *midnight*. However, *12 noon* and *12 midnight,* although redundant, are acceptable.

Zeros are not needed when an even hour is being expressed (as in *10 a.m.* in the example above), but are acceptable. When indicating a span of time from morning to afternoon, it looks better to use the same format for both times: *The meeting will last from 10:30 a.m. to 1:00 p.m.*

USAGE OF LANGUAGE

ETHNIC AND RACIAL IDENTIFICATION

In identifying ethnic and racial groups, we generally follow *AP Style*.

The term *Black*, as racial or ethnic designations, is capitalized. The lowercase *black* is a color, not a person. AP style uses lowercase in the term *white* in racial, ethnic and cultural senses.

These and similar terms are capitalized: *African American, Anglo, Asian American, Hispanic, Latino.*

In general, when expressing dual heritage, do not use a hyphen before the word *American (Korean American, African American, etc.).*

Guidelines on other usage:

American Indian/Native American — May be used interchangeably if no preference has been expressed.

Anglo — Use *white* as a general racial or ethnic description. Use *Anglo* only to identify persons of English, particularly Anglo-Saxon, heritage. *Caucasian* is not a synonym for *white*, but refers only to people of the Caucasus (Armenia, Azerbaijan, etc.).

Filipina/Filipino — Refers to citizens of the Philippines.

Hispanic — An umbrella term for people of Latin American descent.

Latina/Latino — An ethnic term, not a racial category. An umbrella term for Spanish-surnamed groups in the U.S. More precisely, should refer to those who are from Latin America or are of Latin American origin.

Chicana/Chicano — Acceptable synonyms for individuals or groups that prefer these terms; otherwise, use Mexican American. Specifically, the terms refer to those of Mexican descent born in the U.S. and not to Mexican nationals who have immigrated to the U.S.

NONSEXIST LANGUAGE

Avoid using the generic *he* to mean *he or she* (or the possessive his for his or hers). Where possible, rewrite your sentence so the plural pronoun *they* or *their* can be used or so no pronoun is needed. Thus, instead of *Each employee has received his or her own packet*, write *Each employee has received a packet or All employees have received their own packets.*

If your context requires the use of a singular pronoun, the construction *he* or *she* is preferable to *he* alone, but should not be overused. You would be better off recasting your sentence than using the awkward construction h*e/she* or *him/her*.

Avoid using occupational titles with the ending -man. Here are some common examples and suggested alternatives:

Example	Alternative
fireman	firefighter
mailman	mail carrier
policeman	police officer
salesman	salesperson

Be sensitive to other problematic words and expressions, and try to find alternatives for them:

Example	Alternative
manpower	workforce
spokesman	spokesperson
chairman	chairperson

THOUGHTS ON STYLE

The previous sections of this stylebook have been full of "thou shalts" and "thou shalt nots" on how to deal with specific writing problems. The following guidelines are not quite as specific, because a good writing style exists to some degree in the eye of the beholder. Even so, in the hope that County Office employees will find useful some tips on writing as clearly as possible, this section will offer a few thoughts on style in the literary sense of the word.

The basic rule for writing clearly requires only three words:

KEEP IT SIMPLE.

Weighing down correspondence and reports with unnecessarily complicated language does no one any good. Writers run the risk of their readers putting your document down unread. Readers don't want to wade through jargon and convoluted sentences to find a meaning that could have been expressed more simply. Their attention wanders; they may miss important points.

How do you keep this from happening? Here are three clues:
1. Use your verbs well. (Try to stick with the active voice.)
2. Use the shortest words you can.
3. Use the fewest words you can.

Because they express action, verbs are the key to lively writing. People commonly misuse them in two ways: They use passive verbs when they should use active ones and they weaken what should be forceful verbs by turning them into nouns. We'll look at each of these problems in turn.

AVOID USING PASSIVE VERBS

Passive verbs make sentences longer than they should be and shift attention from the person or agency *performing an action* — the normal focus of any sentence — to that *receiving the action.* Fortunately, they are easy to prune from writing, once you get used to looking for them. Notice the difference in length and clarity in these examples:

Bad: Administrators are given the chance for the information to be reviewed as it becomes available.

Better: Administrators can review the information as it becomes available.

AVOID NOUN PHRASES AS VERBS

Because of the way its grammar works, English can easily devise nouns based on verbs: *development* from *develop, education* from *educate,* and so on. If you have an idea you can express with a verb, then do so. Turning it into a noun phrase with a weak, catchall verb attached only makes your sentence more cumbersome than it should be. For example:

Bad: The development of new resources is our first priority.

Better: Developing new resources is our first priority. Or: Our first priority is developing new resources.

Generally, if you see or write a phrase like *the development of* or *provide instruction to,* take another look at it and see if you can't liberate your verb from its cocoon. (In these cases, your liberated verbs are *develop* and *teach.*) Is *offer training* any different from *train,* or *give suggestions* different from *suggest*? Yes, but only in that they use too many words. More examples:

Bad: The district implemented the increase in the number of required courses.

Better: The district increased the number of required courses.

Bad: Please give a demonstration of your new technique.

Better: Please demonstrate your new technique.

USE THE SHORTEST WORDS YOU CAN

No one would suggest that you not use a long, technical word if it's the only word that can get your meaning across. That seldom happens, however. Most big words have shorter synonyms. Using those synonyms can make your sentences more readable. For instance:

Bad: We need assistance in utilizing the information.

Better: We need help in using the information.

Many of these words are tired from overuse. *Utilize* and *utilization,* for example, both mean *use.* *Help* can often replace *facilitate* or *assist.* *Implement* is a favorite of educators, but fresher expressions are *put into effect or carry out.* Avoid using *impact* as a verb unless you are discussing a physical collision. Time phrases, especially, lend themselves to abuse: *prior to* (before), *subsequent to* (after), *currently, presently, at this point in time* (now).

THOUGHTS ON STYLE

USE THE FEWEST WORDS YOU CAN

Written English should be more compact than its spoken equivalent. Some repetition is built into the spoken language because words, once spoken, are gone; a listener needs help in following what the speaker is saying. But ones that add nothing to your meaning makes your writing crisper.

Bad: In addition to developing the program, he will also consult with the director prior to its implementation.

Better: He will develop the program and consult with the director before it starts.

Bad: They had teachers for the following subject-matter areas: English, social studies, science, and algebra.

Better: They had teachers for English, social studies, science, and algebra.

AVOID TOO MANY PREPOSITIONAL PHRASES

Prepositional phrases are an essential part of the way English works. They themselves aren't a problem. The problem is their overuse. Too many of them in a sentence make it bulkier than it should be and give it an unpleasant rhythm, like the sound of a boxcar going down the track with one flat wheel.

Bad: The results of the project will improve the collection on special education in the Resource Center of the district.

Better: Project results will improve the special education collection in the district's Resource Center.

Notice that three of the four prepositional phrases in that example were unnecessary. Here's another example:

Bad: The membership of the committee — which consists of the superintendent and Cabinet members — will evaluate the recommendations of the subcommittee.

Better: The committee members — the superintendent and Cabinet members — will evaluate the subcommittee's recommendations.

E-MAIL GUIDELINES

E-mail is a valuable tool for County Office employees. It improves communication of many kinds of information. But the very things that make it so valuable — its informality, speed, and ease of use — can also promote faulty communications and unthinking responses. Following are a few guidelines to help you get the most benefit from the e-mail system.

LACOE E-MAIL POLICY

Property of LACOE. E-mail messages, just like paper documents, are the property of the County Office and are subject to LACOE policy, procedures, and control. They are public documents, available to the public and subject to court subpoena in legal proceedings.

Official use only. E-mail is for business use, not personal use. Your e-mail messages are not monitored, but be aware that they can be stored, retrieved, forwarded, and printed.

Best for informal communications. Don't use e-mail alone for official communications (bulletins, correspondence, etc.). Back up official communications with mailed or faxed hard copies. E-mail is also useful for internal memorandums, but make sure that staff without e-mail receive hard copies in a timely manner.

Watch your language. As in other business communications, avoid using slang, profanity, ethnic or sexual slurs, or other unprofessional language. Don't write anything you wouldn't want repeated.

Protect your password. You are responsible for any messages sent using your e-mail account. Don't use the generic password. If you do, anyone can send messages in your name. Keep your personal password secure and change it whenever you like.

PRACTICAL HINTS

E-mail is business communication. Since e-mail is so informal, there is a tendency to ignore grammar and neglect common punctuation. Appearance still counts. Treat e-mail as you would any other business communication.

Identify your software. When you enclose a more complex document (an Excel spreadsheet, for example), make sure your recipient has the proper software to open and use it. In your message, identify the software in which the enclosed document was written.

In replies, refer to original message. If you are notified of an upcoming meeting, for example, mention it in your reply (especially if responding a day or more later). "I will attend your meeting on… " is a more useful message than "OK, I'll be there."

Restrain the urge to 'return fire.' The immediacy of e-mail may make you feel compelled to respond immediately. Don't be hasty, especially if you are responding to a message that upset you.

Don't use all capital letters. Messages in all caps are hard to read and MAKE IT LOOK LIKE YOU'RE SHOUTING.

Save or delete. LACOE's e-mail system stores all messages, but there is a limit to the number it can hold. To avoid system overload and possible shutdown, save your important e-mails on your hard drive or delete your old e-mail regularly.

ABBREVIATIONS AND ACRONYMS

All acronyms are abbreviations, but not all abbreviations are acronyms. Strictly speaking, acronyms are abbreviations that spell out a word (EASE) or a pronounceable group of letters (LACOE). There is a tendency nowadays to refer to all forms using initial capital letters — whether they are pronounceable or not (JCCS, for example) — as acronyms and to refer to short forms of single words or two-word terms (Dr., etc., for example) as abbreviations.

A&A	Attendance and Administrative Services
A&DL	Accountability and Data Literacy
AAAS	American Association for the Advancement of Science AABE Association for the Advancement of Biomedical Education
AACD	American Association for Counseling and Development
AACJC	American Association of Community and Junior Colleges
AAE	Alliance for Arts in Education
AAEOE	American Association of Educational Office Employees
AAHE	American Association for Health Education

AAHPERD	American Alliance for Health, Physical Education, Recreation, and Dance
AAIDD	American Association on Intellectual and Developmental Disabilities
AAP	Affirmative Action Plan/Program
AASA	American Association of School Administrators
AASPA	American Association of School Personnel Administrators
AA/U	Administrative agency/unit
AB	Assembly Bill
AB1200	Assembly Bill 1200: school restructuring legislation
AB 1505	Updated charter processes and expectations in 2019
ABC	Alcoholic Beverage Control Department
ABCD	Academy for Business Career Development
ABE	Adult Basic Education
ABS	Automated Busing System
ACCS	Advisory Council on Charter Schools
ACF	Administration for Children and Families
ACLU	American Civil Liberties Union
ACSA	Association of California School Administrators

ACYF	Administration for Children, Youth, and Families
A&D	Admissions and Dismissal Committee
AD&S	Applications Development and Support
ADA	Average Daily Attendance/Americans with Disabilities Act (federal)
ADAPPT	Association of Directors, Associates, Parents, and Partners Together
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADLC	Alliance for Distance Learning California
AEC	Alternative Education Center
AECT	Association for Educational Communication and Technology
AED	Automated External Defibrillator
AEIC	Advance Earned Income Credit
AERA	American Educational Research Association
AEYC	Association for Education of Young Children
AFFAIR	Association for Fair Annual Insurance Renewal
AFR	Annual Financial Report
AFS	American Field Service
AFT	American Federation of Teachers (AFL-CIO)

AG	Attorney General
AHEA	American Home Economics Association
AHS	Arts High School (see LACHSA)
AIAA	American Industrial Arts Association
AIC	Administrator in Charge
AIDS	Acquired immune deficiency syndrome
AJI	Automated Juvenile Index
ALA	American Library Association
ALACOSA	Association of Los Angeles County Office School Administrators
AMAE	Association of Mexican American Educators
AMECD	Association for Measurement and Evaluation for Counseling and Development
AO	Assignment order
AP	Advanced Placement/assistant principal
APA	American Psychological Association
APD	Automatic Payroll Deposit
APE	Adapted Physical Education
APH	Aphasia (severe language disorder)
APPLE	Accumulation Program for Part-time Limited-service Employees

ABBREVIATIONS AND ACRONYMS

AQMD	Air Quality Management District
AQRB	Area Quality Resource Board
ASBO	Association of School Business Officials
ASCD	Association for Supervision and Curriculum Development
ASCII	American Standard Code for Information Interchange
ASCUS	Association of School, College, and University Staffing
ASHA	American Speech and Hearing Association/ American School Health Association
ASHRS	Association of Schools for Health-Related Services
ASIPS	Auditory Skills Instructional Planning System
ASM	Accountability, Support and Monitoring
ATSI	Additional Targeted Support and Improvement
AU	Administrative Unit
AUT	Autism
AV	Audio-Visual/assessed valuation
AVA	American Vocational Association
AVID	Advancement Via Individual Determination
AWS	Alternative Work Schedule

B

BA/BT	Budget adjustment/ budget transfer
BAPC	Business and Administrative Policy Committee
BAR	Budget Adjustment Request
BAS	Business Advisory Services (Division)
BASC	Business Administrators Steering Committee
BCDB	Binary-coded decimal-binary
BCLAD	Bilingual/Crosscultural Language and Academic Development
BEAPS	Budget Employee Applicant Position System
BEOG	Basic Educational Opportunity Grant
BEST	Business Enhancement System Transformation
BFR	Building Facilities Request
BIR	Bureau of Industrial Relations
BIT	Binary digit/built-in test
BMA	Behavior Management Assistant
BPA	Blanket Purchase Agreement
BRL	Base Revenue Limit
BTP	Beginning Teacher Programs
BTTP	Bilingual Teacher Training Program

BRIDGES	Bringing Resources Into Directed Gainful Employment Strategies

C

CA	Community Assessment
CAA	California Alternative Assessment
CAAE	California Alliance for Arts in Education
CAASPP	California Assessment of Student Progress and Performance
CABE	California Association for Bilingual Education
CAC	California Arts Council/ California Administrative Code/Community Advisory Council/ California Apprenticeship Council
CACAT	Citizens Advisory Committee on Accessible Transportation
CACD	California Association for Counseling and Development
CACE	California Association of Compensatory Education
CACVE	California Advisory Council on Vocational Education
CADPE	Comprehensive Alcohol and Drug Prevention Education

CADRE	Collegial Association for Development and Renewal of Education
CAEA	California Art Education Association
CAEOE	California Association of Educational Office Employees
CAEYC	California Association for the Education of Young Children
CAFABE	California Association for Asian-Pacific Bilingual Education
CAFR	Comprehensive Annual Financial Report
CAG	California Association for the Gifted
CAHPERD	California Association for Health, Physical Education, Recreation, and Dance
CAI	Computer-Assisted Instruction
CAJPA	California Association of Joint Power Authorities
CAL-CASE	California Council of Administrators of Special Education
CALCP	California Association of Leaders in Career Preparation
CALPADS	California Longitudinal Pupil Achievement Data System

ABBREVIATIONS AND ACRONYMS

CALPERS	California Public Employees Retirement System (also see PERS)	CARS	Consolidated Application Reporting System
CalSAAS	California Statewide Assignment Accountability System	CART	Classification Advisory Review Team
CalSTRS	California State Teachers Retirement System (See STRS)	CAS	California Association of Schools
CalWORKs	California Work Opportunity and Responsibility to Kids (formerly GAIN)	CASBO	California Association of School Business Officials
CAMECD	California Association for Measurement and Evaluation for Counseling and Development	CASC	Clear Administrative Services Credential
CAMP	College Assistance Migrant Program	CASCD	California Association for Supervision and Curriculum Development
CAO	Chief academic office/officer	CASCWA	California Association of Supervisors of Child Welfare and Attendance
CAP	Corrective Action Plan	CASE	Council of Administrators of Special Education/computer-aided system engineering
CAPE	California Association of Program Evaluators	CASH	Coalition for Adequate School Housing
CAPS	Countywide Accounting and Purchasing System	CASTO	California Association of School Transportation Officials
CARE	California Agency for Research in Education/Cooperative for American Relief Everywhere/Curriculum Assessment Resources Evaluation	CAT	California Achievement Test
CARM	Consolidated Application, Reports and Management	CATE	California Association of Teachers of English
CAROC/P	California Association of Regional Occupational Centers/Programs	CATESOL	California Association of Teachers of English to Speakers of Other Languages
		CAWEE	California Association of Work Experience Educators

CBEA	California Business Education Association	CCJCC	Countywide Criminal Justice Coordination Committee
CBEDS	California Basic Educational Data System	CCL	Community Care Licensing
CBEST	California Basic Educational Skills Test	CCR/AVID	College and Career Readiness/Advancement Via Individual Determination
CBO	Community-Based Organization	CCS	California Children Services/Crippled Children's Society
CC	Community college/community classroom	CCSA	California Council of School Attorneys/California Charter Schools Association
CCA	California Curriculum Alliance		
CCAC	Credential Counselors and Analysts of California	CCSAC	Court and Community School Administrative Council
CCAE	California Council of Adult Education	CCSESA	California County Superintendents Educational Services Association
CCAP	California Charter Authorizing Professionals		
CCBE	California County Boards of Education	CCSS	California Council for the Social Studies
CCC	California community college/California Conservation Corps	CCTR	General Child Care and Development Center-based Program
CCCC	California Curriculum Correlating Council		
CCD	Community college district	CD	Child development/controlled disbursements/compact disc
CCEA	California Continuation Education Association	CDC	Centers for Disease Control (federal)
CCF	California Curriculum Forum	CDCB	Center for District Capacity Building
CCFAHC	Coordinating Council for Fine Arts and Humanities in California	CDD	Child Development Division
CCFP	Child Care Food Program		
CCIS	California Consortium for Independent Study		

ABBREVIATIONS AND ACRONYMS

CDE	California Department of Education	CTBS	California Test of Basic Skills	DAP	Developing A Partnership (program)	DOJ	Department of Justice
CDOL	Center for Distance and Online Learning	CTC	Commission on Teacher Credentialing	DARE	Drug Abuse Resistance Education/Drug, Alcohol, Rehabilitation Education	DOL	Department of Labor
CDSMC	Curriculum Development and Supplemental Materials Commission (Curriculum Commission)	CTE	Career Technical Education	DAS	Division of Apprenticeship Standards	DP	Data processing/dial pulsing/digit present/driving power/dynamic programming
		CTEVH	California Transcribers and Educators of the Visually Handicapped	DATE	Drug, Alcohol, Tobacco Education	DPC	Data Processing Consortium/Center
CDVE	California Directors of Vocational Education	CTFIE	California Task Force for Integrated Education	DB	Deaf-blind	DPSR	Data Processing Service Request
CE	Career education/Continuing Education	CTIIP	Classroom Teacher Instructional Improvement Program	DBO	Division of Business Operations (formerly IBS)	DPSS	Department of Public Social Services
CEA	Correctional Education Association			DCD	Department of Community Development	DPT	Diagnostic-Prescriptive Teaching
CEC	Community Education Center/Council for Exceptional Children	CVE	Cooperative Vocational Education	DCFS	Department of Children and Family Services	DROVE	District Review of Vocational Education
CIS	Curriculum and Instructional Services	CWD	Career and Workforce Development (Division, formerly FLES)	DCI	Delinquency Control Institute	DSA	Division of the State Architect
CISC	Curriculum and Instruction Steering Committee	CWETA	California Worksite Education and Training Act	DCS	Department of Children's Services	DSNH	Diagnostic School for Neurologically Handicapped
ConApp	Consolidated Application	CWETJCP	CalWORKs Educational Training and Job Creation Partnership	DD	Diversity Development	DSP	Direct Support Professionals (ROP)/Division of Student Programs
CSEA	California School Employees Association			DDC	Division Diversity Council		
CSLA	21st Century California School Leadership Academy	CYA	California Youth Authority	DELAC	District English Learner Advisory Committee		
		D		DFSC	Drug-Free School and Communications Act (now SDFSC)	DSSS	Division of Students Support Services (also see SSS, formerly ESS)
CSI	Comprehensive Support and Improvement	DA	Delegate agency/district attorney/Differentiated Assistance	DHH	Deaf and hard of hearing		
CSO	Charter School Office			DHHS	Department of Health and Human Services (federal)	**E**	
CSPCA	California School Personnel Commissioners Association	DAC	District advisory committee/council	DIS	Designated instructional services	EA	Early Advantage
CTAP	California Technology Assistance Project	DAE	Division of Alternative Education	DIS-PSY	Designated Instructional Services — Psychological Counseling	EAA	Equity, Access and Acceleration
				DL	Distance Learning	EAS	Educational Assessment Service

ABBREVIATIONS AND ACRONYMS

EASE	Employee Assistance Service for Education	EIA	Economic Impact Aid
EC	Education Code (state)/ Education Center (LACOE)	EIR	Environmental Impact Report
ECA	Educational Consultant Associates	EITEL	Educational Institute for Teachers of English Language
ECD	Estimated completion date	EL	English Learner
ECE	Early Childhood Education/Education Center East (LACOE)	ELAC	English Learner Advisory Committee
		ELOP	Extended Learning Opportunities Program
ECEAC	Early Childhood and Elementary Action Committee	ELP	Educational Leadership Programs
ECW	Education Center West (LACOE) / Educational Community Worker (LACOE)	ELPAC	English Language Proficiency Assessments for California
ED	Emotionally Disturbed	EMAC	Educational Media and Technology Consortium
EDD	Employment Development Department (state)	EMEC	Educational Management and Evaluation Commission
EDGAR	Education Division General Administrative Regulations	EMIS	Emergency Management Information System
EDI	Equity, Diversity and Inclusion	EO	English Only/Executive Order
EDP	Electronic data processing	EOA	Equal Opportunity Act (federal)
EDY	Educationally disadvantaged youth	EOC	Economic Opportunity Commission (federal)/ Emergency Operations Center
EEOC	Equal Employment Opportunity Commission/ Equal Educational Opportunities Commission	EOPC	Earthquake Operations Preparedness Center
		E&P	Eligibility and Planning
EERA	Educational Employment Relations Act		
EI	Educational Initiative		

EPA	Environmental Protection Agency (federal) / Educational Program Auditing	ETV	Educational television
EPDA	Education Professions Development Act	**F**	
ERA	Equal Rights Amendment	504	Rehabilitation Act regulations (federal)
ERIC	Educational Resources Information Center	FAA	Federal Assistance Award
ERMHS	Educationally Related Mental Health Services	FACE	Federal Advocacy for California Education
ERMS	Electronic Resource Management System	FAFSA	Free Application for Federal Student Aid
ES	Educational Services/ Early Start	FAP	Family Action Plan
ESA	Earned Salary Advance	FAPE	Free Appropriate Public Education
ESAA	Emergency School Aid Act	FASB	Financial Accounting Standards Board
ESL	English as a Second Language	FAST	Financial Assistant Support Team
ESOL	English for Speakers of Other Languages	FBLA	Future Business Leaders of America
ESR	Employee Status Report	FCC	Federal Communications Commission
ESSA	Every Student Succeeds Act	FCMAT	Fiscal Crisis and Management Assistance Team
ETA	Employment and Training Administration	FDA	Food and Drug Administration (federal)
ETAC	Employment and Training Association of California	FERPA	Family Education Rights and Privacy Act
ETC	Education Training and Communication	FES	Fluent English speaker
ETN	Educational Telecommunications Network	FICA	Federal Insurance Contributions Act (Social Security)
ETS	Educational Testing Service	FICC	Federal Interagency Coordinating Council

ABBREVIATIONS AND ACRONYMS

FIRM	Financial information resource management	GAO	General Accounting Office	HEIP	Higher Education Incentive Program	HUD	Housing and Urban Development (federal)
FLMP	FrontLine Leadership and Management Program	GATB	General Aptitude Test Battery	HHI	Home/hospital instruction	HVAC	Heating Ventilation and Air Conditioning
FLSA	Fair Labor Standards Act	GATE	Gifted and Talented Education	HHS	Health and Human Services (federal)		
FMAC	Financial Management Advisory Committee	GC	Government Code	HILT	High Intensive Language Training	**I**	
FMS	Financial Management Services	GED	General Educational Development test	HIPAA	Health Insurance Portability and Accountability Act	IA	Instructional assistant/industrial arts/Impact Aid
FNA	Family Needs Assessment	GESA	Gender Expectations and Student Achievement			IA&A	Internal Audit and Analysis (Division)
FNL/CL/KI DS	Friday Night Live/Club Live/KIDS	GFA	Goal Focus Area	HIV	Human Immunodeficiency Virus	ICAN	Integrated Classroom-Administrative Network/Interagency Council on Child Abuse and Neglect
FPM	Federal Program Monitoring	GFOA	Government Finance Officers Association	HLSUA	Honeywell Large System Users Association		
FR	Federal Register	GIS	Guidance Information System/Geographic Information System	HRD	Human Resources Development (federal)	ICE	Immigration and Customs Enforcement
FRL	Free or Reduced Lunch						
FRPM	Free or Reduced Price Meals	GLACD	Greater Los Angeles Council on Deafness	HRR	Human Resource Research	ICEA	International Correctional Education Association
FSC	Family Service Center	GRIP	Gang Risk Intervention Program	HRS	Human Resource Services	ICTP	Instructional Communications Technology Program
FSST	Financial systems service team	GRIT	Governmental Relations Internal Team	HSAC	Head Start Administrative Council		
FST	Field service team	GROW	General Relief Opportunities for Work	HSC	Home-school coordinator (now school-community coordinator)	IDEA	Individuals with Disabilities Education Act (federal)
FTE	Full-time equivalent						
FTS	Family Tracking System						
FY	Fiscal year	**H**		HSD	High school district	IDP	Interdistrict (attendance) permit
FYI	For your information			HSDS	Human Services Delivery System	IDS	Integrated data source/identification section
FYS	Foster Youth Services (LACOE)	HAB	Health Advisory Board				
		HADHAS	Health and Developmental History and Assessment Skills	HSEE	High School Exit Examination	IEP	Individual Education Plan/Immigrant Education Program
G				HSLT	Head Start Leadership Team		
GAAFR	Governmental Accounting, Auditing and Financial Reporting	HCA	Health Care Assistant	HSM	Head Start Manager	IEPT	Individualized education program team
		HCDA	Housing and Community Development Act	HSPC	Head Start Policy Council		
GAIN	Greater Avenues for Independence (Division)	HEERA	Higher Education Employer-Employee Relations Act	HS/SP	Head Start-State Preschool (division)	IEU	Intermediate educational unit
				HSS	Center for History and Social Science	IFEP	Initially Fluent English Proficient

ABBREVIATIONS AND ACRONYMS

IHE	Institutions of higher education
II	Individualized Instruction
IIA	Individualized Instruction Association
IIP	Individual Implementation Plan
IIPP	Injury, Illness Prevention Plan
ILP	Individual Learning Plan
IMAGE	Innovative Methods of Attracting Good Educators
IMDC	Instructional Materials Display Center
INA	Instructional Needs Assessment
INS	Immigration and Naturalization Service (federal)
IO	Interpretive operation/ instructional objectives/ input-output
IOCC	Input-output control command/center
I/OM	Input/output multiplexor
IPMA	International Personnel Management Association
I-Poly	International Polytechnic High School (see LACIPHS)
IPS	Instructional Personnel Service
IPSU	Instructional Personnel Service Unit
IRA	International Reading Association/Individual Retirement Account

IRC	Internal Revenue Code
IREP	Instructional Review Evaluation Panel
ISBN	International Standard Book Number
IS	Independent Study
ISP	Independent Study Program/Internet Service Provider
IT	Industrial technology/ information technology
ITE	Industrial and technology education
ITO	Instructional Technology Outreach
ITP	Individualized Training Plan
ITV	Instructional television
IWEN	Individual with Exceptional Needs

J

J200	District financial and budget reports
J250	School district interim financial report
J381	Annual school district program cost report
J400	County Office financial and budget reports
JAC	Joint Apprenticeship Committee
JACC	Justice Action Coordinating Committee
JCCS	Juvenile Court and Community Schools (Division)

JCCSAC	Juvenile Court and Community School Administrators of California
JCIM	Joint Committee on Instructional Materials
JET	Joint Educational Transit
JPA	Joint Powers Agreement/ Authority
JSAG	Juvenile System Advisory Group
JTPA	Job Training Partnership Act

K

K-12	Kindergarten through grade 12
KBS	Knowledge-based systems

L

LACA	Latin American Civic Association
LACASE	Los Angeles County Administrators of Special Education
LACASP	Los Angeles County Association of School Psychologists
LACCAE	Los Angeles County Center for Arts in Education
LACEA	Los Angeles County Education Association

LACEOE	Los Angeles County Educational Office Employees
LACERC	Los Angeles County Educational Resource Consortium
LACETAC	Los Angeles County Employment and Training Advisory Council
LACHSA	Los Angeles County High School for the Arts
LACHSBAM	Los Angeles County High School for Business Administration and Management
LACIPHS	Los Angeles County International Polytechnic High School (also see I-Poly)
LACMAC	Los Angeles County Manpower Advisory Council
LACNA	Los Angeles County Nurses Association
LACOE	Los Angeles County Office of Education
LACOROP	Los Angeles County Regional Occupational Program (includes 22 school districts)
LACoSARB	Los Angeles County School Attendance Review Board
LACOSS/OSS	Los Angeles County Outdoor Science School/ Outdoor Science School

ABBREVIATIONS AND ACRONYMS

LACPD	Los Angeles County Probation Department	LDG	Learning Disability Group	LTTI	Literacy Teacher Training Institute	MTD	Multi-Disciplinary Team
LACPGA	Los Angeles County Personnel and Guidance Association	LEA	Local educational agency			MTTI	Multidistrict Teacher Trainers' Institute
		LEAA	Law Enforcement Assistance Administration (federal)	**M**			
LACSTA	Los Angeles County School Trustees Association	LEARN	Los Angeles Educational Alliance for Restructuring Now/LEarning Alternatives Resource Network	MAS	Multilingual Academic Support	**N**	
				MBO	Management by objective	NAACP	National Association for the Advancement of Colored People
LAFCO	Local Agency Formation Commission			MCS	Model Curriculum Standards		
LANCERS	Los Angeles Center for Educational Resource Services	LEP/NEP	Limited-English-Proficient/Non-English-Proficient	MENTE	Migrants Engaged in New Themes in Education	NABE	National Association for Bilingual Education
						NABSE	National Association of Black School Educators
LAO	Legislative Analyst Office	LES/NES	Limited-English-Speaking/ Non-English Speaking	MEP	Migrant Education Program	NACVE	National Advisory Council on Vocational Education
LARISA	Los Angeles Regionalized Insurance Services Authority	LGBTQIA+	Used to signify Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual people collectively	MFA	Multi-Factor Authentication	NAD	National Association of the Deaf
				MIAS	Management and Information Advisory Services	NAEA	National Art Education Association
LASO	Los Angeles Sheriff's Office (county)			MIRC	Multicultural/Intergroup Relations Committee	NAEB	National Association of Educational Broadcasters
LATA	Local access transport area	LOA	Leave of absence	MIS	Management Information Systems	NAEP	National Assessment of Educational Progress
LA 21	Learning Alliance (21st Century)	LOTE	Languages other than English	MMR	Mumps, measles, rubella	NAESP	National Association of Elementary School Principals
LAUL	Los Angeles Urban League	LLC	Limited liability corporation	MMS	Multi-Media Services		
				MOA	Memorandum of agreement	NAEYC	National Association for the Education of Young Children
LCAP	Local Control and Accountability Plan	LPS	Leadership Programs and Services	MOU	Memorandum of understanding		
LCCSS	Los Coyotes Council for the Social Studies	LR	Labor relations	MOVE	Mobility Opportunities Via Education	NAIC	National Association of Insurance Commissioners
LCFF	Local Control Funding Formula	LRE	Least-restrictive environment	MPO	Measureable Pupil Outcome	NAPENA	National Association of Public Employee Negotiators and Administrators
		LSS/LAS	Language and Speech Services	MS	Management Services (Division)		
LCI	Licensed children's institution	LT	Limited term	MSFL	Marine Science Floating Lab		
LD	Life diploma/learning disabled	LTEL	Long-term English Learner				
		LTFSS	Long-Term Family Self-Sufficiency				

ABBREVIATIONS AND ACRONYMS

NAPPA	National Association of Pupil Personnel Administrators	NET	Network Engineering and Telecommunications	NWEA	Northwest Evaluation Association	OPSC	Office of Public School Construction
NASSP	National Association of Secondary School Principals	NETA	National Employment Training Association			OSA	Office of the State Architect
NAYRE	National Association for Year-Round Education	NHSA	National Head Start Association	**O**		OSEP	Office of Special Education Programs
NBEA	National Business Education Association	NIACE	National Institute for the Advancement of Career Education	OASDHI	Old Age Survivors, Disability and Health Insurance	OSHA	Occupational Safety and Health Act
NCB	Non-Classroom Based	NIE	National Institute of Education	OBRA	Omnibus Budget Reconciliation Act	OT	Occupational training/ occupational therapy
NCFL	National Center for Family Literacy	NIH	National Institutes of Health	OCD	Office of Child Development (federal)		
NCITE	National Center to Improve the Tools of Educators	NIS	Network and Information Services, now ITS (Division)	OCJP	Office of Criminal Justice Planning	**P**	
NCITE-CA	National Center to Improve the Tools of Educators–California (LACOE partnership and Web site)	NPA	Non-public agency	OCR	Office for Civil Rights (federal)/optical character recognition	PA	Purchasing agent
		NPA	Notice of Personnel Action			PAC	Parent Advisory Committee
		NPIEN	National Pacific Islander Education Network	OEDP	Overall Economic Development Program	PACE	Policy Analysis for California Education / Preventing Abuse of Children Through Education (not to be confused with Pace School, which is not an acronym)/Pacific Asian Consortium in Employment
		NPS	Non-public school	OES	Office of Emergency Services		
NCSS	National Council for the Social Studies	NSAC	National Society for Autistic Children	OGC	Office of General Counsel		
				OH	Orthopedically Handicapped		
NCTE	National Council of Teachers of English	NSF	National Science Foundation	OHI	Other Health Impaired		
N&D	Neglected and delinquent	NSPRA	National School Public Relations Association	OJT	On-the-job training	PACOE	Personnel Administrators of County Offices of Education
NDDC	Narcotics and Dangerous Drugs Commission	NSSC	National School Safety Center	OM	Orientation and Mobility		
				OMB	Office of Management and Budget (federal)		
NDEA	National Defense Education Act	NSTA	National Science Teachers Association	OMSFS	Outdoor and Marine Science Field Study	PAGE	Professional Advocates for Gifted Education
NEA	National Education Association	NSVP	National School Volunteer Program	OOO	Out of office	PAO	Payroll Adjustment Order
NEP	Non-English-Proficient (also see LEP)	NTIA	National Telecommunications and Information Administration	OPER	Office of Program Evaluation and Research (California Department of Education)	PAR	Purchasing/accounts payable and receivable system/Peer Assistance Review
NES	Non-English-Speaking (also see LES)			OPR	Office of Primary Responsibility	PARMA	Public Agency Risk Managers Association

ABBREVIATIONS AND ACRONYMS

PARS	Public Agency Retirement System/payable and receivable system	PERC	Parent Education Resource Center/Public Education Renewal Committee	PPAS	Performance Plan and Appraisal System	PY	Program year
PASC	Preliminary Administrative Services Credential			PPC	Pupil planning conference	**R**	
PASS	Proficiency Assessment Systems Service (formerly Test Development Center)	PERS	Public Employees Retirement System (also see CALPERS)	PPS	Private postsecondary school/pupil personnel services	RAA	Request for Advance Approval
		PERT	Program Evaluation Review Technique	PPVT	Peabody Picture Vocabulary Test	RAP	Reading Aspirations and Potential
PASSCO	Personnel Administrative Services Steering Committee	PESA	Parent Expectations Support Achievement	PR	Personnel requisition/public relations/program review	RAVE	Regional Articulation Vocational Council
PAU	Principal's Administrative Unit	PH	Physically handicapped			RAVEC	Regional Adult Vocational Education Council
PBA	Program Budgeting and Accounting	PI	Programmed instruction/performance index/parent involvement	PRIMA	Public Risk and Insurance Management Association	RBS	Regionalized Business Services
PBAS	Program Budgeting and Accounting System	PIAT	Peabody Individual Achievement Test	PRISM	Promoting Reform in Science and Mathematics/Program Review Instrument for Systems Monitoring	RCC	Regional Coordinating Council
PC	Personnel Commission (LACOE)/"politically correct"/Policy Council/policy committee	PIC	Private Industry Council			RCEC	Residential Community Education Center
		PICA	Parents Involved in Community Action			R&E	Research and Evaluation
		PIF	Program Improvement Funds			RD&G	Research, Development and Grants
PCASC	Personnel Commissions Association of Southern California	PIP	Provisional Internship Permit	PSAT	Preliminary Scholastic Aptitude Test	REA	Regional education agency
PCR	Program Compliance Review	PIPE	Piping Industry Programs and Education	PSE	Public service employment	READY	Reach Employable-Alienated-Disadvantaged Youth
PDC	Professional Development Consortium	PIR	Program information report	PSEC	Perinatal substance-exposed children	REMAC	Regional Energy Management Coalition
PDM	Program Development and Management	PL	Public law	PSSD	Pupil Support Services Division	REPRO	Reprographics (Unit)
PE	Physical education	PLIA	Program for Literacy in the Arts	PT	Physical therapy/part-time	RETAC	Regional Educational Television Advisory Council
PEC	Parent Education Center	PMC	Pupil Management Committee	PTA	Parent-Teacher Association		
PECC	Parent Education Coordinating Council	PMP	Pregnant Minor Program	PTO	Parent-Teacher Organization	RFA	Request for approval
PERB	Public Employment Relations Board	PO	Purchase order/Probation Officer	PTR	Personnel transaction report	RFB	Request for bid
						RFEP	Redesignated Fluent English Proficient
				PT(S)A	Parent-Teacher (Student) Association	RFP	Request for proposal

ABBREVIATIONS AND ACRONYMS

RFQ	Request for quotation	SAM	Student Assessment Model	SCJOA	Southern California Juvenile Officers' Association	SEERA	State Employer-Employee Relations Act
RFSC	Regional Family Service Center	SARB	School Attendance Review Board	SCRAVE	Southern California Regional Articulation Vocational Council	SEIU	Service Employees International Union (AFL-CIO)
RIF	Reduction in force/ Reading Is Fundamental	SAT	Scholastic Aptitude Test/School Appraisal Team/School Assessment Team	SCRIP	School/Community Resources Involvement Project	SEL	Social Emotional Learning
RIMS	Risk and Insurance Management Society					SELAROP	Southeast Los Angeles Regional Occupational Program
RLA	Reading and Language Arts	SB	Senate Bill	SCROC	Southern California Regional Occupational Center		
RLA/U	Responsible Local Agency/Unit	SB 740	Provides annual grants to offset annual ongoing facility costs for charter schools			SELF	Schools Excess Liability Fund
ROP/C	Regional Occupational Program/Center			SCSSA	Southern California Social Science Association	SELPA	Special Education Local Plan Area
RPAS	Revenue Projection and Analysis System	SBE	State Board of Education	SCT	Systems and computer technology	SEMS	Standardized Emergency System
RPG	Report Program Generator	SCAC	School-Community Advisory Council	SCTE	Southland Council of Teachers of English	SEPFCS	Special Education Program Fiscal Control System
RSP	Resource Specialist Program	SCAN	Suspected Child Abuse and Neglect				
RST	Regional Service Team	SCAQMD	South Coast Air Quality Management District	SD	Staff development	SEPSA	Special Education Program Specialists Association
RTC	Regional Technology Coordinator	SCASS	Southern California Association of Science Specialists	SDAIE	Specially Designed Academic Instruction in English		
RWPEDA	Regional Workforce Preparation and Economic Development Act			SDC	Special Day Class	SERRANO	State Supreme Court case affecting distribution of funds to school districts (not an acronym)
		SCBA	Southern California Broadcasters Association	SDFSC	Safe and Drug-Free Schools and Communities (formerly DFSC)		
S		SCC	School-community coordinator/special class and center	SDO	School district organization	SFIA	Self-Funded Insurance Authority
SAB	State Allocation Board			SE	Special education	SFP	State and Federal Programs
SAC	School advisory committee/council	SCCAC	Southern California Comprehensive Assistance Center (Division)	SEA	School Employers Association	SFS	School Financial Services (Division)
SACS	Standardized Account Code Structure			SEACO	Special Education Administrators of County Offices	SH	Severely handicapped
SADD	Students Against Drunk Driving	SCCVEA	Southern California Council of Vocational Education Administrators			SIA	Self-Insurance Authority
SAGE	School and Government Employees Fund (unemployment insurance)			SEARCH	System for Educational Assessment and Reporting Children with Handicaps (state)	SIC	School Improvement Committee
		SCEPP	Southern California Earthquake Preparedness Project			SIDWAN	Student information database wide-area network

ABBREVIATIONS AND ACRONYMS

SIM	Strategies Intervention Model	STARS	Students Trained Are Ready for Success	TEAM	Team of Employees and Managers/Training and Expertise in Advanced Methodology	TRC	Teacher Recruitment Center
SIP	School Improvement Plan	START	Start Taking Action Responsibly Today (LACOE)			TRF	Training Research Foundation
SIR	Self-Insured Retention					TS	Technology Services
SIS	Student Information System	STEM/STEAM	Science, Technology, Engineering, (Art), and Math	TEAMS	(now TEAMS Distance Learning, a unit of ET&T; no longer considered an acronym)	TSA	Tax-sheltered annuity/ Teacher on Special Assignment
SLC	School Leadership Center						
SLH	Speech, language, hearing	STRS	State Teachers Retirement System	TECCN	Teacher Education and Computer Center Network	TSI	Targeted Support and Improvement
SLPA	Speech and Language Pathology Assistant	STSP	Short Term Staff Permit	TESA	Teacher Expectations and Student Achievement	TSP	Total Service Plan
SMART	Solvency Monitoring and Revenue Targeting System/Science-Math Advancement and Resources for Teachers	SUI	State Unemployment Insurance			TSS	Time-sharing system
		SWAT	Special Weapons and Tactics	TIG TITLE I	Technology Integration Group Helping Disadvantaged Children Meet High Standards, part of IASA	T/TA	Training and technical assistance
		SYETP	Summer Youth Employment Training Program			TTC	Teacher Trainee (teaching) Certificate
SOP	Standard Operating Procedure						
SPA	Service planning area					TTY	Teletype unit
SPED	Special Education	**T**		TITLE 5	California Code of Regulations for education	TU	Tape unit/timing unit/ transmission unit
SPI	Superintendent of Public Instruction (state)	TA	Travel authorization/ teaching assistant/tutorial assistant	TITLE IX	Education Amendments of 1972: prohibit sex discrimination in education	TUPE	Tobacco Use Prevention Education
SPS	State Preschool						
SPSA	School Plan for Student Achievement					TV CAP	Television Career Awareness Project
SPURR	School Project for Utility Rate Reduction	TAMO	Teacher Assignment Monitoring Outcomes	TITLE 17	California Administrative Code for health and safety	TVI	Teacher of the Visually Impaired
SRI	Stanford Research Institute	TANF	Temporary Assistance to Needy Families	TIS	Technology Infrastructure Services		
SSI	Supplemental Security Income	TAPA	Teaching as a Performing Art	TK	Transitional Kindergarten	**U**	
				TLSS	Technology Learning and Support Services	UHSD	Union high school district
SSS	Student Support Services (Division)	TASH	Temporary county (teaching) certificate			UI	Unemployment insurance
STAR	Substance Abuse Training and Referral/Standardized Testing and Reporting program	TB	Tuberculosis	TMM	Technology, Media and Materials	UNESCO	United Nations Educational, Social and Cultural Organization
		TCC	Temporary county certificate	TOW	Temporary office worker		
				TQM	Total quality management	UNICEF	United Nations International Children's Emergency Fund (now shortened to United Nations Children's Fund)
				TR	Travel request		
				TRAN	Tax and Revenue Anticipation Note		

ABBREVIATIONS AND ACRONYMS

USD	Unified school district/ union school district
USDA	United States Department of Agriculture
USOE	U.S. Office of Education

V

VA	Vacancy authorization/ Veterans Administration
VAPA	Visual and Performing Arts
VEA	Vocational Education Act
VESL	Vocational English as a Second Language
VFS	Video-film section
VICA	Vocational Industrial Clubs of America
VIEW	Vital Information for Education and Work
VISTA	Volunteers in Service to America
VOA	Volunteers of America
VOR	Verification of registration

W

WASC	Western Association of Schools and Colleges
WBSS	Wellbeing and Support Services
WC	Workers' Compensation
WIA	Workforce Investment Act
WIB	Workforce Investment Board

WIC	Welfare and Institutions Code/ Special Supplemental Nutrition Program for Women, Infants and Children (USDA)
WIM	Williams Instructional Materials

Y

YRE	Year-round education
YTD	Year-to-date

Z

ZIP	Zone Improvement Plan (U.S. Postal Service)

IMAGERY

Use imagery to engage our audience and communicate the spirit, personality and character of the LACOE brand. It is important to build a library of imagery that supports and conveys the brand positioning and thet core personality of LACOE, **helpful, passionate, welcoming, friendly and expert.**

Photos of People

Photos of people should be candid and feel authentic. Avoid using posed photos or photos where people are looking directly into the camera, as these feel staged.

Student Life
• Colorful
• Vibrant
• Engaging
• Close-ups
• Friendly and spirited
• Approachable
• Show diversity (age, gender, race)

Learning Environments
• Friendly and approachable
• Soft light
• Engaging
• Focused foreground, softened background
• Collaborative
• Dynamic (not static)
• Personable