san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES℠

DATA VISUALIZATION STYLE GUIDE

Use this data visualization style guide to create a uniform look and feel to all SDCOE's charts and graphs. This guide contains recommendations that are in line with data visualization best practices and proven design principles. It also eliminates the burden of design and color decisions when creating charts.

San Diego County Office of Education

Data Visualization Style Guide

Shannon Coulter

Director of Research and Evaluation

Acknowledgements

We developed this data visualization guide by adapting visualizations, scripts, templates, color palettes, and workflows from the following authors:

- Jonathan Schwabish from the Urban Institute and his data visualization books: *Better Presentations, Better Data Visualizations*, and *Elevate the Debate*
- Albert Cairo's books *The Functional Art* and *The Truthful Art*
- Claus Wilke's book *The Fundamentals of Data Visualization*

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CHART TYPOGRAPHY

SDCOE data visualizations use a complementary font to our organizational font *Arial*, the font *Roboto*. When possible, this font should be used to create charts. Good chart typography creates a hierarchy among elements and guides the reader through the visual.

	TYPEFACE	WEB SIZE	PRINT SIZE	CASE	COLOR	NOTES
FIGURE NUMBER	Roboto Regular	11	8	ALL CAPS	#00AEEF	
Title	**Roboto Medium**	18	12	Title Case	#000000	The main point of the chart. Try to keep shorter than two lines and avoid qualifiers.
Subtitle	Roboto Regular	14	9.5	Sentence Case	#000000	Use this to add qualifiers or further clarification to the title.
X and Y axis titles	*Roboto Italic*	12	8.5	Sentence Case	#000000	Always horizontal, above the top axis label. Include units or multipliers in parenthesis (millions).
X and Y axis labels	Roboto Regular	12	8.5	Sentence Case	#000000	Always horizontal, avoid units or multipliers. Those should be added to the axis title in parenthesis
Key labels	Roboto Regular	12	8.5	Sentence Case	#000000	Always horizontal. Avoid redundant key labels if possible.
Direct labels	**Roboto Medium**	12	10	Sentence Case	#000000	Use for line or column charts with three or fewer series.
Data-point label	Roboto Regular	12	8.5	Sentence Case	#000000	Always horizontal. No units or multipliers. Only directly label columns if there are fewer than 10 total columns in the chart.
Source and Notes	**Roboto Medium**	12	8	Sentence Case	#000000	Bold "**Source:**" and "**Notes:**" as well as any statistical significance indicators.

CHART PARTS

The main content in SDCOE documents is approximately 6.5" wide in Excel or R. Because Excel's chart title and subtitle fields are limiting in terms of formatting, we use a regular text box for all the text at the top of the graphic, as well as the source and notes text at the bottom. We also include SDCOE's tag in the lower-right corner of the figure so that when media members copy-paste our charts into their stories, SDCOE's brand is on them.

This tagline is built from standard text using Roboto Medium with 1pt of expanded character spacing. SD is colored midnight blue (#005488) and COE is deep blue sky (#00aeef). The text is in uppercase and should be 9pt for web, 7pt for print.

TIPS

- All of SDCOE's charts should be 6.5" wide so it is important to keep the data density as high as possible. Always include a text reference to your figure to give the data context to the content of the report/brief/blog post. If a chart has only two or three values, consider a couple sentences of text to explain the figure.
- If explanatory sentences do a better job of distilling the information, consider going without a chart.
- Title: Keep it short and simple. Explain the chart in a few words. If qualifiers (e.g., years, dollars) or further clarification are needed, use a subtitle.
- Source and Notes: This is where the technical information about methodology can go. Avoid putting this information in the title, labels, or on the chart.
- Legends: Stretch legends across the top of the chart, or to the right. Order them in a logical way, mirroring the order of the data in the charts.
- The items on the in-print document on the next page are placements for all the chart elements. *Please note that not all elements are used in every chart*.

IN PRINT CHARTS

This Is The Title Of The Chart, And It Should Be In Title Case And It Should Be As Short As Possible But Definitely Not Longer Than Two Lines In 12pt Font

This is the subtitle that is in sentence case in 9.5pt font

Y Axis Title

Label

Label

Label

Label

Label

Label

Label

Label

      Label   Label   Label   Label   Label   Label   Label   Label

X Axis Title

Source: This is the source of the slide (i.e., California Department of Education)
Notes: These are where notes on the chart go in case you need to explain something in greater detail

SDCOE

COLOR

SDCOE's main colors are `midnight blue`, `light grey`, and `deep blue sky`. `Pastel red` and `ripe mango` are used as secondary colors throughout SDCOE's brand. Tertiary colors for graphics include `black`, `Spanish viridian`, and `pumpkin`, and should be used infrequently.

When selecting colors for charts and graphs, first consider the type of data being presented. Usually, most data can be grouped into one of two main groups: *categorical* or *sequential*.

Categorical palettes are best when you want to distinguish discrete chunks of data that do not have an inherent ordering. Categorical data might include race/ethnicity choices or programmatic choices such as different special education placements, and so on.

Sequential color mapping is appropriate when data range from relatively low or uninteresting values to relatively high or interesting values. For most sequential data, it's better to use a palette that has a relatively subtle shift in hue accompanied by a large shift in brightness and saturation. This approach naturally draws the eye to the relatively important parts of the data. Sequential colors are used for sequential groups (not necessarily the way the data trends). Age groups young to old and date ranges might be something for sequential colors.

Sequential colors can also be represented by a range of hues versus a single hue (also known as a monochromatic color palette). An equidistant palette is a palette where all the colors are close to each other is best used in situations when we need to tell groups apart like in pie charts, or grouped bar charts, and maps. An equidistant palette allows for opposite values with intermediate values that are composed of neutral tones.

A divergent palette is also a type of sequential palette used in situations where the data move from one extreme through a neutral middle to the opposite extreme. Such scales work best with survey data where respondents state perceptions as "strongly disagree", "neutral", to "strongly agree." A divergent scale can be used for other types of polarized data like opinion polls and political data as well. Divergent scales always have only an odd number of choices to emphasize the middle ground.

Note: `Ripe mango` and `pastel red` should be used sparingly, as these colors should be considered for highlighting purposes (such as drawing attention to a certain category or indicating a trend line).

Tertiary colors and rarely used at all but provide some additional color contrast to SDCOE's main colors.

The color combinations below are intended to take some of the guess work out of the process of assigning colors to charts. These combinations are only examples and can be mixed-and-matched depending on the story you are trying to tell with your data.

When comparing data by gender do not represent men as blue and women as red. Instead, choose a color combination like `ripe mango` and `deep sky blue`, or another combination of our main graphic colors. It is okay to represent men as blue and women as yellow.

COLOR COMBINATIONS

Main Graphic Colors

Hex:#005488	Hex:#d2d2d2	Hex:#00aeef	Hex:#ffce20	Hex:#d65394	Hex:#008655	Hex:#ff7617	Hex:#000000

Shades of Main Colors

Hex:#cce4ff	Hex:# a8c5e6	Hex:# 85a8ce	Hex:# 628bb6	Hex:#3c6f9f	Hex:#005488	Hex:#003f66	Hex:#00263d

Hex:#f5f5f5	Hex:#ececec	Hex:#e3e3e3	Hex:#dcdbdb	Hex:#d2d2d2	Hex:#9d9d9d	Hex:#696969	Hex:#353535

Hex:# bfe8ff	Hex:# a0dafb	Hex:# 7ecbf7	Hex:# 56bdf3	Hex:# 00aeef	Hex:#0096cc	Hex:#0078a3	Hex:#005a7a

Hex:#ffe999	Hex:#ffe070	Hex:#ffd747	Hex:#ffce20	Hex:#f5c000	Hex:#cca000	Hex:#a38000	Hex:#7a6000

Hex:#efbdd6	Hex:#e89cc2	Hex:#e07bad	Hex:#d65394	Hex:#d03985	Hex:#b62b70	Hex:#95235c	Hex:#741b47

Hex:#5cffc3	Hex:#33ffb4	Hex:#0affa5	Hex:#00e08e	Hex:#00b874	Hex:#008655	Hex:#006641	Hex:#003d27

Hex:#ffc499	Hex:#ffac70	Hex:#ff9447	Hex:#ff7617	Hex:#f56600	Hex:#cc5500	Hex:#a34400	Hex:#7a3300

One Group

<div>

Hex:#005488

Hex:#00aeef

</div>

Two Groups

Categorical (no grey and pastel red should be used sparingly)
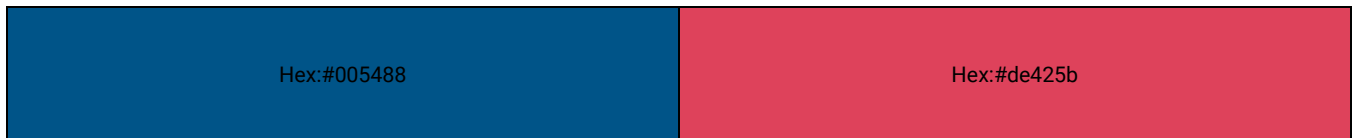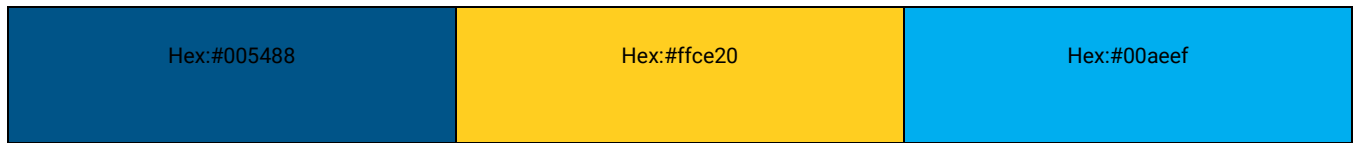
Hex:#005488	Hex:#00aeef
Hex:#005488	Hex:#ffce20
Hex:#005488	Hex:#de425b

Sequential

Hex:#a8c5e6	Hex:#005488

Three Groups

Categorical (no grey)

Hex:#005488	Hex:#ffce20	Hex:#00aeef

Sequential

Hex:#a8c5e6	Hex:#005488	Hex:#003f66

Equidistant

Hex:#005488	Hex:#de425b	Hex:#ffce20

Four Groups

Categorical

Hex:#005488	Hex:#ffce20	Hex:#00aeef	Hex:#d2d2d2

Sequential

Hex:#cce4ff	Hex:# a8c5e6	Hex:#005488	Hex:#003f66

Equidistant

Hex:#005488	Hex:# ab5da8	Hex:#ff7371	Hex:#ffce20
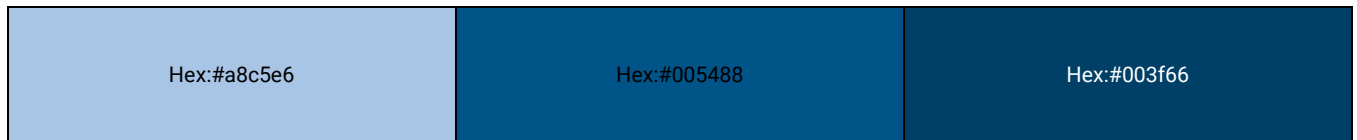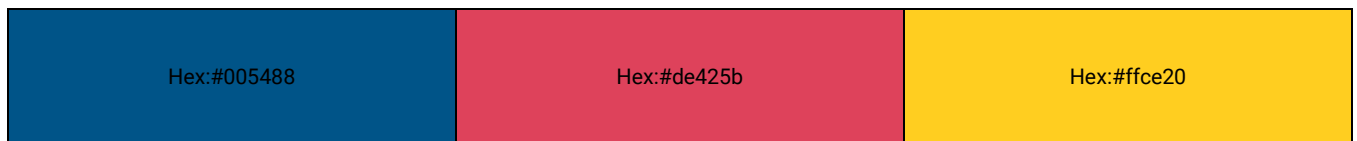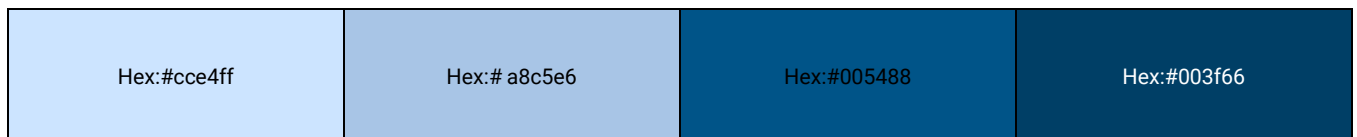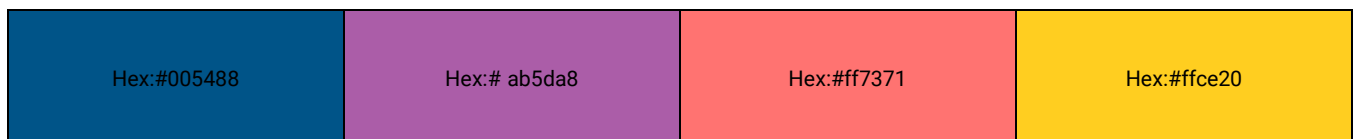
Five Groups

Categorical

Hex:#005488	Hex:#ffce20	Hex:#00aeef	Hex:#d2d2d2	Hex:#000000

Sequential

Hex:#cce4ff	Hex:# a8c5e6	Hex:# 628bb6	Hex:#005488	Hex:#003f66

Equidistant

Hex:#005488	Hex:#885da8	Hex:#e95f95	Hex:#ff865c	Hex:#ffce20

Divergent

Hex:#005488	Hex:#8a9ebc	Hex:#f1f1f1	Hex:#ec9c9d	Hex:#de425b

Six Groups

Categorical

Hex:#005488	Hex:#ffce20	Hex:#00aeef	Hex:#d2d2d2	Hex:#000000	Hex:#d65394

Sequential

Hex:#cce4ff	Hex:#a8c5e6	Hex:#628bb6	Hex:#005488	Hex:#003f66	Hex:#00263d

Equidistant

Hex:#005488	Hex:#715da6	Hex:#c65da3	Hex:#ff6881	Hex:#ff934f	Hex:#ffce20

CHART EXAMPLES

BAR AND COLUMN CHARTS

- To show the trend in one variable, usually across several categories.
- To show multiple variables with multiple bars (if they are on the same scale).
- To show the same variable for multiple observations with multiple lines.

Style tips

- The y-axis should start at zero (there are a few instances when it is okay for the y-axis not to start at zero).
- Axis labels should always be horizontal. If long labels are required, consider making a horizontal bar chart instead of a column chart.
- When using a horizontal bar chart, right-align the category labels and center them vertically with the respect to the bar.
- Avoid vertical grid lines. Instead, directly label each bar.

SINGLE BAR OR COLUMN CHART

These columns reflect the percentage of parents earning a bachelor's degree according to their level of income. As depicted in the figure, parents with greater earnings also have higher percentages of bachelor's degrees.

For any graph, please supply a Figure # that corresponds with the number of figures in the report (e.g., FIGURE 1, FIGURE 2, and so on). Titles are always necessary while subtitles are used on an as needed basis. X and Y-axis titles may or may not be needed, but axes labels should always be present or the bars should be labeled directly. If axes titles are unnecessary, simply delete them from the graph. Source information should always be included. Notes are not mandatory. Consider this graph as an exemplar for what a quality graph looks like at SDCOE.

FIGURE X
Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic
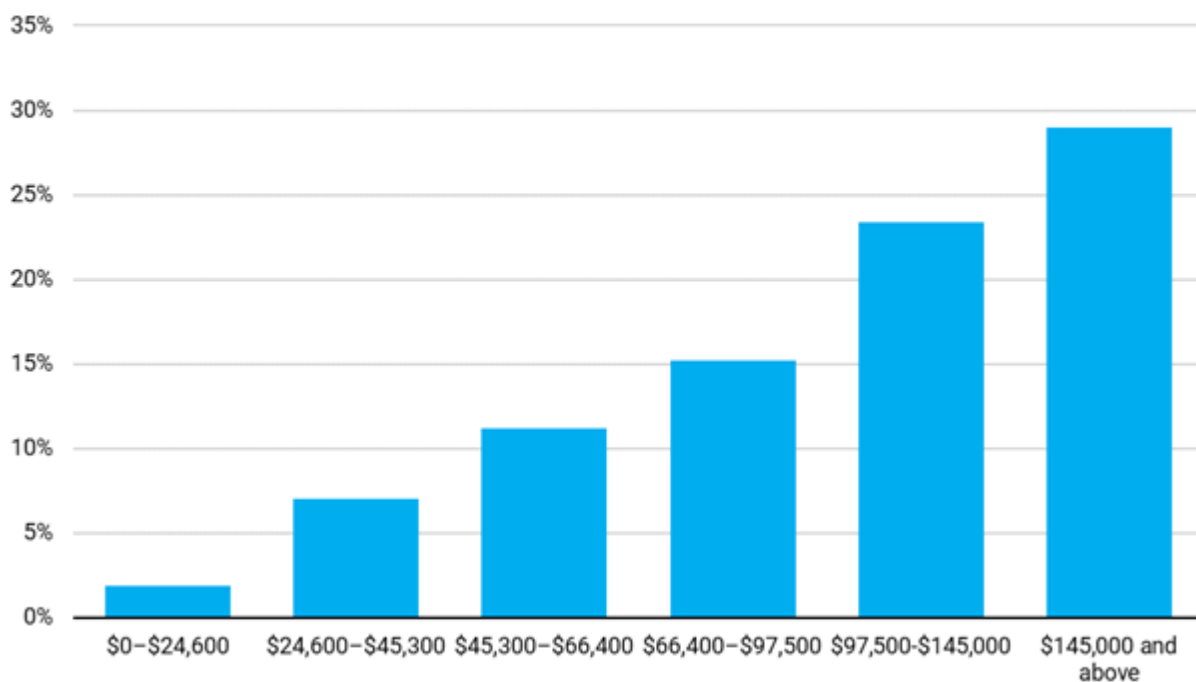
Source: This is the source of the chart.
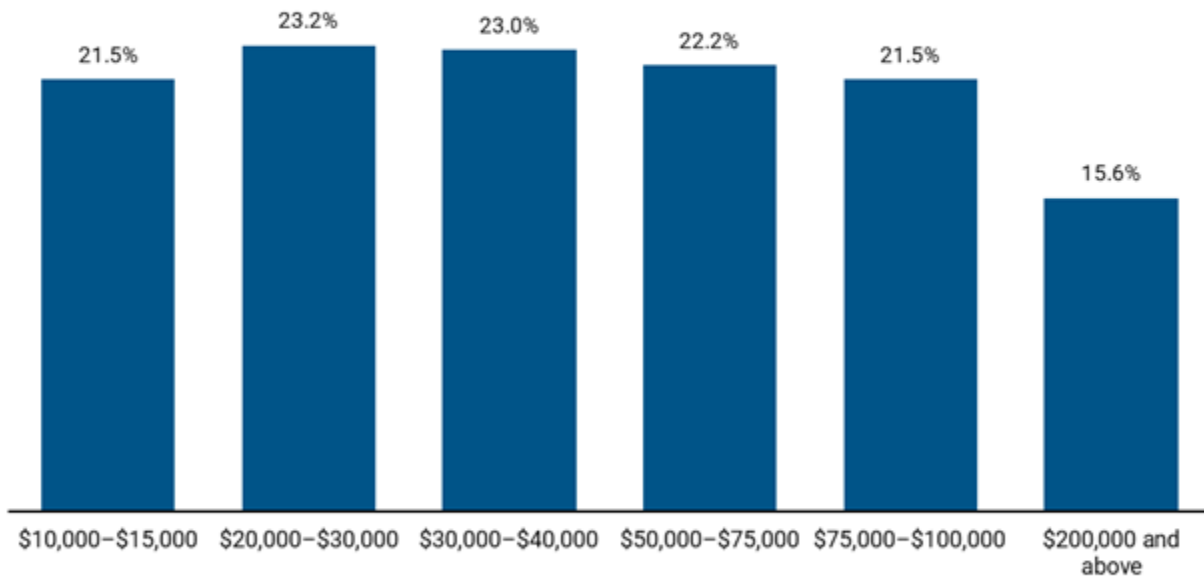**Notes:** This is the notes section of the chart.

SDCOE

This second bar chart example uses an alternative main color to represent the amount of college debt as a percentage of family income by income levels. The y-axis has been removed and the bars have been labeled directly in this example.

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Income Level	Percentage
$10,000–$15,000	21.5%
$20,000–$30,000	23.2%
$30,000–$40,000	23.0%
$50,000–$75,000	22.2%
$75,000–$100,000	21.5%
$200,000 and above	15.6%

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

SDCOE

COLUMN DISTRIBUTION CHART

This chart reflects the percentage change in achievement scores from 2019 to 2021 for students at different bands (or quintiles) of achievement on a standardized test. We divided student achievement into 5 categories on the left and right side of the graph to show how achievement affects bands of students differently.

Columns on the right in the "Top 10 percent" are a different main color to differentiate them from the quintiles. The "All" category is shaded gray to create visual contrast from the rest of the columns.
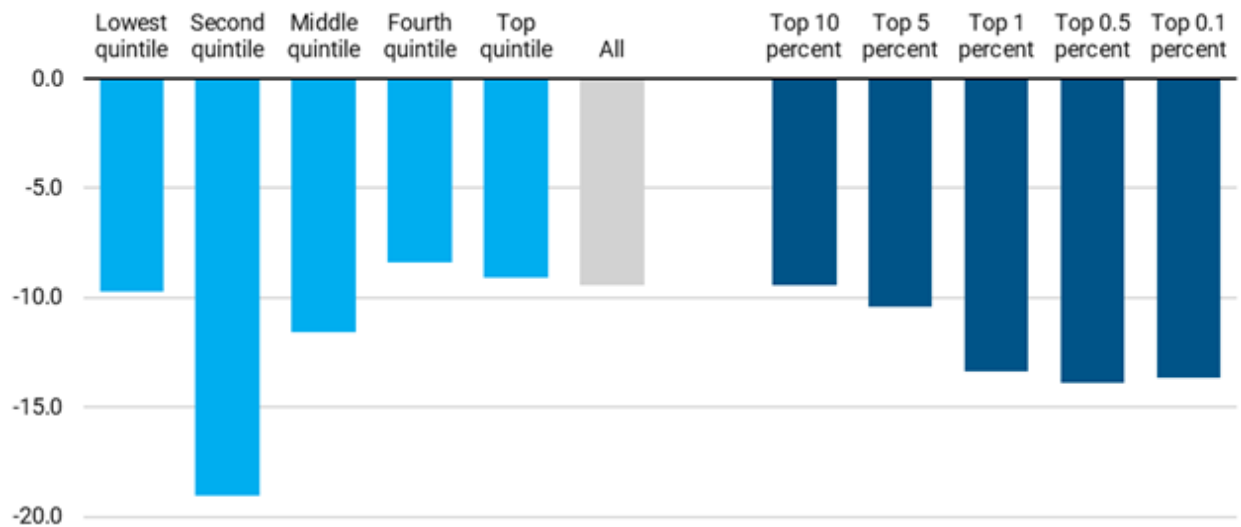
These types of charts also called delta charts are often easier to interpret than showing two data points (a before and after) and making the reader interpret the change.

FIGURE X

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

SDCOE

GROUPED COLUMN CHART

The following chart represents college enrollment rates for three student groups based on 5 GPA categories and a "Top 1 Percent" category. We divided GPA into 5 categories to show how college enrollment rates are heavily impacted by colleges that have dropped the ACT and SAT as an entrance requirement. An equidistant color scheme is typically best used with sequential versus categorical data. Here the color scheme also works for categorical data, but all graphs should be consistent. Don't mix color schemes when showing similar information. For example, don't use an equidistant color scheme for a graph showing GPA by race and ethnicity and a different categorical color scheme for a graph illustrating the demographic makeup of a school.
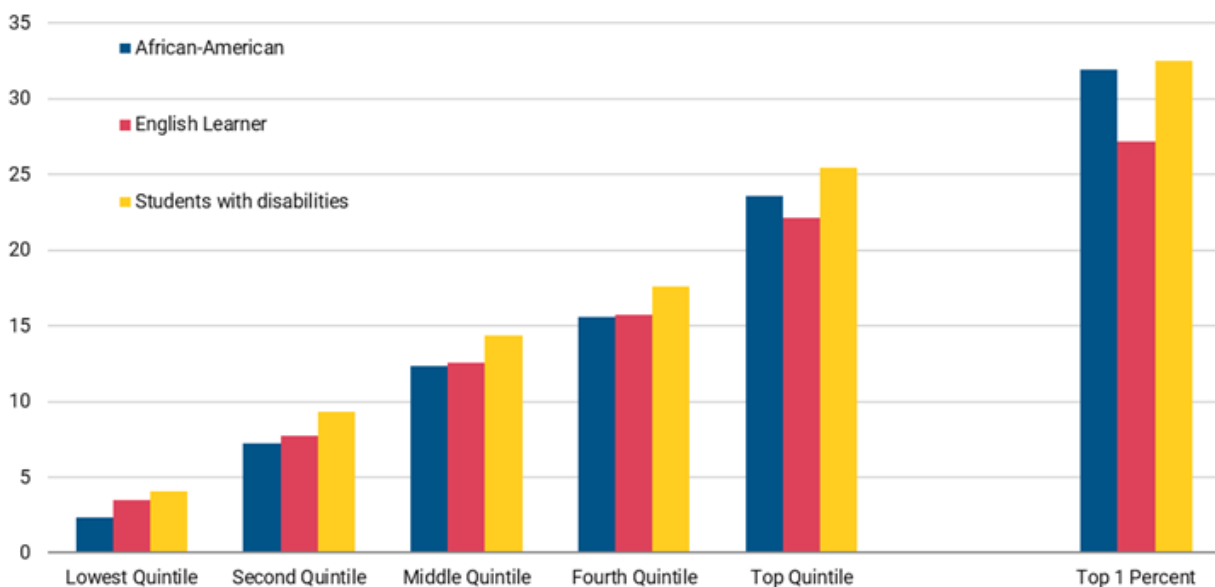
Note how the legend is incorporated directly into the plot area. Avoid forcing the reader to move around a figure to read it. Keep his or her eyes focused on the main area of the graph.

FIGURE X
Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

SDCOE

HORIZONTAL BAR CHART

The following chart represents mastery on the mathematics portion of the international PISA assessment. The bar chart is horizontal due to readability for the large number of countries reflected in the graph. Information about the United States and the OECD (international average) are highlighted using highlighting colors in SDCOE's color palette.
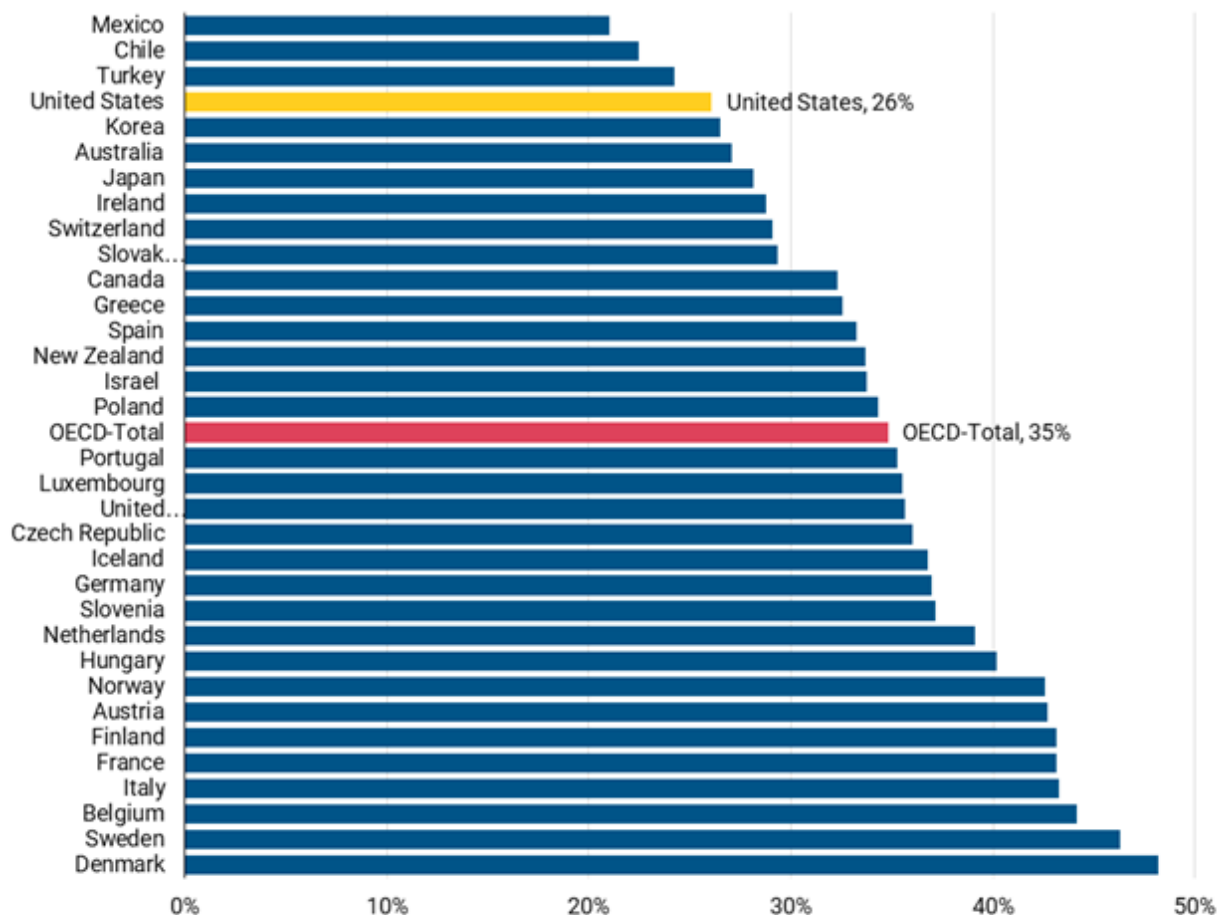
When considering when to use axis labels, think *would the average reader know what the axis describes*. For example, there is no reason to label January, February, March as Months on a graph. Or labeling 2013, 2014, 2015 as Years.

FIGURE X

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Source: This is the source of the chart.
Notes: This is the notes section of the chart.
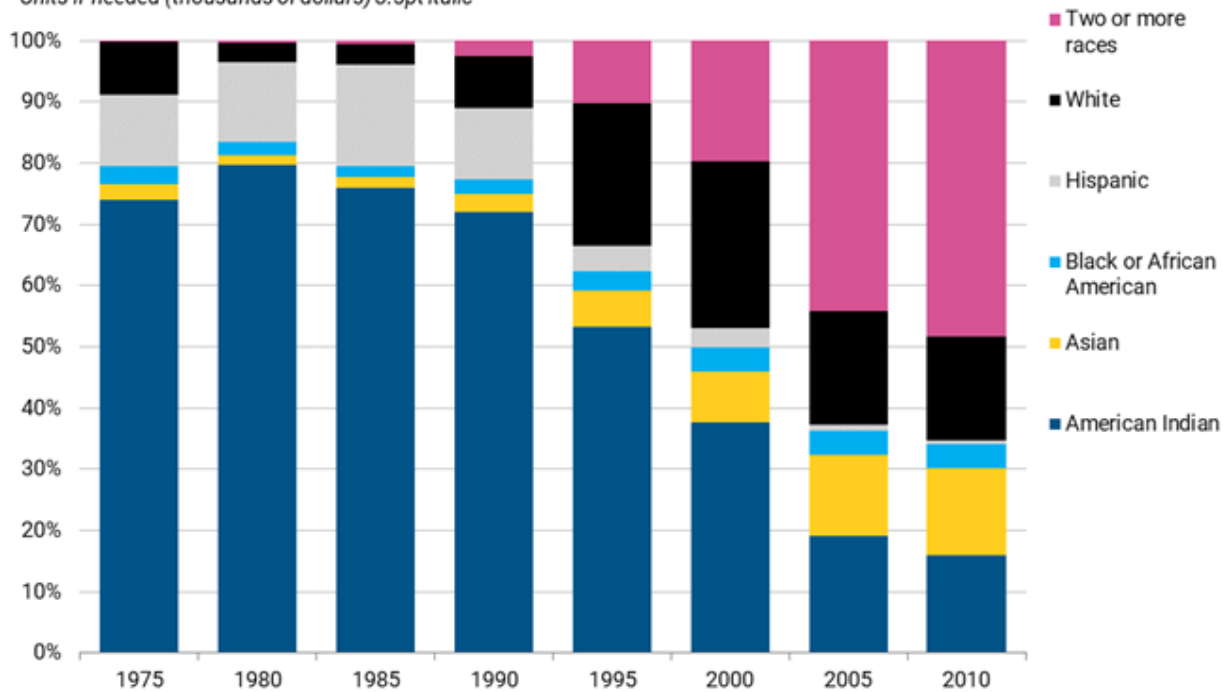
SDCOE

STACKED COLUMN AND STACKED COLUMN ALTERNATIVE

This stacked column chart shows the changes in the percentages of student groups across time in a single school district. The data have been exaggerated to show differences in composition. Sometimes these differences are difficult to detect so an alternative to the stacked column is a grouped column chart, which is displayed on the following page.

FIGURE X

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Legend:
- Two or more races
- White
- Hispanic
- Black or African American
- Asian
- American Indian

Source: This is the source of the chart.
Notes: This is the notes section of the chart.
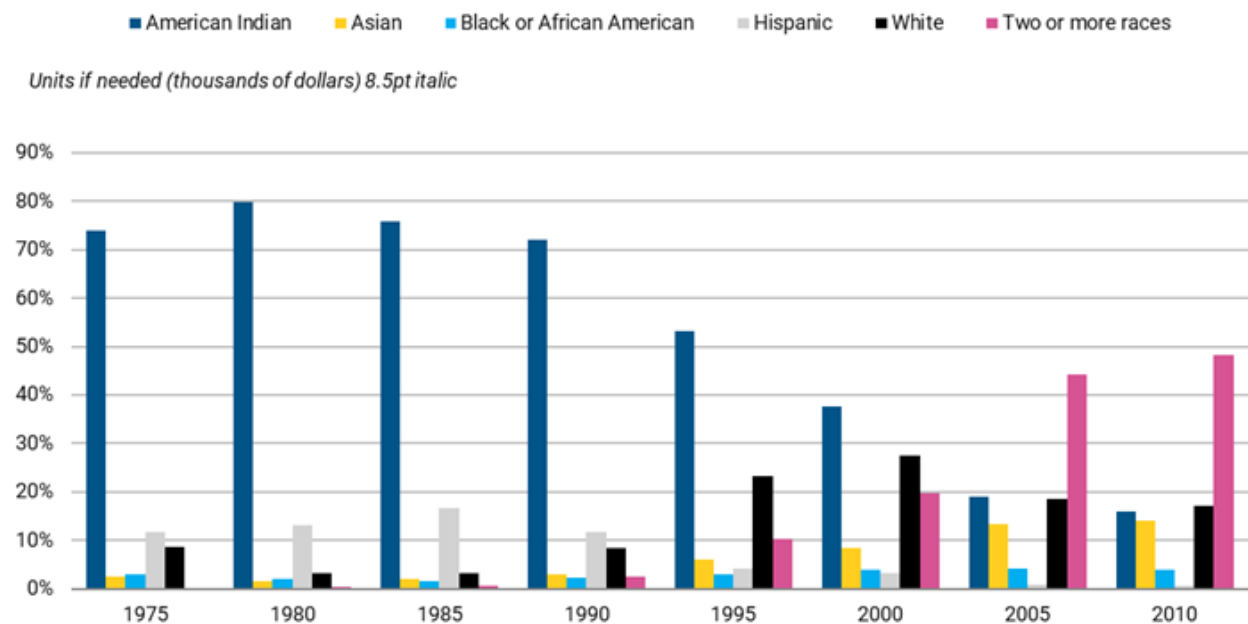
SDCOE

STACKED BAR ALTERNATIVE

An alternative version makes the change easier to see. Plus, the change is possible to see by using a categorical color scheme. This chart should draw the reader's attention from the declining blues to the increasing pinks. Charts depicting different groups or categories should never be depicted using a monochromatic color palette where the hues of a single-color change, for example, changing from light grey to dark grey.

Some other consideration for a graph like this one include the placement of the legend. When graphic elements cannot be labeled directly or incorporated into the plot area, keep the legend at the top of the page. It should also be noted that the more categories the reader compares the more difficult it is to interpret the graph. It may be possible in a case like this one to only highlight the important change, for example, using a highlight color to show the increase in the Two or more races group while keeping all the other categories to a single color. This focuses the readers attention on one element versus six.

FIGURE X
Title in 12pt Title Case
Subtitle in 9.5pt sentence case

■ American Indian ■ Asian ■ Black or African American ▨ Hispanic ■ White ■ Two or more races

Units if needed (thousands of dollars) 8.5pt italic

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

SDCOE

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AREA AND STACKED COLUMN CHARTS

- To show the trend in composition of a group over time.
- To display the part-to-whole relationship of categories, as well as totals.

Style tips

- The y-axis should always start at zero.
- When possible, directly label series. If they are too small, use a legend.
- Avoid individual data labels.
- In a single chart, keep the maximum number of categories to three or four. More is not always better. Plotting too many categories on the same chart gives a confusing picture and defeats the purpose.
- Legends should be stretched across the top of the chart, or on the right, and the order should match the order in the chart.
- Sequential series should be shaded from lightest to darkest for easy comparison.

STACKED AREA CHART

This chart shows the growth of private contributions to higher education in California. This area chart is the best representation of these changes because federal and state funding occurred for the entire time period shown and the other two for only the last 10 years. Area charts are better utilized when elements "stack" on each other over time. Additionally, since this chart reflects categories (e.g., Private Contributions, Local Funding, and so on), the graph uses a categorical color scale to depict differences in these categories. A y-axis title is needed here so the reader knows that 100 mean 100,000.

FIGURE X

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

(Thousands of dollars)
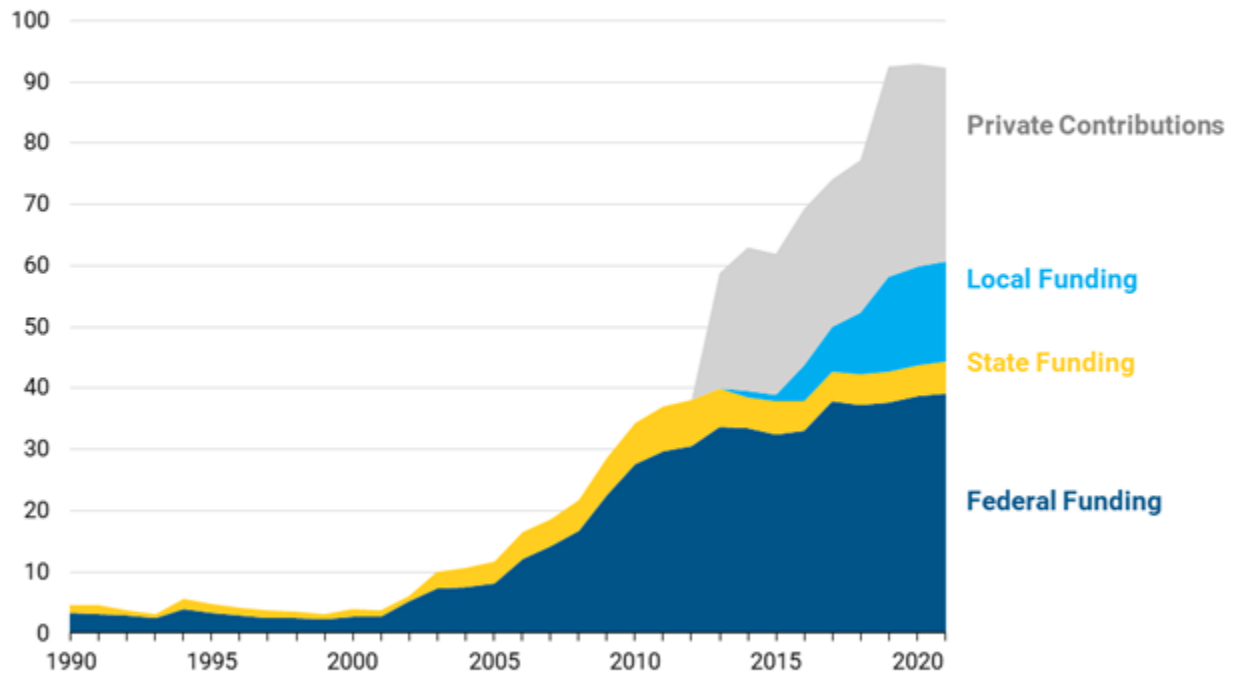
Private Contributions

Local Funding

State Funding

Federal Funding

Source: This is the source of the chart.
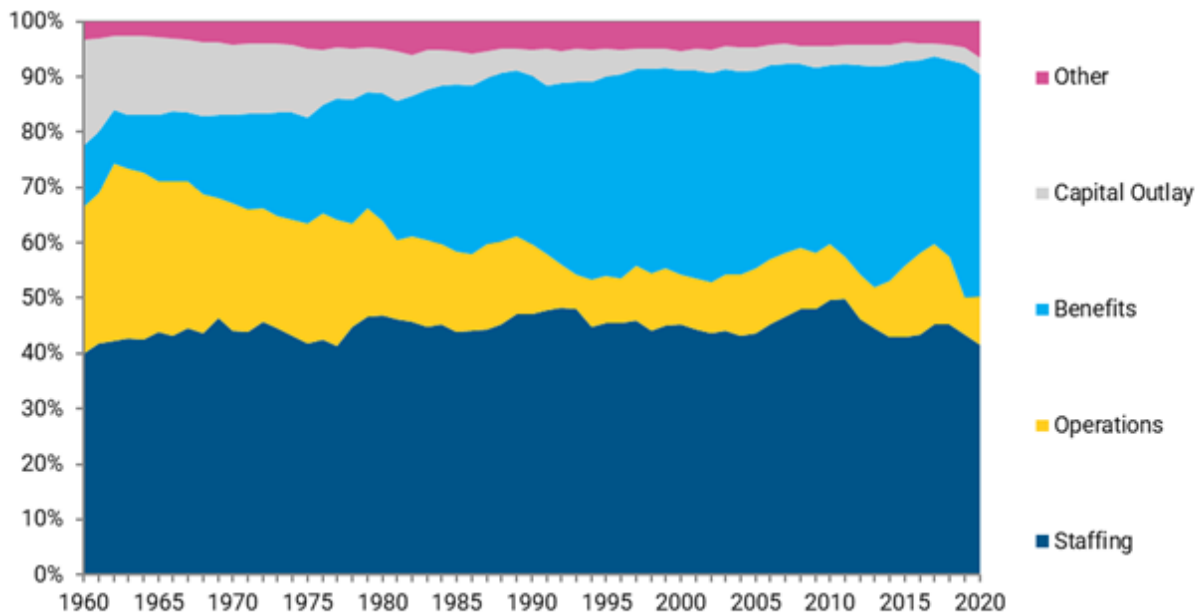**Notes:** This is the notes section of the chart.

SDCOE

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100% AREA CHART

This 100% area chart depicts changes in the expenditures in a school district over time. The chart shows the percentage of spending overtime based on 5 major spending categories in the school district's budget. The chart allows readers to visualize how spending has changed over time across these different categories of spending, which makes it easier to see the "headline" in this graph where spending in Benefit has increased while Capital Outlay projects have decreased.

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

SDCOE

LINE CHARTS

- To show the trend in one variable, usually over time.
- To show multiple variables with multiple lines (if they are on the same scale).
- To show the same variable for multiple observations with multiple lines.

Style tips

- The y-axis should always start at zero.
- When possible, directly label series. If too close together, use a legend.
- Avoid individual data markers.
- Avoid dashed lines.
- In a single chart, keep the maximum number of lines to three or four. More is not always better. Plotting too many lines on the same chart gives a confusing picture and defeats the purpose.
- Legends should be stretched across the top of the chart and the order should match the order in the chart.
- Sequential series should be shaded from lightest to darkest for easy comparison.

LINE CHART

This basic line chart shows the change in the number of students enrolling in college overtime. The top line shows enrollment figures for 2-year colleges, while the lower line shows enrollment figures for 4-year colleges. The two series are depicted in SDCOE's 2 category color palette.

When using lines, it is preferred to directly label each line to make interpretation easier versus using a legend. Some other design decisions might include shortening the y axis to 3 digits and using a units axis label such as (in millions). It might also be preferable to remove some of the years on the x-axis labeling only in 5-year increments. Removing clutter is preferred but not at the expense of understanding.

FIGURE X
Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic
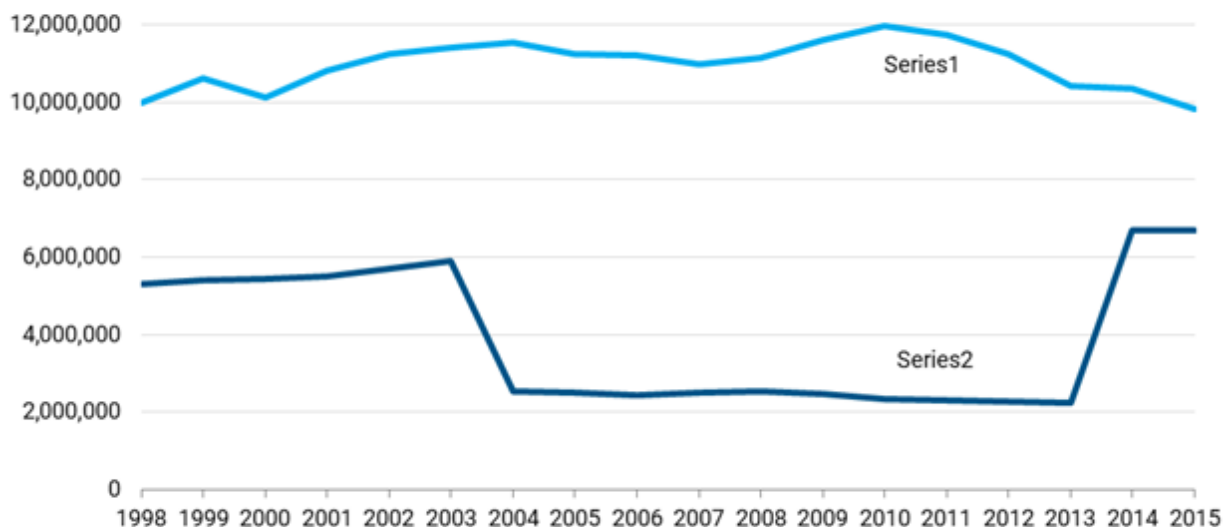
Source: This is the source of the chart.
Notes: This is the notes section of the chart.
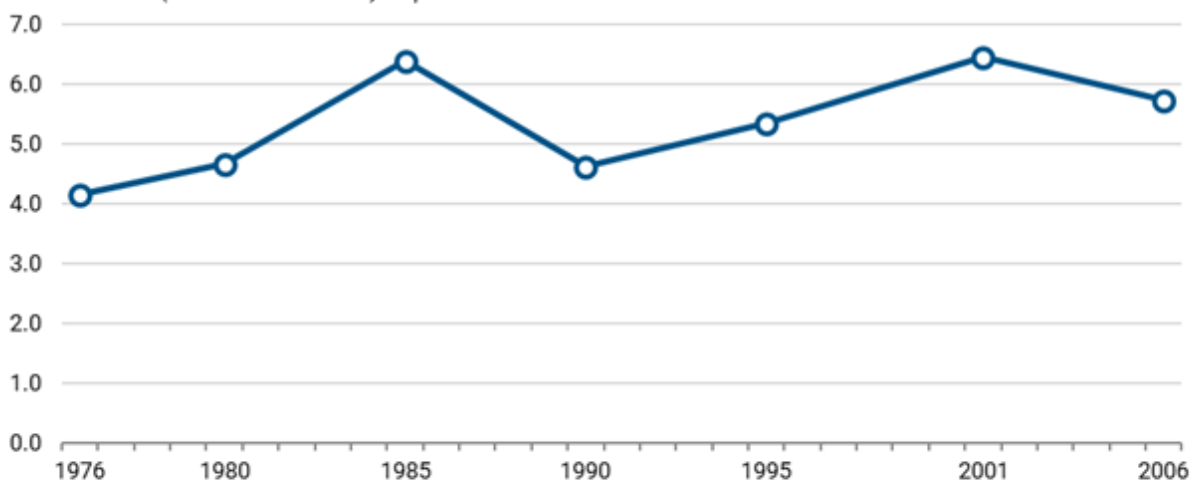
SDCOE

BAR CHART SINGLE LINE IRREGULAR YEAR INTERVALS
Sometimes line chart must depict changes at irregular intervals because of a policy changes in education. When this happens, it is important to make sure the axis reflects this difference. This single line chart with markers provides information on dropout rates in a district over time using a single color and open markers. The x-axis reflects the irregular time interval (i.e., 4 spaces between 1976 and 1980, five between 1980 and 1985, and so on).

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

SDCOE

POINT CHART & DOT CHARTS

- To show the relationship between two variables (scatter plot).
- To show the change in two points (slope chart and dumbbell chart) over time.

Style tips

- Avoid individual data markers in scatter plots. Slope charts and dumbbell charts often need markers or additional annotation but should not over-textualize the data points.
- Overplotting can be an issue with scatterplots. Overplotting is the case where data points overlap to a degree where we have difficulty seeing relationships between points and variables. One way to overcome this issue is to change the form of the dots, adding transparency to allow for overlaps to be visible, or reducing point size so that fewer overlaps occur.
- When a scatter plot is used to look at a predictive or correlational relationship between variables, it is common to add a trend line to the plot showing the mathematically best fit to the data. This can provide an additional signal as to how strong the relationship between the two variables is, and if there are any unusual points that are affecting the computation of the trend line.
- A common modification to a basic scatter plot is the addition of a third variable. Values of the third variable can be encoded by modifying how the points are plotted. For a third variable that indicates categorical values (like geographical region or gender), the most common encoding is through point color. Other options include symbols or different sized point shapes. Only use one encoding strategy and avoid having different colored symbols, which my distract the reader.
- Legends should be stretched across the top of the chart and the order should match the order in the chart.
- Lines connecting dots on slope charts and dumbbell charts should be thin.
- Keep the number of lines to 5 or less to allow for better readability in slope and dumbbell charts.

SCATTER PLOT

A scatter plot shows the relationship between two variables. Here, we can see the relationship between the number of students in a class (x-axis) and the number of students with IEPs in the class (y-axis). As the number of students in a class increases the number of students with IEPs decreases. Data are depicted using a single color; however, the colors of these dots could change to reflect different classrooms or different schools. In this case, a legend or annotation would also be needed.

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic
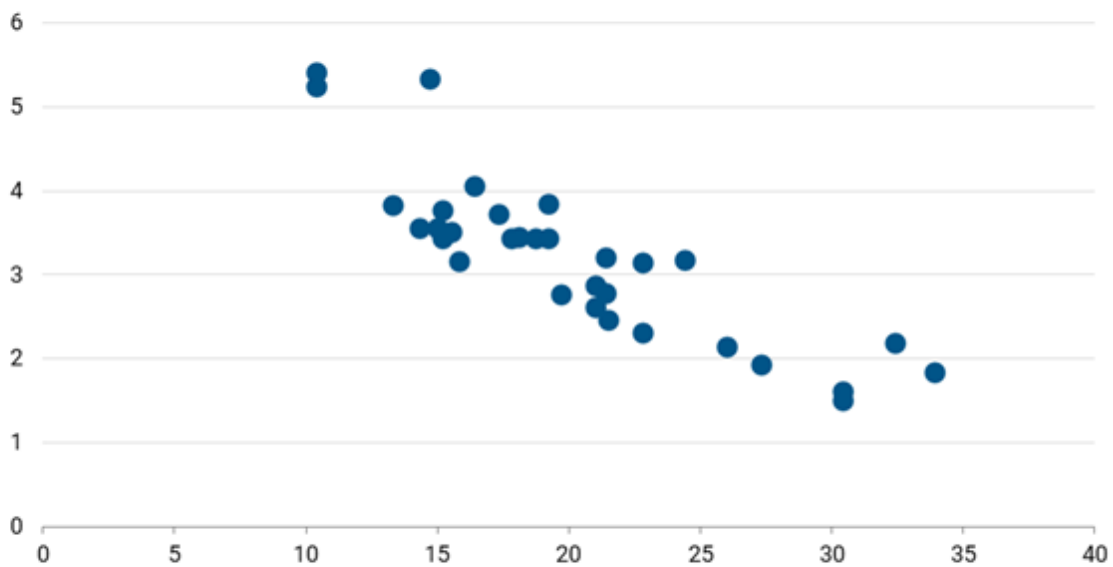
Source: This is the source of the chart.
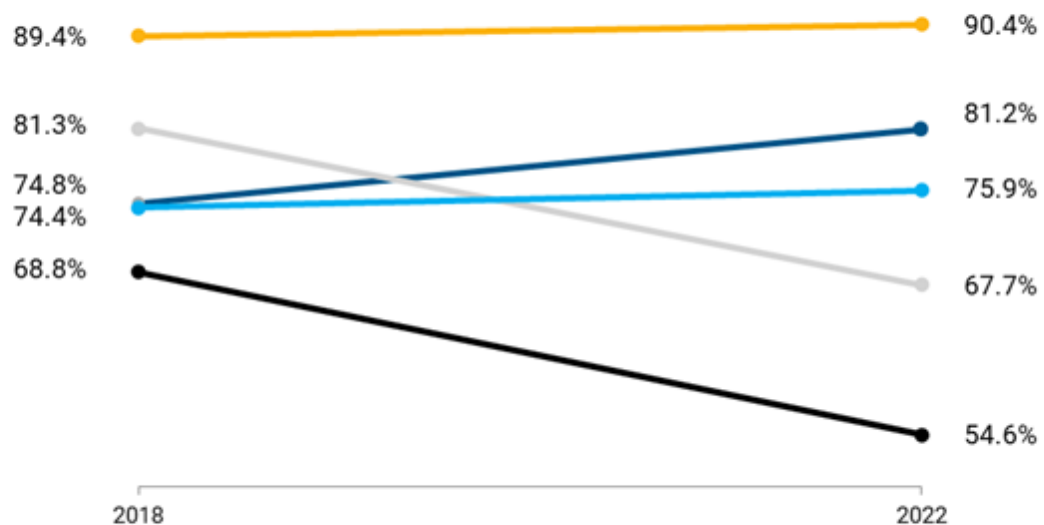**Notes:** This is the notes section of the chart.

SDCOE

SLOPE CHART

A slope chart depicts change typically over time but can depict change over other events as well. This chart shows differences in pass rates for several high school classes during 2018 and 2022. The chart uses a 5-category color palette to depict the different classes compared. The legend is displayed at the top of the graph. In most cases, axes titles are unnecessary because they tend to clutter the graphic and be distracting. In the case below, the percentages would likely be referenced in the Title or Subtitle of the Figure (e.g., Students struggle passing Spanish I…)

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

English 9 ——— Geography ——— Biology ——— PE ——— Spanish I
Units if needed (thousands of dollars) 8.5pt italic

	2018	2022
PE	89.4%	90.4%
English 9	81.3%	81.2%
Biology	74.8%	75.9%
Geography	74.4%	67.7%
Spanish I	68.8%	54.6%

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

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DUMBBELL CHART

A dumbbell chart shows change over time or across events. This chart shows the change in passing rates of high school classes from 2018 to 2022. The chart uses a two-category color scheme to show a starting and ending point. Without a legend, it is difficult to know which point is the starting and which one is the ending point. The reference is important to know when the change is positive (Geography) versus negative (English 9).
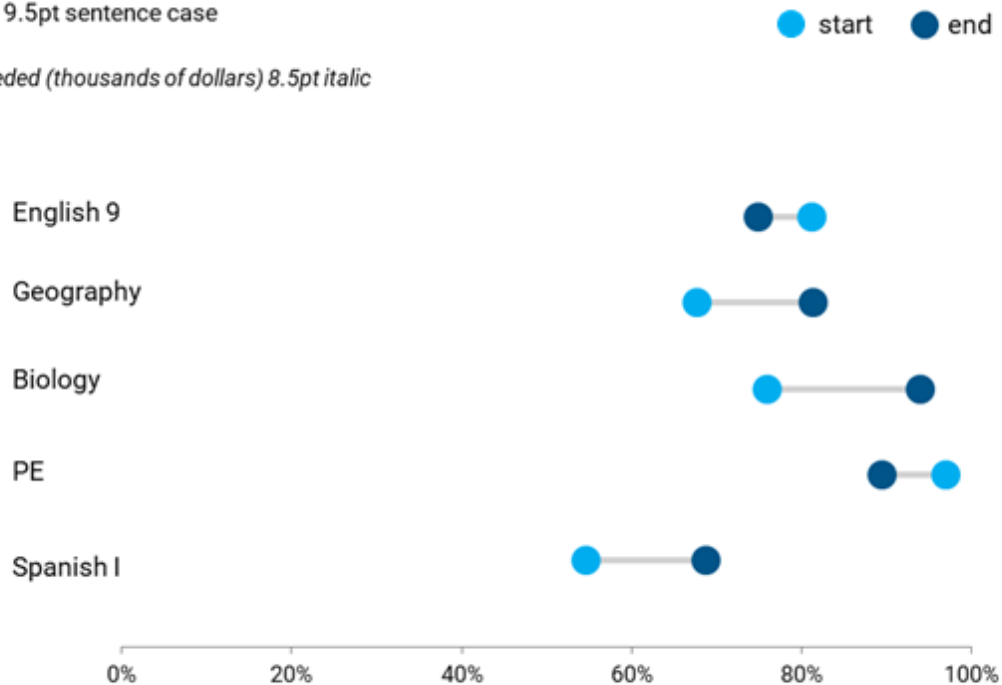
These charts maximize white space and therefore rarely need axes titles.

FIGURE X

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

● start   ● end

Units if needed (thousands of dollars) 8.5pt italic

English 9
Geography
Biology
PE
Spanish I

0%   20%   40%   60%   80%   100%

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

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PIE AND DISTRIBUTION CHARTS

- Use these charts sparingly. Often a bar or column chart is better. It is difficult to visually judge the size of circles (or circle segments). These segments are easier to discern as rectangles on a scale.
- Use pie charts to show the relative relationship between two or three things.
- Use pie charts when the categories add up to 100 percent.

PIE CHARTS AND PIE CHART ALTERNATIVES

Some basic pie charts illustrate a few items along with a label and some quantitative information. These are best when kept to a few items to compare. Here the color scheme is a single-color category because the pie represents 100% of a school's expenditures.

It is important to directly label all the important information in the plot area and to avoid legends. The largest slice of the pie should always start at the top (or 12 o'clock) on the chart, which keeps the smaller slices together near the bottom.

FIGURE X
Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Salaries, $612,600, 46%

Services, $688,955, 51%

Transfers, $45,613, 3%
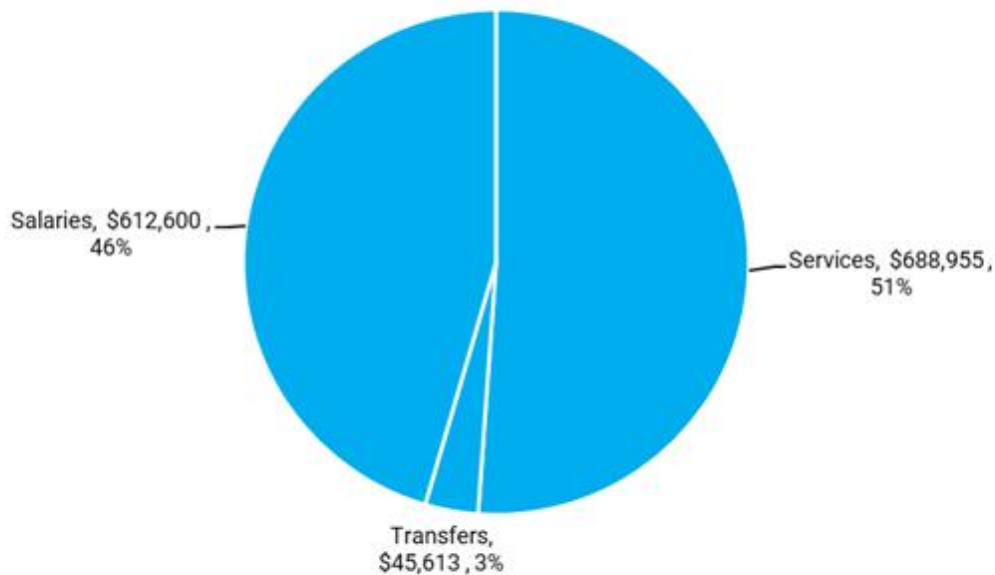
Source: This is the source of the chart.
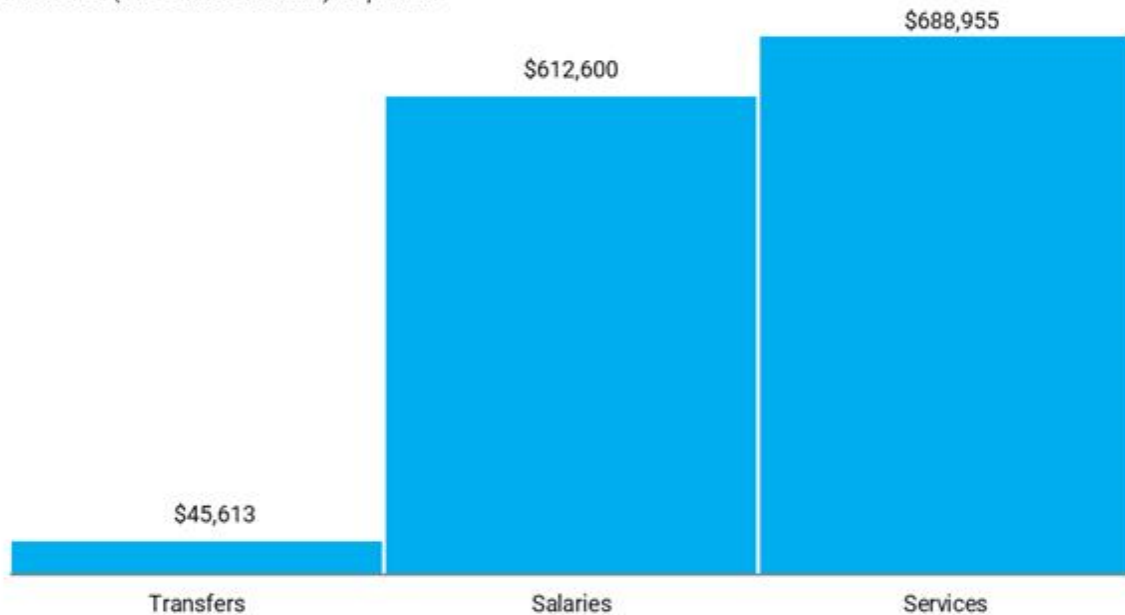**Notes:** This is the notes section of the chart.

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An alternative to a pie chart is a bar chart which is easier for people to interpret. The same color is used throughout the graph to represent how these three bars represent 100% of expenditures. For some pie charts with many "slices" it may be very difficult to see the differences between slices. Length is easier to interpret for most individuals compared to angles.

FIGURE X

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

		$688,955
	$612,600	
$45,613		
Transfers	Salaries	Services

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

SDCOE

# PIE CHARTS AND PIE CHART ALTERNATIVES (MANY CATEGORIES)

For pie charts with many categories, it is best to highlight the area or the reason for the chart. The same color is used for most of the graph except for the one area: LCFF, which is the focal point of the graph. In this case the largest slice starts at the top and wraps left, following by the smaller slices. All the information is encoded directly onto the graph eliminating the need for a legend.

Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Other
16%

Fees
14%

Federal
4%

Special Funds
1%

LCFF
17%

Categorical
48%
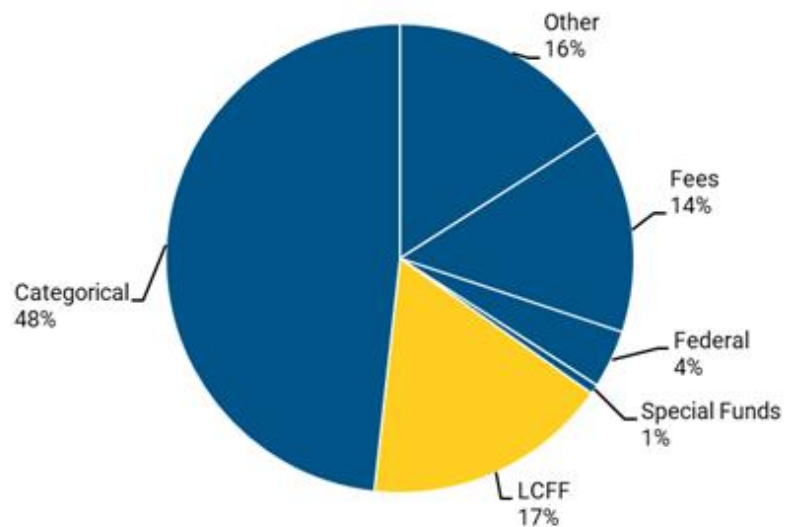
Source: This is the source of the chart.
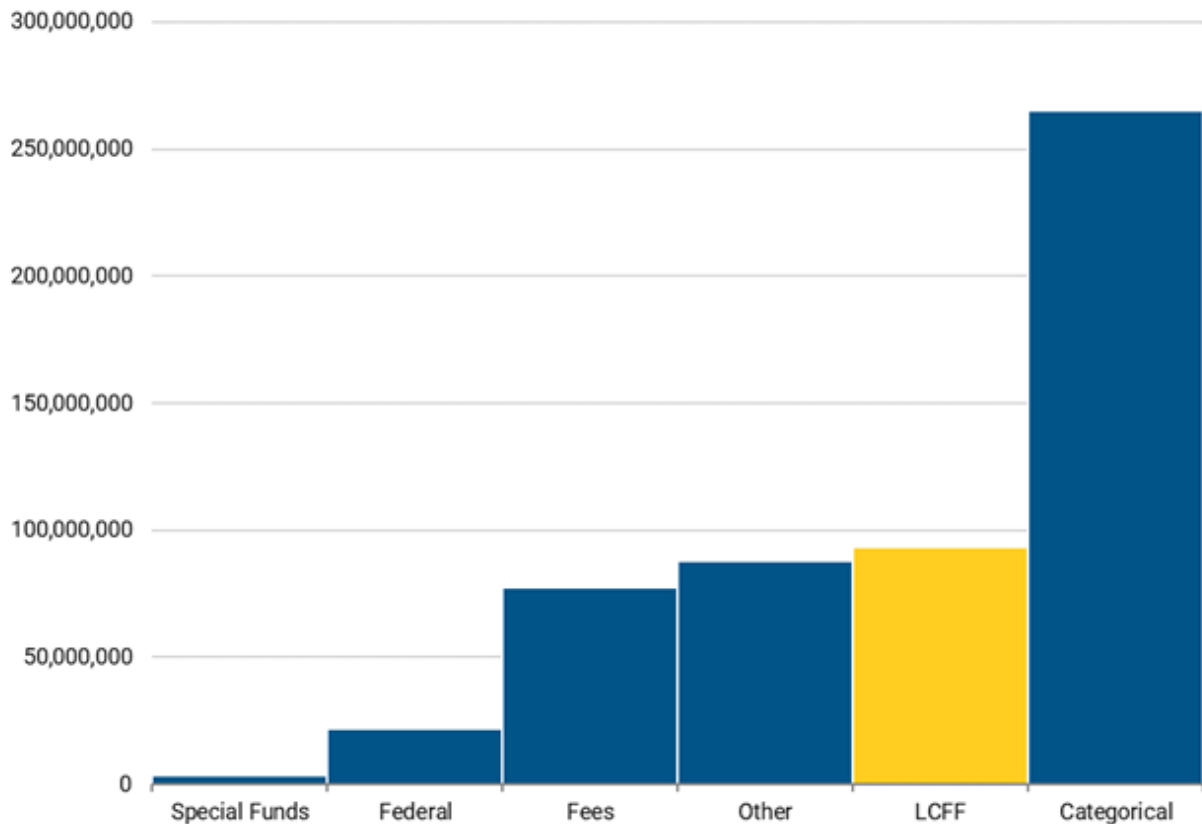Notes: This is the notes section of the chart.

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Here is another alternative to the previous pie chart with the focal area highlighted. In this case, it is easier to see the relationship between LCFF spending and the other categories because length is easier to interpret compared to angles.

FIGURE X
Title in 12pt Title Case
Subtitle in 9.5pt sentence case

Units if needed (thousands of dollars) 8.5pt italic

Source: This is the source of the chart.
Notes: This is the notes section of the chart.

SDCOE

TABLE TYPOGRAPHY

	TYPEFACE	WEB SIZE	PRINT SIZE	CASE	COLOR	NOTES
TABLE NUMBER	Roboto Regular	11	12	ALL CAPS	#00AEEF	
Title	**Roboto Medium**	14	12	Title Case	#000000	The main point of the table. Try to keep shorter than two lines and avoid qualifiers.
Subtitle	Roboto Regular	14	12	Sentence Case	#000000	Use this to add qualifiers or further clarification to the title.
Table header	**Roboto Medium**	12	12	Sentence Case	#000000	Always horizontal. Include units or multipliers in parenthesis (millions).
Table text	Roboto Regular	12	11	Sentence Case	#000000	Always horizontal.
Source and Notes	**Roboto Medium**	12	10	Sentence Case	#000000	Bold "**Source:**" and "**Notes:**" as well as any statistical significance indicators.
Background shading					#ECECEC	

TABLE PARTS

The main content in SDCOE documents is approximately 6.5" wide so tables must stay within a documents margin. All tables include a table number, a title, a subtitle, and table content where the header is shaded along with every other text field in the table.

Some tables may have smaller margins if information is annotated along the side; otherwise all table should extend the full 6.5" wide.

Text and numbers in the table headers should be left aligned in the first column. Each subsequent column should be right aligned.

TIPS

- Always include a text reference to your table to give the data context to the content of the report/brief/blog post.
- If explanatory sentences do a better job of distilling the information, consider going without a table.
- Title: Keep it short and simple. Try to explain the table in a few words. If qualifiers or further clarification are needed, use a subtitle.
- Source and Notes: This is where the technical information about methodology can go. Avoid putting this information in the title or on the table.

IN PRINT TABLES

This Is The Title Of The Chart, And It Should Be In Title Case And It Should Be As Short As Possible

This is the subtitle that is in sentence case

	2019	2020	2021	2022
School district				
Poway	89%	91%	90%	93%
San Diego Unified	86%	88%	85%	91%
Oceanside	77%	84%	86%	89%
Sweetwater	81%	83%	85%	91%
Grossmont	80%	82%	82%	81%
Escondido	78%	85%	87%	84%

Source: This is the source of the table (i.e., California Department of Education)
Notes: These are where notes on the chart go in case you need to explain something in greater detail