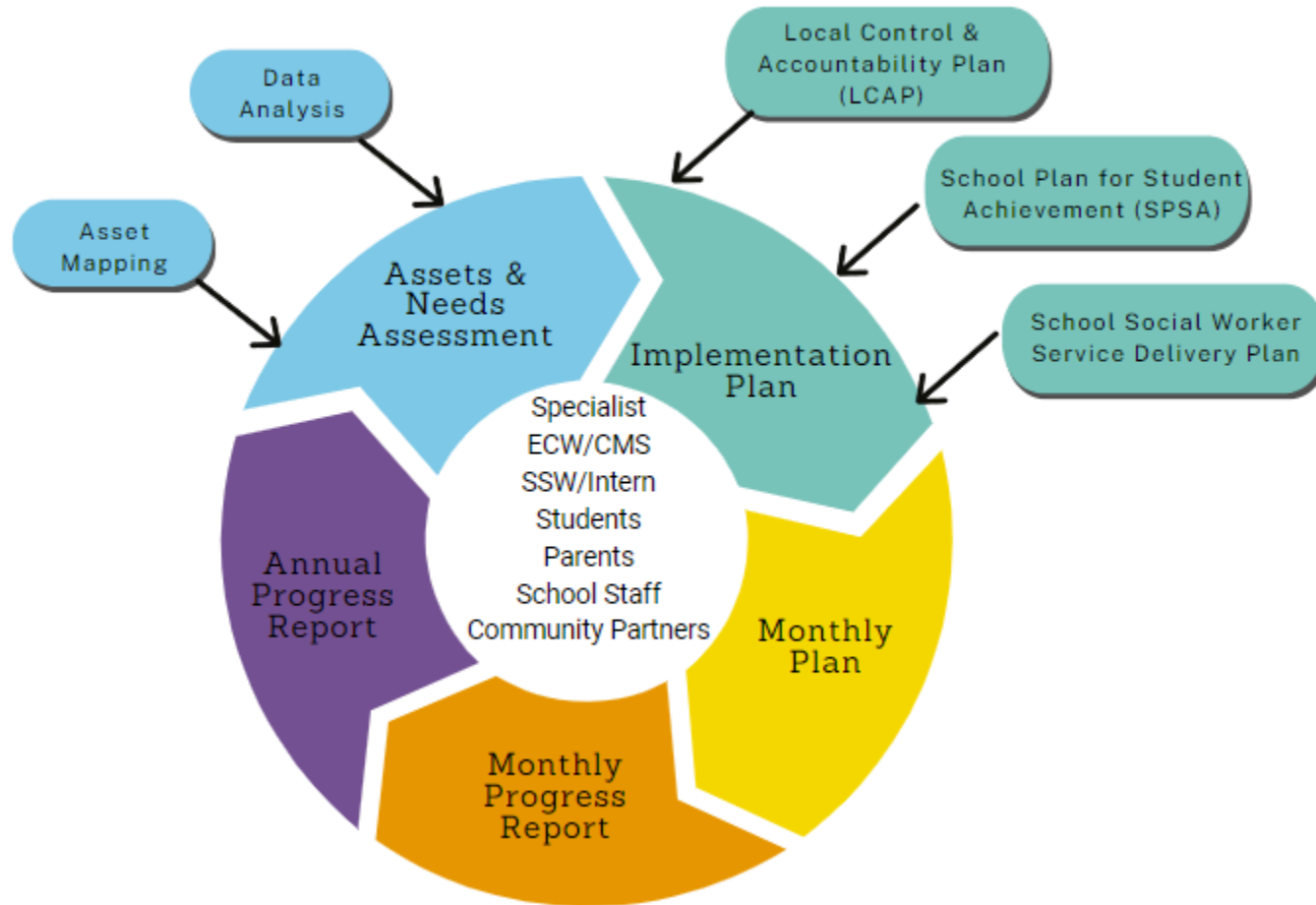


## Community School Council Implementation Plan (CSCIP) for 2024 – 2025

**School Site Name: Sierra Cont**

This implementation plan should be developed by your site's shared decision-making team or council to ensure participation from students, staff, families and community partners. This plan is built from your Assets & Needs Assessment and should align to your district's Local Control & Accountability Plan (LCAP) and your school's School Plan for Student Achievement (SPSA). This plan will be used to develop your Monthly Implementation Plans and Progress Reports. It will also facilitate completion of the Annual Progress Report (APR) at the end of the year.



## Community School Council Implementation Plan (CSCIP) for 2024 – 2025

### Capacity-Building Strategies

Describe your team's plan to implement the five capacity-building strategies as described in the [Capacity Building Strategies document](#). You can refer to your optional [self-assessment](#) and summarize the information you provided there.

Capacity Building Strategy	2023-24 APR Reflection	2024-25 Capacity Building Goals	Measure for Capacity Building Goals	End of Year Reflection
<i>Example: Collaborative Leadership</i>	<i>Visioning</i>	<i>Engaging – Develop Community School Council (CSC) that includes diverse voices from students, parents/caregivers, school staff, and community members.</i>	<i>EPS – Shared Decision Making – # of Student, Parent, Staff and Community Participants</i>	<i>In the APR, you will reflect on your team's progress in strengthening and building the capacity of all interest-holders in implementing the community school's approach.</i>
<b>Shared Commitment, Understanding and Priorities</b>	<b>N/A</b>	Visioning - Promote the Community Schools Council (CSC) its purpose and objectives to staff, students, families. Engage interest-holders through one-on-one interviews and focus groups, to begin learning about the hopes and dreams of the community and to create a shared understanding of the community school strategy.	EPS: Site activities , e.g. focus group data collection, survey data	
<b>Centering Community-Based Learning</b>	<b>N/A</b>	Visioning - Ensure that educators have the resources needed to create supportive, student-centered learning environments that serve the whole child, including training and support in social emotional learning.	Number of SEL Staff Professional Development Artifact: PD Schedule, presentation	
<b>Collaborative Leadership</b>	<b>N/A</b>	Visioning - Develop a Community School Council (CSC) that includes diverse voices from students, parents/caregivers, school staff and community members.	EPS: Advisory Council - # of different stakeholders	
<b>Sustaining Staff and Resources</b>	<b>N/A</b>	Visioning - Map existing assets (e.g., staffing, policies, initiatives, programs) at the school and LEA-level that can support and connect to the community school strategy. Reimagine existing implementation efforts to create better alignment, strengthen relationships, and boost interest-holder engagement.	CSC meeting artifacts, e.g. Asset-Mapping Activity	
<b>Strategic Community Partnerships</b>	<b>N/A</b>	Visioning - Connect with potential partners through one-on-one conversations to explore how both parties could contribute to and benefit from the community school process.	EPS: Community Partner Collaboration	

### Engaging Educational Partners

As part of establishing collective priorities, schools plan and execute an asset and needs assessment that engages most students, staff, families, and community members in identifying their top community school priorities and vision. You can refer to this [Deep Assets and Needs Assessment](#) or this [Condensed Assets and Needs Assessment](#) for guidance.

What groups will you engage in your school site's asset and needs assessment and how will they be engaged?

School Community Group	Do you plan to engage this school community group?	How will you engage this school community group?	Please elaborate on the selected engagement strategies.	End of Year Reflection
Example: Administrators	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>One-on-one interviews</li> <li>Meetings and forums</li> </ul>	<p>I will engage Administrators in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> <li>Hosting a meeting/forum to discuss findings from the Community Schools Survey</li> <li>Conducting 1:1 interviews with the principals and assistant principals to identify what they believe are school assets and areas of need.</li> </ul>	<p><i>In the APR, you will reflect on the extent to which you have engaged different school community groups and the processes you used to engage them.</i></p>
Administrators	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>One-on-one interviews</li> </ul>	<p>I will engage Administrator in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> <li>Conducting 1:1 interview with the principal to identify what they believe are school assets and areas of need.</li> </ul>	
Educators	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>One-on-one interviews</li> <li>Meetings and forums</li> </ul>	<p>I will engage educators in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> <li>Hosting a meeting/forum to discuss findings from the Community Schools Survey</li> <li>Conducting 1:1 interviews with educators to identify what they believe are school assets and areas of need.</li> </ul>	
Classified staff	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Focus groups</li> <li>Meetings and forums</li> </ul>	<p>I will engage classified staff in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> <li>Hosting a meeting/forum to discuss findings from the Community Schools Survey</li> <li>Conducting focus groups with classified staff to identify what they believe are school assets and areas of need.</li> </ul>	
Students	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Focus groups</li> <li>Meetings and forums</li> </ul>	<p>I will engage students in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> <li>Hosting a meeting/forum to discuss findings from the Community Schools Survey</li> <li>Conducting focus groups with students to identify what they believe are school assets and areas of need.</li> </ul>	
Family members	<ul style="list-style-type: none"> <li>Yes</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Meetings and forums</li> </ul>	<p>I will engage family members in the assets and needs assessment process by:</p> <ul style="list-style-type: none"> <li>Hosting a meeting/forum to discuss findings from the Community Schools Survey</li> </ul>	

			<ul style="list-style-type: none"> <li>Conducting focus groups with families to identify what they believe are school assets and areas of need.</li> </ul>	
Community members	<ul style="list-style-type: none"> <li>No</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

How will you engage historically marginalized student and family groups through your asset and needs assessment process (these groups might include: families or students from racially minoritized groups, experiencing homelessness, students in foster care, families/students with disabilities, low-income students/families, English learners, or newcomers, etc.)?

Group	How do you plan to engage this student and family group? Provide a brief description.	End of Year Reflection
Example: Group 1: African American Students	We plan to engage African American Students by surveying participants in the school's Black Student Union to identify their strengths and needs. We will also conduct a visioning exercise to identify their connectedness and sense of belonging at the school. Results will inform our planning.	In the APR, you will rate the extent to which you have engaged members of these groups in developing your community school and provide a brief description of how you have engaged them.
Group 1: Low-Income Hispanic (Latinx) Students/ Families	We plan to engage Low Income Students/families by surveying them to identify their strengths and needs. We will also conduct a visioning exercise to identify their connectedness and sense of belonging at the school. Results will inform our planning.	
Group 2: English Language Learners	We plan to engage ELL students and families by conducting targeted outreach in order to increase parent participation in school activities. Additionally, English Learners will be surveyed to identify their strengths and needs, sense of belonging at our school, and their college and career exposure (results will inform our planning). Lastly, we will form part of the ELAC Committee to identify school strengths and needs that will inform our planning for the school year.	

## Goals and Actions

Your Community School Council goals can include a variety of topics across the community schools' pillars, such as student attendance, health/mental health, after school and summer programming, learning recovery/acceleration strategies, school climate, authentic family engagement, educator retention, collaborative leadership, etc. The goals should align to your district's Local Control and Accountability Plan (LCAP) and school's School Plan for Student Achievement (SPSA). At least one student-centered goal should be identified.

Review your District's Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), Annual Progress Report (APR) and School Social Worker Delivery Plan. Link them below:

Plan/Report	Link
LCAP	<a href="https://docs.google.com/spreadsheets/d/1NautDNVCzRcJMSTxMh0ApZYFa-uVgNuvG_5yDkUyDdc/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1NautDNVCzRcJMSTxMh0ApZYFa-uVgNuvG_5yDkUyDdc/edit?usp=sharing</a>
SPSA	<a href="https://drive.google.com/file/d/1Ct5VF-fFPU6kZgM1Sxe11LL8OEweb_tf/view?usp=drive_link">https://drive.google.com/file/d/1Ct5VF-fFPU6kZgM1Sxe11LL8OEweb_tf/view?usp=drive_link</a>
APR (2023-24)	N/A

SSW Service Delivery Plan	N/A
---------------------------	-----

Identify 3 SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Bound, Inclusive, and Equitable) goals for your community schools' initiative. You can refer to this [SMART Goals: How to Guide](#) and [Creating SMARTIE Goals](#) resource for guidance. Parent engagement should not be a separate goal; it should be included within each goal.

SMARTIE Goals	Explain why the CSC has developed this goal and how it relates to your Assets and Needs Assessment, LCAP, and SPSA.	End of Year Reflection
Example: Increase African American student's sense of belonging as evidenced by an increase in the % of students who answer "Agree" or "Strongly Agree" to the Community Schools Survey question on belonging, from 28% to 33% by June 2024.	Our school's SPSA goal is to create a "safe and welcoming learning environment for all." In our Assets and Needs Assessment, we noticed African American students had lower scores on the Community Schools Survey question: "I feel I belong at my school." 28% (28/100) compared to 35% (72/206) for the entire school.	In the APR, you will reflect on the actions taken to meet these goals.
1. By June 2025, Sierra High School will increase parents engagement as defined as the degrees to which families are empowered to influence decision making in our school, by increasing the Youth Truth Survey <i>Parent Engagement Score</i> by 10% (from 54% to 64%). This will be achieved through the introduction of parent workshops and expanded opportunities for active involvement in school activities.	Since the pandemic, parent involvement and participation rate has been low across schools. According to the Youth Truth Survey Results from January 2024, parent engagement decreased by 16% when compared to the previous year. Sierra HS seeks to create more opportunities to continue collaborating with families to improve engagement. Research shows that parent engagement and increased attendance rates are correlated, therefore by increasing parent involvement and engagement Sierra HS students will greatly benefit as a result.	
2. By June 2025, Sierra High School students will increase their awareness of post-secondary options, reflected by a 10% (46% to 56%) increase in the Youth Truth Survey's <i>College and Career Readiness score</i> . This will be achieved through a formal partnership with a local community organization that specializes in college and career opportunities and provides mental health support.	According to the Youth Truth Survey Results from January 2024, College and Career Readiness was at 46%, which was one of the lowest student percentages found. To help our students feel confident and increase their awareness of their post-secondary options, we must leverage our community partners to help Sierra HS students gain the necessary tools to find their post-secondary pathways.	
3. By June 2025, Sierra High School will increase English Learners' sense of belonging, reflected by a 10% increase (38% to 48%) on the Youth Truth Survey's <i>Sense of Belonging score</i> . This will be achieved by establishing a system of support inside and outside the classroom.	Based on the feedback received from our Community Schools Advisory Council, a <i>Sense of Belonging</i> is an area of need at Sierra High School since we get our students during their Junior/Senior year after struggling academically at the big comprehensive high school and being told that they must come to Sierra HS for credit recovery. According to the 2024 Youth Truth Survey one of our students' lowest scores was for <i>Belonging</i> at 38%. To help our students feel a sense of belonging at Sierra HS we must systematize how we build a sense of belonging inside and outside the classroom. Additionally, fostering a stronger sense of belonging has been shown to positively influence both academic achievement and social development, which are crucial for our students as they transition from credit recovery to future success.	

## Measuring and Reporting Results

Identify the outcome measures you intend to use to assess your progress as it relates to your CSC goals. Please provide baseline data for the 2023-2024 school year and desired outcome for the 2024-2025 school year.

#### SMARTIE Goal Example

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
"Agree" or "Strongly Agree" to the question "I feel I belong at my school"	Community Schools Survey	28% (28/100)	33%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Center the voice of African American students by conducting focus groups at Black Student Union meetings.	Bi-monthly
ECW/CMS	Build partnerships with African American families and caregivers by hosting African American Family Night.	Once a semester
School Social Worker	Recruit African American students to participate in the Peer Leadership program and access MH services. Provide MH Parent workshops.	Monthly
Intern	Build positive relationships with African American students on caseload by practicing perspective-taking.	Regularly
School-Staff Member 1	The counselor will run a list of eligible African American students to meet.	As needed
School-Staff Member 2	The counselor secretary will make call slips for students two days before the focus groups.	As needed
Community Partner 1	Mental health provider will investigate providing workshops for African American students/families, if needed, based on information gathered. (Collaborate with PES and SSW to not duplicate services)	Monthly
Community Partner 2	Non-profit organization will develop mentorship program between African American teachers and students.	Annually

#### SMARTIE Goal 1: Increase parent participation and engagement

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Parent Participation Data	Parent Participation Data (Sign in sheets, exit slips, etc.) and Youth Truth Survey Participation Data (January 2025)	22% Parent Completion of the January 2024 Youth Truth Survey Participation (only 26 parents)	32% Parent Participation (end of 2024-2025 SY)	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	Additional strategies may include but are not limited to: Collaborating with LACOE's Community Schools Parent Education Specialist to create a parent engagement plan. Bring Parent University to Sierra HS, which is a series of parent workshops, "College and Career Readiness for parents." Continue to support with Coffee w/the Principal, Social Emotional Support Presentations for parents, and any other events that include parents. Utilize different incentives systems to increase parent engagement such as end of the year parent awards, free graduation ticket, VIP sitting at graduation, etc. Additionally, a Community Schools Council will be established to create a platform for families to collaborate, share feedback, ideas, and make decisions for the school. Lastly, Parent Square announcements, paper flyers, monthly parent event calendars, monthly newsletters with reminders, and social media posts across platforms to make sure our families know of events at least a week in advance.	Regularly throughout August - June 2024-2025
ECW/CMS	N/A	N/A
School Social Worker	N/A	N/A
Intern	N/A	N/A
Principal	At Sierra's monthly Coffee w/the principal we will create a welcoming open space for parents to gather in the MPR to connect, build community, work on projects, and be updated on happenings in the school.	Regularly throughout August - June 2024-2025
Title 1 Community Liaison	Sierra HS will ensure that all meetings and paperwork are translated into Spanish. Sierra HS will explore the possibility of offering meetings at different times of the day.	Regularly throughout August - June 2024-2025
Los Angeles Department of Mental Health	Enhance and continue to provide ongoing educational opportunities for parents. This may include LA's Department of Mental Health Workshops, workshops to learn how to support your child's education better, and more.	Monthly starting in November
LACOE's Community Schools Specialist	LACOE's Community Schools Parent Education Specialist to create a parent engagement plan. Bring Parent University to Sierra HS, which are a series of parent workshops.	Once a Month 9/17, 10/31, 11/19, 12/17 Spring Semester will be discussed in December

#### SMARTIE Goal 2: Increase student awareness about post-secondary options

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Youth Truth Data	Youth Truth Survey Report	(2023-2024 SY) College & Career Readiness 46%	(end of 2024-2025 SY) College & Career Readiness 56%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
-----------------------	----------------------------	----------



Specialist	Establish MOU with Local Community Partners. Increase educational enrichment opportunities/activities for students during the school day that are college, career, and SEL related. Additional strategies may include but are not limited to: College field trips, assemblies, project-based learning, community-based learning, and lunch workshops/presentations/activities/tabling events.	Regularly throughout August - June 2024-2025
ECW/CMS	N/A	N/A
School Social Worker	N/A	N/A
Intern	N/A	N/A
School Counselor	School Counselor = Will conduct presentations/workshops for students and help coordinate college field trips; Alongside, Margaret's Place Counselor and CS Specialist will create a calming space on campus to support students social-emotional wellbeing and prepare them with coping skills/life skills that they can use past their high school years.	Regularly throughout August - June 2024-2025
Principal	Principal = Will fund field trip plans and support with approving substitute coverage	Regularly throughout August - June 2024-2025
Upstream	Upstream SEL Curriculum = Partnerships with Upstream for free SEL Curriculum (consisting of staff support, SEL lessons, lesson scripts, lesson activities, and presentations, specifically tailored to Sierra HS needs.	twice a month; Monthly Staff Professional Development on Curriculum
Citrus College	Citrus College = Increase educational enrichment opportunities/activities for students during the school day that are college & career related; Attend all tabling events	Monthly

### SMARTIE Goal 3: Increase English Learners' sense of belonging

Measurement of Effectiveness	Method of Evaluation	Baseline Data 2023-2024	Desired Outcome 2024-2025	End of Year Reflection
Youth Truth Data	Youth Truth Survey Report	(2023-2024 SY) Sense of Belonging 38%	Sense of Belonging 48%	In the APR, you will reflect on your progress to meet this goal.

Personnel Responsible	Strategies, Actions, Tasks	Timeline
Specialist	To support the goal of increasing English Learners' sense of belonging at Sierra High School, the Community Schools Specialist will implement a series of strategic action steps. First, empathy questions will be developed to gain insights into student experiences, followed by scheduling empathy interviews with students and teachers to gather qualitative data. Pullout sessions will be calendared to conduct these interviews with each student classified as EL and with our teaching staff, ensuring comprehensive participation. In November, the results from the empathy interviews will be shared with staff during a professional development session, where a brainstorming activity will generate ideas for fostering a	Regularly throughout August - June 2024-2025



	stronger sense of belonging in the classroom. Additionally, an EL Student Focus Group will be organized to gather more targeted feedback. The Youth Truth Survey will be pushed out in 2025 to assess progress, and the data gathered will be analyzed and compared to 2024 results. Finally, the updated data will be shared with the entire school community to inform ongoing efforts and celebrate progress.	
ECW/CMS	N/A	N/A
School Social Worker	N/A	N/A
Intern	N/A	N/A
School Counselor	The school counselor will play a crucial role in achieving the Sense of Belonging goal by developing a comprehensive onboarding system for new students. This will include providing each new student with a personalized tour of the school to help them familiarize themselves with key areas and resources. To ease their transition, the counselor will also organize a "lunch buddy" system, pairing new students with peers during their first week to foster connections and reduce feelings of isolation. Additionally, the counselor will establish a structured check-in system to regularly follow up with new students during their first few weeks, ensuring they are adjusting well and feel supported. By creating this welcoming and supportive system, the counselor will contribute to increasing students' sense of belonging, helping them feel more connected to the school community from the start.	Regularly throughout August - June 2024-2025
School Staff Member 2	N/A	N/A
Citrus College	Citrus College = Increase educational enrichment opportunities/activities for students during the school day; Be academic mentors to our English Learners; Attend all tabling events	Monthly
Community Partner 2	N/A	N/A

### Whole Child and Family Supports Inventory

To make progress toward the identified goals, your site may provide a range of whole child and family supports (see [Whole Child and Family Supports Inventory](#)).

For each potential support below, please identify if the support will be part of your Community Schools Implementation Plan.

Potential Support	Will your site be providing this support?	If yes, which goal is it aligned to? How does it align?	End of Year Reflection
Example: Student Leadership Development and Opportunities (14)	Yes	Goal #1 – Increasing AA student sense of belonging by centering the voice of African American students in leadership opportunities, such as the Black Student Union.	In the APR, for the supports you answer “Yes” to, you will reflect on the phase of implementation as

Health Screening and Services (vision, dental, hearing, neurological, physical health) (1)	No		<p>you end the year. Was the support:</p> <p>A. Previously implemented and now integrated into the community school work</p> <p>B. Expanded partnership</p> <p>C. Provided training/PD</p> <p>D. Expanded capacity to offer support</p> <p>E. Collecting data and tracking improvement.</p> <p>You will also reflect on the funding source you are exploring to ensure the sustainability of each support.</p>
Mental health Screening and Services (2)	No		
Nutrition Services and Support (3)	No		
Academic Support (tutoring, specialist, etc.) (4)	Yes	Goal #3 - By June 2025, Sierra HS will help increase English Learners' sense of belonging, reflected by a 10% increase (38% to 48%) on the Youth Truth Survey's <i>Sense of Belonging</i> score. This will be achieved by establishing a system of support inside and outside the classroom. Fostering a stronger sense of belonging has been shown to positively influence both academic achievement and social development, which are crucial for our students as they transition from credit recovery to future success.	
Counseling Center (5)	Yes	Goal #2 - By June 2025, Sierra High School students will increase their awareness of post-secondary options, reflected by a 10% increase in the Youth Truth Survey's College and Career Readiness score. This will be achieved through a formal partnership with a local community organization that specializes in college and career opportunities and provides mental health support. Through collaborative partnerships between the school counselor/specialist with Citrus College, APU, and Upstream our students will be able to have the resources needed to be successful in their post-secondary options. By creating a virtual College & Career Counseling Center our students will increase their awareness of their options and resources.	
Multi-Tiered System of Support (6)	Yes	Goal #3 - By June 2025, Sierra HS will help increase English Learners' sense of belonging, reflected by a 10% increase (38% to 48%) on the Youth Truth	

		Survey's <i>Sense of Belonging</i> score. This will be achieved by establishing a system of support inside and outside the classroom. By working in collaboration with the school counselor, teachers, families, and students we can create systems where students constantly feel heard, validated, and important.	
Coordination of Services Team (e.g., COST team) (7)	No		
Before School (times/services) (8)	No		
After School (times/services) (9)	No		
Summer Programs (10)	No		
During School (learning pathways, differentiated instruction, lab times, etc.) (11)	No		
Teacher Leadership Development and Opportunities (12)	No		
Parent Leadership Development and Opportunities (13)	Yes	Goal #1 - By June 2025, Sierra High School will increase parents engagement as defined as the degrees to which families are empowered to influence decision making in our school, by increasing the Youth Truth Survey Parent Engagement Score by 10% (from 54% to 64%). This will be achieved through the introduction of parent workshops and expanded opportunities for active involvement in school activities. Through our Parent University Series and Community Schools Council our parents will have leadership development and opportunities.	
Student Leadership Development and Opportunities (14)	No		

Shared Decision-Making Bodies that center the voices of students, families and community (15)	No		
Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16)	Yes	Goal #1 - By June 2025, Sierra High School will increase parents engagement as defined as the degrees to which families are empowered to influence decision making in our school, by increasing the Youth Truth Survey Parent Engagement Score by 10% (from 54% to 64%). This will be achieved through the introduction of parent workshops and expanded opportunities for active involvement in school activities. Taking the lead on the outreach efforts, such as school newsletters, parent square notifications, and social media outlets, the community schools specialist will be able to increase the modes of family communication and involvement.	
Home Visits (17)	No		
Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)	No		
Positive Behavioral Supports (19)	No		
Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)	No		
Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)	No		
Project-Based Learning (22)	No		
Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)	No		
Community-Based Curriculum, Pedagogy, and Projects (24)	No		

Personalized Learning Plans (25)	No		
Performance Assessments (e.g., capstones, portfolios, etc.) (26)	No		
Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)	No		
Other: (Write in) (28)			
Other: (Write in) (29)			
Other: (Write in) (30)			