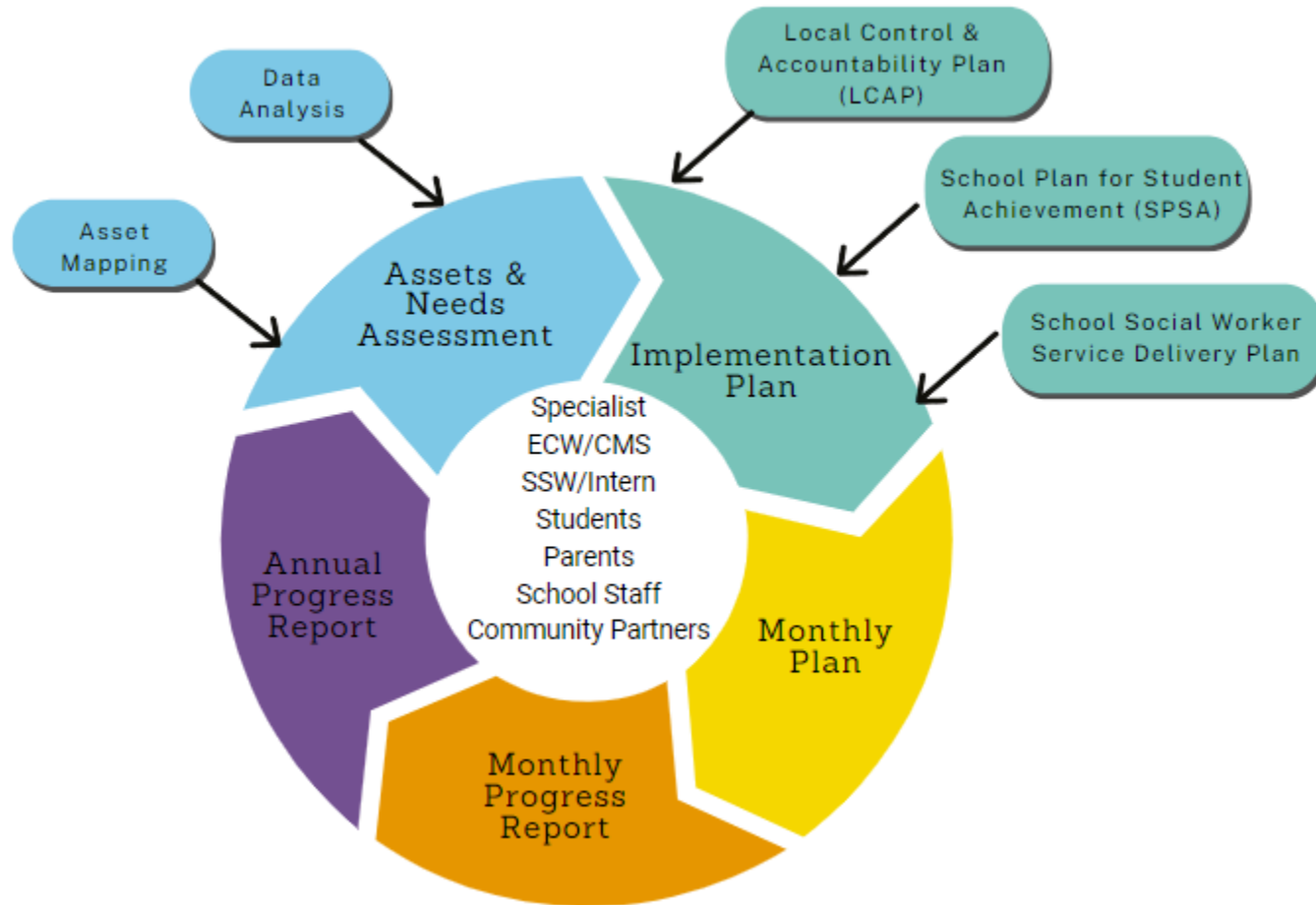


## Community School Council Implementation Plan (CSCIP) for 2024 – 2025

**School Site Name: Morningside High School**

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>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> |
| Shared Commitment, Understanding and Priorities | Visioning              | Develop a diverse community school council to solicit voice/input on Community School implementation effort                                                                          | EPS-documented (Shared Decision Making) |                                                                                                                                                                                 |
| Centering Community-Based Learning              | Visioning              | Lend support to the admin team by facilitating the school's SST/COST efforts to provide (Tier 1, 2 and 3) academic, socio-emotional and behavioral supports for Morningside students | EPS-documented (Shared Decision Making) |                                                                                                                                                                                 |
| Collaborative Leadership                        | Visioning              | Collaborate with school administration in working with the newly-formed Student Advisory Committee (SAC) to help bring voice to student concerns and needs                           | EPS-documented (Shared Decision Making) |                                                                                                                                                                                 |
| Sustaining Staff and Resources                  | Visioning              | Partner with school admin team to lead professional development activities to share Community school efforts in order to increase staff engagement.                                  | EPS-documented (Outreach/presentation)  |                                                                                                                                                                                 |
| Strategic Community Partnerships                | Engaging               | Convene a regular 'partnerships' meeting with community agencies in order to design/implement programs and services that support the needs of the Morningside community              | EPS-documented (Shared Decision Making) |                                                                                                                                                                                 |

### 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                            |
|------------------------|----------------------------------------------------|--------------------------------------------------|---------------------------------------------------------|---------------------------------------------------|
|                        |                                                    | •                                                | •<br>•                                                  | <i>In the APR, you will reflect on the extent</i> |

|                          |                                                                              |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            |                                                                                                        |
|--------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
|                          |                                                                              |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                            | to which you have engaged different school community groups and the processes you used to engage them. |
| <b>Administrators</b>    | <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• No</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Surveys</b></li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• <b>Meetings and forums</b></li> <li>• Other: (Write in)</li> </ul> | <p>Initiate regular check-in meetings with school admin to engage school leadership in needs assessment activities as well as activity planning</p> <p>Make a focused effort to increase the response rate for the annual Community Schools survey</p>                                                     |                                                                                                        |
| <b>Educators</b>         | <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• No</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Surveys</b></li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• <b>Meetings and forums</b></li> <li>• Other: (Write in)</li> </ul> | <p>Make a concerted effort (with school admin) to publicize and encourage staff participation in annual Community School survey efforts</p> <p>Create opportunities to present at regular staff meetings to support the academic goals of the District and school admin</p>                                |                                                                                                        |
| <b>Classified staff</b>  | <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• No</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Surveys</b></li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• <b>Meetings and forums</b></li> <li>• Other: (Write in)</li> </ul> | <p>Make a concerted effort (with school admin) to publicize and encourage staff participation in annual Community School survey efforts</p> <p>Create opportunities to present at regular staff meetings to support the academic goals of the District and school admin</p>                                |                                                                                                        |
| <b>Students</b>          | <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• No</li> </ul> | <ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</li> </ul>               | <p>Make a concerted effort (with school admin) to publicize and encourage student participation in annual Community School survey efforts</p> <p>Create opportunities to support on-campus student leadership groups in the planning and execution of student engagement activities</p>                    |                                                                                                        |
| <b>Family members</b>    | <ul style="list-style-type: none"> <li>• <b>Yes</b></li> <li>• No</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Surveys</b></li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• <b>Meetings and forums</b></li> <li>• Other: (Write in)</li> </ul> | <p>Make a concerted effort (with school admin) to publicize and encourage parent/guardian participation in annual Community School survey efforts</p> <p>Increase meaningful family engagement opportunities with parents/guardians by offering more high-interest workshops and engagement activities</p> |                                                                                                        |
| <b>Community Members</b> | <ul style="list-style-type: none"> <li>• Yes</li> <li>• <b>No</b></li> </ul> | <ul style="list-style-type: none"> <li>• Surveys</li> <li>• One-on-one interviews</li> <li>• Focus groups</li> <li>• Visioning exercises</li> <li>• Meetings and forums</li> <li>• Other: (Write in)</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?<br>Provide a brief description.                                                                                                                                                                      | End of Year Reflection                                                                                                                                                                   |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Group 1:<br><b><i>Students receiving Special Education Services</i></b> | We plan to better engage SPED students/families by making a conscious effort to engage SPED students in planned Community School activities and other school-initiated programs.                                                                              | 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 2:<br><b><i>Mckinney-Vento and foster families</i></b>            | We plan to work with enrollment staff to ‘tag’ students who enroll and belong to one (or both) of the identified populations. We will create a welcoming environment in the Parent/Community Schools office where we offer basic needs and resources support. |                                                                                                                                                                                          |

### 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                      |      |
| SPSA                      |      |
| APR (2023-24)             |      |
| SSW Service Delivery Plan |      |

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                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| 1. By June 3, 2025, Morningside High School will realize a 10% reduction in student chronic absenteeism rate (from 29.5 % to 19.5%) as measured and reported by 2024-25 SPSA Goal 3 (Culture and Climate) data. | The California Department of Education (CDE) Dashboard indicates a Chronic Absenteeism Rate of 29.5 % . High absenteeism rates can reflect a lack of engagement in school activities due to an increased number of tardies and absences.                                                                | In the APR, you will reflect on the actions taken to meet these goals. |
| 2.. By June 3, 2025, Morningside High School will realize an 8.5% increase in graduation rate (from 91.5% to 100%) as measured and reported by 2024-25 CDE Dashboard data report(s).                            | The California Department of Education (CDE) Dashboard indicates a graduation rate of 91.5 % . The school strives to ensure that all students graduate. Additionally, students will have access to academic courses that increase their 'A-G' readiness as well as prepare them for college and career. |                                                                        |
| 2. By June 3, 2025, Morningside High School will realize a 10% increase in the student stability rate (from 29.3% to 19.3%) as measured and reported by 2024-25 LCAP data reports.                              | The California Department of Education (CDE) Dashboard indicates an instability rate of 29.3% . Frequent student movement from school to school can have roots in family economic instability, homelessness and/or students not residing outside of the nuclear family home (foster care).              |                                                                        |
|                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                         |                                                                        |

### 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 1: *Addressing Chronic Absenteeism*

| Measurement of Effectiveness            | Method of Evaluation                                       | Baseline Data 2023-2024        | Desired Outcome 2024-2025                          | End of Year Reflection                                           |
|-----------------------------------------|------------------------------------------------------------|--------------------------------|----------------------------------------------------|------------------------------------------------------------------|
| A decreased rate of chronic absenteeism | SIS attendance reports<br>CDE Dashboard data on attendance | 29.5% Chronic Absenteeism rate | A 10% reduction in the Chronic Absenteeism (19.5%) | In the APR, you will reflect on your progress to meet this goal. |

| Personnel Responsible | Strategies, Actions, Tasks                                                               | Timeline                 |
|-----------------------|------------------------------------------------------------------------------------------|--------------------------|
| Specialist            | Convene a regular meeting of COST/SST                                                    | Beginning 9/2024-ongoing |
|                       | Provide leadership development training for at least three student affinity groups/clubs | Beginning 9/2024-ongoing |
|                       | Convene a regular meeting of community partners who provide services for MHS students    | Beginning 9/2024-ongoing |
|                       | Plan high-interest student engagement activities to increase student connectedness       | Beginning 8/2024-ongoing |

|                      |                                                                                                                                                       |                          |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Specialist (cont.)   | Coordinate the distribution of basic needs items for students in need                                                                                 | Ongoing                  |
| ECW/CMS              | n/a                                                                                                                                                   |                          |
| School Social Worker | Create a calendar of awareness campaigns to increase student engagement<br>Coordinate activities of the Student Wellness Center to meet student needs | Beginning 9/2024-ongoing |
| Intern               | Assist SSW in providing mental health support (as needed)                                                                                             | Ongoing                  |
| Principal/Designee   | Provide leadership and clarification of district policy regarding student matters                                                                     | Ongoing                  |
| School Nurse         | Provide input on student cases involving known medical needs of student(s)                                                                            | Ongoing                  |
| School Psychologist  | Provide assistance in the area of testing students (i.e. 504 plans, Special Ed services, etc)                                                         | Ongoing                  |
| School Counselor     | Provide insight as it relates to students' academic schedule/program                                                                                  | Ongoing                  |
| Other key staff      | Additional staff may be asked to provide insight in their area(s) of expertise                                                                        | As needed                |

**SMARTIE Goal 2:** *Increasing Graduation Rates/College and Career Readiness*

| Measurement of Effectiveness                 | Method of Evaluation                    | Baseline Data<br>2023-2024 | Desired Outcome<br>2024-2025 | End of Year<br>Reflection                                        |
|----------------------------------------------|-----------------------------------------|----------------------------|------------------------------|------------------------------------------------------------------|
| An increased graduation rate of MHS students | CDE Dashboard report on graduation rate | 91.5% graduation rate      | 100% graduation rate         | In the APR, you will reflect on your progress to meet this goal. |

| Personnel Responsible  | Strategies, Actions, Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Timeline                                                                                                         |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Specialist             | <ul style="list-style-type: none"> <li>Convene a regular meeting of COST/SST to identified academic, socio-emotional and behavior needs of MHS students</li> <li>Provide leadership development training for at least three student affinity groups/clubs</li> <li>Convene a meeting of community partners who provide services for MHS students in order to increase student engagement</li> <li>Plan high-interest student engagement activities to increase student connectedness</li> </ul> | September 2024-ongoing<br><br>September 2024-ongoing<br><br>September 2024-ongoing<br><br>September 2024-ongoing |
| ECW/CMS                | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                  |
| School Social Worker   | Assist in providing resources and guidance to identified student groups                                                                                                                                                                                                                                                                                                                                                                                                                         | Ongoing                                                                                                          |
| Intern                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                  |
| Student Group Advisors | Work with the group advisors (or identified groups) to help identify needed resources and skill-building opportunities with student leaders                                                                                                                                                                                                                                                                                                                                                     | Ongoing                                                                                                          |

**SMARTIE Goal 3:** *Addressing Student/Family Instability Rate*

| Measurement of Effectiveness                                                                                                     | Method of Evaluation                                                             |  | Baseline Data<br>2023-2024 | Desired Outcome<br>2024-2025 | End of Year<br>Reflection                                                    |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--|----------------------------|------------------------------|------------------------------------------------------------------------------|
| Meeting documentation<br>(agenda, sign in, etc.)<br>Data/Reporting on efforts to<br>increase utilization of available<br>reports | Review of meeting<br>documentation<br>Efforts to publicize available<br>supports |  | N/A                        |                              | In the APR, you<br>will reflect on<br>your progress<br>to meet this<br>goal. |

| Personnel Responsible        | Strategies, Actions, Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Timeline                                                                                                         |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Specialist                   | <ul style="list-style-type: none"> <li>Convene a regular meeting of COST/SST to identified academic, socio-emotional and behavior needs of MHS students</li> <li>Provide leadership development training for at least three student affinity groups/clubs</li> <li>Convene a meeting of community partners who provide services for MHS students in order to increase student engagement</li> <li>Plan high-interest student engagement activities to increase student connectedness</li> </ul> | September 2024-ongoing<br><br>September 2024-ongoing<br><br>September 2024-ongoing<br><br>September 2024-ongoing |
| ECW/CMS                      | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                  |
| School Social Worker         | Provide feedback on referral process to the larger group                                                                                                                                                                                                                                                                                                                                                                                                                                        | Ongoing                                                                                                          |
| Intern                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                  |
| School Staff Member 1        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                  |
| School Staff Member 2        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                  |
| Community Partner 1<br>(All) | Provide monthly reporting on number of referrals, active clients as well as declines to service                                                                                                                                                                                                                                                                                                                                                                                                 | Monthly                                                                                                          |
| Community Partner 2          | Provide feedback on referral process and utilization of services                                                                                                                                                                                                                                                                                                                                                                                                                                | Ongoing                                                                                                          |

### 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<br>be providing<br>this support? | If yes, which goal is it aligned to? How does it align? | End of Year<br>Reflection                                                      |
|--------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------|
| Health Screening and Services (vision, dental, hearing, neurological, physical health) (1) |                                                 |                                                         | In the APR, for the<br>supports you<br>answer “Yes” to,<br>you will reflect on |
| <b>Mental health Screening and Services (2)</b>                                            | Yes                                             | Goal 1, 3:Providing needed supports                     |                                                                                |

|                                                                                                                                           |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nutrition Services and Support (3)                                                                                                        |     |                                                     | <p>the phase of implementation as 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> |
| Academic Support (tutoring, specialist, etc.) (4)                                                                                         |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Counseling Center (5)                                                                                                                     |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Multi-Tiered System of Support (6)</b>                                                                                                 | Yes | Goal 1: Systemizing support delivery for students   |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Coordination of Services Team (e.g., COST team) (7)</b>                                                                                | Yes | Goal 1: Systemizing support delivery for students   |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Before School (times/services) (8)</b>                                                                                                 | Yes | Goal 1, 3: Providing needed supports                |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>After School (times/services) (9)</b>                                                                                                  | Yes | Goal 1, 3: Providing needed supports                |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Summer Programs (10)                                                                                                                      |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| During School (learning pathways, differentiated instruction, lab times, etc.) (11)                                                       |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Teacher Leadership Development and Opportunities (12)                                                                                     |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Parent Leadership Development and Opportunities (13)                                                                                      |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Student Leadership Development and Opportunities (14)</b>                                                                              | Yes | Goal 2: Building collaborative leadership skills    |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Shared Decision-Making Bodies that center the voices of students, families and community (15)</b>                                      | Yes | Goal 2, 3: Building collaborative leadership skills |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Multiple Modes of Family Communication & Involvement (e.g. student-teacher-family conferences, regular class information & outreach) (16) |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Home Visits (17)                                                                                                                          |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Adult Education (GED, ESL, Job Training, Financial Literacy, etc.) (18)                                                                   |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Positive Behavioral Supports (19)                                                                                                         |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Practices that help prevent, reduce, and eliminate exclusionary discipline (restorative practices, peer mediation, etc.) (20)             |     |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                               |



|                                                                                                                     |     |                                   |  |
|---------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------|--|
| <b>Programs and practices that teach social-emotional skills (e.g., SEL curriculum, mindfulness practices) (21)</b> | Yes | Goal 1: Providing needed supports |  |
| Project-Based Learning (22)                                                                                         |     |                                   |  |
| Culturally-Sustaining and Responsive Curriculum and Pedagogy (23)                                                   |     |                                   |  |
| Community-Based Curriculum, Pedagogy, and Projects (24)                                                             |     |                                   |  |
| Personalized Learning Plans (25)                                                                                    |     |                                   |  |
| Performance Assessments (e.g., capstones, portfolios, etc.) (26)                                                    |     |                                   |  |
| Advisory System to ensure every student has a home base / family group and an advisor who knows them well. (27)     |     |                                   |  |
| Other: (Write in) (28)                                                                                              |     |                                   |  |
| Other: (Write in) (29)                                                                                              |     |                                   |  |
| Other: (Write in) (30)                                                                                              |     |                                   |  |