

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	25-2943
Introduction Date	12/9/2025
Enactment Number	
Enactment Date	



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

### Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** December 9, 2025

**Subject** Madison Park Academy 2024-2025 G1 Carryover Application

---

**Ask of the Commission** Approve the Madison Park Academy 2024-2025 G1 Carryover Application

**Discussion** Middle School Network is open to questions from the commission regarding the Madison Park Academy 2024-2025 G1 Carryover Application.

**Fiscal Impact** The recommended amount is **\$44,007.34**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Carryover Application Attached.





**2024-25 Measure G1 Carryover Justification Long Form**  
(Complete if carryover is more than \$5000)

**Due Date: October 3, 2025**

School:	<b>Madison Park Academy</b>	Principal/Contact	Tanisha Garrett
School Address:	400 Capistrano Dr, Oakland, CA 94603	Principal/ Contact Email	tanisha.garrett@ousd.org
		School Phone:	510-636-2701

Carryover Amount	<b>\$44,007.34</b>
------------------	--------------------

**Approved 2025-26 Measure G1 Application [Link](#)**

**Summary of Proposed Use of Carryover for 2024-25** (listed in order of priority)

2024-25 Proposed Carryover Expenditures		Budget
1	Field Trips	\$20,007.34
2	MPA Uniforms & Swag	\$12,000
3	Mentoring Programming & Supplies	\$4,000
4	PBIS/SEL Supplies	\$4,000
5	Field Day	\$4,000
Budget Total (must add up to Anticipated Amount)		<b>\$44,007.34</b>

**REQUIRED: Please provide all meeting agendas, minutes, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.**

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
<b>Culture &amp; Climate Meeting</b> (Staff, Parents, Community Partners) - <a href="#">Agenda/Minutes</a> - <a href="#">Sign-in Sheet</a>	10/07/25

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
<b>MS Staff Meeting</b> - <a href="#">Agenda/Minutes</a> (slide 5) - <a href="#">Sign-in Sheet</a>	9/22/25

**Budget Justification and Narrative**

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

**The Goals of the Measure**

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2025-26 school year.

1. Please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carryover amount.

#### 4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>The MPA Mentoring Program has been a school tradition since 2015. It allows incoming 6th graders to be supported by HS Mentors as they transition to middle school. Middle school is an overall transitional time for students in their academic journey, especially transitioning to a 6-12 school. This opportunity supports students in building academic and social skills and practices to support their time at school. This resource acts as a MTSS strategy for us through teacher input/referral for potential students who may need support during this transitional time. Students who have had the opportunity to experience the mentoring program as either a mentor or mentee have noted it as a memorable experience here at MPA. Some HS students even say they signed up to be a mentor because they benefited from the experience as a MS student and want to give the same opportunity back. In prior years, these funds have provided students with a range of bonding experiences like field trips, school events and celebrations. With continued funding, 6th graders are able to build a sense of belonging and community here at MPA.</p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$4,000	<b>Mentoring Programming &amp; Supplies:</b> The program requires supplies and resources for our mentors and mentees to build meaningful relationships and experiences during a transitional year. Supplies include: hoodies, board games, binders, field trip costs/buses, craft items (lined/construction/tissue paper, glue, watercolors, paint, markers/colored pencils)	80

#### 5. Safe and Positive School Culture



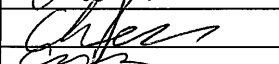
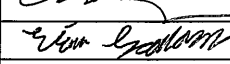
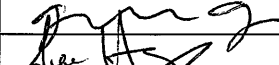

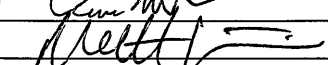
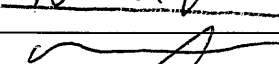
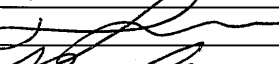

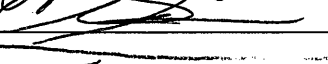

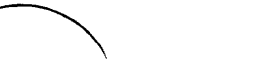

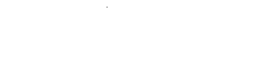



Programmatic Narrative Based on Data Analysis		
<p>Building a Safe and Positive school culture has been an intentional focus and commitment for our middle school. The proposed expenditures are ways we continue to build a strong sense of school identity and belonging while also staying motivated in their academic journey. These opportunities also extend our commitment to meaningful and engaging experiences that go beyond learning in the classroom. Student voice and advocacy are central to our approach. Students share feedback on field trip destinations, help design and select MPA swag, and identify resources and activities that best support their interests and needs throughout the school year. Through these opportunities, students take active ownership of their school experience all while building pride, community and engagement in the process.</p>		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$20,007.34	<b>Field Trips:</b> We aim for all grade levels to have a minimum of two field trips per year. Teachers and program partners often plan for additional trips throughout the year	270

	that allow students to experience more opportunities that they may typically not have, such as multiple college visits. Additionally, our 8th grade students always have an end of the year celebration trip.	
\$12,000	<b>MPA Uniforms &amp; Swag:</b> Students continue to provide input and advocate for their uniform interests, which include student design and student customizations. The funds allow us to provide daily access and a variety of MPA uniforms and swag for students throughout the year.	270
\$4,000	<b>PBIS/SEL Supplies:</b> Our student store is open weekly for students to “purchase” various prizes. Students advocate for items they are motivated to see in the store to earn. Additionally, we have various SEL spaces that we utilize to support students when needed and having sensory items, regulation supports and mindfulness activities for students to learn and practice for their own SEL skill development.	270
\$4,000	<b>Field Day:</b> We are partnering with our afterschool program to offer a new Field Day opportunity and experience for students. This engagement will also be a celebration and motivation for our students to continue being engaged and invested in their academic journey.	270

***Please submit your 2024-25 Measure G1 Carryover Justification Form to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).***

MS PD  
9/22/25

• Measure G carryover  
• MS conferences

	Staff Name	Course	Attendance	Signature
Middle School				
MS	Ancic, Louisa	7th/8th History	<input checked="" type="checkbox"/>	
MS	Aregbe, Bayo	PE	<input checked="" type="checkbox"/>	
MS	Bean, Courtney	MS SDC	<input checked="" type="checkbox"/>	
MS	Chen, Nick	7th ELA/ELD	<input checked="" type="checkbox"/>	
MS	Elizaga, Cezar	Study Skills	<input checked="" type="checkbox"/>	
MS	Gallagher, Liam	6th/7th History	<input checked="" type="checkbox"/>	
MS	Goldfeder, Gwyndolyn	TSA	<input checked="" type="checkbox"/>	
MS	Hagood, Fate	6th/7th Science	<input checked="" type="checkbox"/>	
MS	Langer-Croager, Karl	8th English/ELD	<input checked="" type="checkbox"/>	
MS	Martin, Cameron	Newcomer ELD/ELA	<input checked="" type="checkbox"/>	
MS	Martin, Matt	6th/7th Math	<input checked="" type="checkbox"/>	
MS	McDermott, Sean	PE	<input checked="" type="checkbox"/>	
MS	McGuire, Courtney	7th/8th Science	<input checked="" type="checkbox"/>	
MS	Muzaffery, Narghes	Media	<input checked="" type="checkbox"/>	
MS	Garcia, Rigo	Study Skills	<input checked="" type="checkbox"/>	
MS	Silva, Barbara	6th ELA/ELD	<input checked="" type="checkbox"/>	
MS	Stipe, Carlie	7th/8th Math	<input checked="" type="checkbox"/>	
MS	Houston, Brendejah	Literacy Tutor	<input checked="" type="checkbox"/>	

Jazmin Espinoza  
Guadalupe Rojas





Meeting: CC

[illegible]

#### MPA Mission/Vision

Madison Park Academy strives to offer educational journeys rooted in community school-based efforts. We center humanity and address the whole-child's needs to nurture a love of learning and prepare our youth for academic and post-secondary success.

We commit to cultivating an asset-based environment of pride, purpose, possibilities, and perseverance. We equip our students with critical literacy and post-secondary skills to build more equity within their communities.

#### Resources:

[MPA MS OUSD Calendar](#)

[MPA HS OUSD Calendar](#)

[Grade Level Agendas](#)

[Field trip ideas for 2025-26](#)

25-26 [MPA Photos folder](#)

#### Meeting Time Group Agreements

##### Community Norms and Agreements

- Be student centered
- Start and end on time
- Be solutions oriented
- Be mindful of technology use
- Be concise in your communication
- Confidentiality
- **Share Enthusiasm**

##### Norms of Collaboration

- Be professional
- Be courageous
- Be forgiving
- Be responsible for one another
- Use I statements
- Listen with empathy
- Equity of voice
- Revisit norms as needed

#### Goals

- By the end of 25-26, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10%.
- 100% of students are on time to class
- 70% of students report that there is a teacher or other adult who notices when I am not there
- 50% of students feel safe at school
- 50% of students feel like they are part of the school

25-26 [MPA Photos folder](#)

**Date: 10/07/25**

**3:50 - 5:10**

Kamara Worrell-Facey:

Hank Grunau:

#### Roles

**Facilitator: Gonzales**  
**Time keeper: Robinson**  
**Notetaker: Langer**

#### Time

#### Agenda Item

#### Notes

15mins

#### Check in

Color & Open Share

*Purpose: Community Building &  
Reflection on Purpose of C&C.*

**Bu: /**

**Grace:**

**Gwyn Goldfeder:** yesterday was a full moon / makes sense for today

**Nick Chen: /**

	<p><b>Agreements</b></p> <p><i>Purpose: Common understanding of our shared norms.</i></p>	<p><b>Alex Martinez:</b> /</p> <p><b>Karlie Robinson:</b> a little sad about Bo passing</p> <p><b>Karl Langer Croager:</b> No time, make peace with what can be taken care of / re-up energy on certain systems. Rubber hitting road and tires smell</p> <p><b>Choi:</b> /</p> <p><b>Bree:</b> /</p> <p><b>Ms Tiffany:</b> Busy but in good spirits for kids trying for taking advantage of help being offered</p>
<p>25mins 10 review 20 Data</p>	<p><b>Culture &amp; Climate Planning</b></p> <p><b>MPA Traditions/Vision for School Year</b> Should be manageable so that we can plan and execute it well</p> <p>-Adopt a Trojan?</p> <p><b>Staff</b></p> <p>-Field Trips</p> <p><b>Students</b></p> <p>-Positive reinforcement / celebrations -Minga and other rewards -Potential to build out more leadership opportunities for students (daily announcements, planning events for their classes, starting new traditions at our school, finding integration with the pathway, student-led groups, etc)</p> <p><b>Community [Families / Partners]</b></p> <p>-Community days - October, January, April</p> <p>-1st Community Day: End of October TBD</p> <p>-Afterschool collaboration</p> <p>-Sports</p> <p>-Events</p> <p><b>Events</b></p> <p>Back to School Night Field Trips Spirit Week (Halloween &amp; March Madness) Happy Hours</p> <p>-Oct 17th -Feb -April</p> <p>March Madness</p> <p><b>Data</b></p> <p>Staff Surveys Sown to Grow Minga</p>	<p><b>Fall Harvest theme</b></p> <p><b>Door Decorating contest 9/29 - 10/28</b></p> <ul style="list-style-type: none"> <li>- announce winners on Thursday 30th</li> <li>- Pizza or donuts</li> </ul> <p><b>Spirit Week 10/27-10/31</b></p> <ul style="list-style-type: none"> <li>- <a href="#">MS Flyer</a> / <a href="#">HS Flyer</a></li> <li>- 31st is a Minimum day for MS</li> </ul> <p><b>Any mid-door decorating feedback?</b></p> <ul style="list-style-type: none"> <li>• can also do classroom decoration if door is limiting</li> <li>• many haven't started yet, HS has more time than MS</li> </ul> <p><b>Lunch Activities 10/27-10/31:</b></p> <p><input type="checkbox"/> <b>coordinate photographers to document for Yearbook</b></p> <ul style="list-style-type: none"> <li>- Monday: Pumpkin template</li> <li>- Tuesday:</li> <li>- Thursday: Community day</li> <li>- Friday: Photo Opp</li> </ul> <p><b>Happy Hour</b></p> <p>Oct 17th - Emeryville public market</p> <p><input type="checkbox"/> Grade level</p> <p><input type="checkbox"/> Share on Staff Social</p> <p><input type="checkbox"/> ???</p> <p><b>IDEA: Let's eat together!</b> Send out an invite to eat in a teacher's room after minimum day/Wednesdays.</p> <p><b>Data</b></p> <p>Staff Survey <a href="#">CC Staff Survey</a> <a href="#">2024-25 Data</a></p> <ul style="list-style-type: none"> <li>- If the feedback is again overwhelmingly positive, how can we still gather helpful data on action items or areas for improvement <ul style="list-style-type: none"> <li>- Alternatives/examples??</li> </ul> </li> <li>- define the purpose of the data <ul style="list-style-type: none"> <li>- Capacity / maintenance</li> </ul> </li> </ul> <p>Rate the Following Systems Space to explain what works/what needs improvement</p> <p>Sown To Grow: Is it possible to have examples for prompt questions or responses with translation on the slides?</p> <p>Minga</p> <ul style="list-style-type: none"> <li>• Additions are good. Break it up into sections and include a progress bar.</li> <li>• parents get messages for tardies and uniform consequences, but also for positives when they get increments of 10 points.</li> <li>• Students being out over 10-15 mins is coming up for</li> </ul>



		10th grade team as well. <ul style="list-style-type: none"> <li>Create a minga consequence for 10 minutes overdue (15 minutes out)</li> </ul>
10min	<b>Measure G</b>	24-25 Measure G Carryover <ul style="list-style-type: none"> <li>Field Trips - 20,007,34</li> <li>MPA Uniforms &amp; Swag - 12,000</li> <li>Mentoring Programming &amp; Supplies - 4, 000</li> <li>PBIS/SEL Supplies- 4,000</li> <li>Field Day - 4,000</li> </ul>
10mins	<b>Field Day</b>	<ul style="list-style-type: none"> <li>Before spring break, after March madness.</li> <li>Participation could be tied to grades/behavior expectations.</li> <li>Other schools are putting on more developed field days—bounce houses, dunk tanks, video game trucks, We'd like to move in this direction?</li> <li>After school might support</li> <li>Potential for HS Field day: modified schedule until advisory, then rest of day is field day.</li> <li>High School leaders involved in managing stations for MS: mentors, leaders.</li> <li>Grunau did a field day with seniors last year and may have more insights.</li> <li>During advisory at end of marking period can be stressful catchup times and they need that.</li> <li>Some students have sun sensitivity—alterntrative "movie room" as a possibility if it is too much sun</li> </ul>
5mins	<b>Grade Level Agenda &amp; Meeting Prep</b>  <b>-2x /month</b> (common prep & designated time) <b>-Family Contact (Not Parentsquare)</b> -3-5 Good phone calls -Follow up to class incident	<a href="#">GLT Agenda Planning</a> <ul style="list-style-type: none"> <li>Scheduling Health Training upcoming GL             <ul style="list-style-type: none"> <li><input type="checkbox"/> 10th - 10/9 (5th period)</li> </ul> </li> <li>Field Trips</li> <li><b>Student Talk</b> <ul style="list-style-type: none"> <li><b>Recording Sheet</b> <ul style="list-style-type: none"> <li><a href="#">HS Student Talk</a></li> <li><a href="#">MS Student Talk</a></li> </ul> </li> <li><a href="#">Family Contact Log</a></li> </ul> </li> </ul>
15min	<b>Field Trips</b> <ul style="list-style-type: none"> <li><a href="#">Planning Guide</a></li> <li><a href="#">Brainstorming</a></li> </ul> <b>Support Staff Chaparones</b> -Kamara Worrell Facey -Afterschool -Safe Passages -Gio, Bree, Rogelio -Goldfeder - Saul -Paraeducators	<b>GOAL:</b> 2 trips / year <b>Budget:</b> \$3,000/trip <ul style="list-style-type: none"> <li>Prioritize this for buses if partner organization is not supporting transportation             <ul style="list-style-type: none"> <li>Title 1- Pays for transportation (buses)</li> </ul> </li> <li>Plan to use Donors Choose, Grants, Scholarships/Sponsorships for ticket fees</li> <li><b>Submit Statement with each trip on how it connects to Math/ELA/Science/College and Career Readiness when submitting calendar and request to admin</b></li> <li><b>May take longer because Garrett is out and Grace/Bianca are getting access to forms`</b></li> </ul> <b>Fall Field Trip Planning Check in</b> 6th grade - OMCA / Nov 13th <input type="checkbox"/> Calendar

		<input type="checkbox"/> Statement <input type="checkbox"/> Bus Quote <input type="checkbox"/> Field Trip Form 7th grade - 11/06 Coyote Hills via East Bay Parks <input checked="" type="checkbox"/> Calendar <input type="checkbox"/> Statement <input type="checkbox"/> Bus Quote <input type="checkbox"/> Field Trip Form 8th grade - UC Berkeley - / Academy of Sciences / Redwood regional/East bay parks hills and have a barbecue at the pits... <input type="checkbox"/> Calendar <input type="checkbox"/> Statement <input type="checkbox"/> Bus Quote <input type="checkbox"/> Field Trip Form 9th grade - 10/29 Lake Chabot <input checked="" type="checkbox"/> Calendar <input checked="" type="checkbox"/> Statement <input checked="" type="checkbox"/> Bus Quote <input type="checkbox"/> Field Trip Form 10th grade - Redwood Regional Park <input type="checkbox"/> Calendar <input type="checkbox"/> Statement <input type="checkbox"/> Bus Quote <input type="checkbox"/> Field Trip Form 11th grade - Chabot Space & Science Center (10/24) <input checked="" type="checkbox"/> Calendar <input checked="" type="checkbox"/> Statement <input checked="" type="checkbox"/> Bus Quote <input checked="" type="checkbox"/> Field Trip Form 12th grade - Senior Camping Trip (Clem Miller) 11/12-11/11/14 <input checked="" type="checkbox"/> Calendar <input checked="" type="checkbox"/> Statement <input checked="" type="checkbox"/> Bus Quote <input checked="" type="checkbox"/> Field Trip Form
	<b>Upcoming Agenda Items:</b>	<b>Next Meeting 10/21/25</b> <ul style="list-style-type: none"> <li>• StG Fall Survey</li> <li>• Staff Social during workday</li> <li>• Student Leadership <ul style="list-style-type: none"> <li>◦ Announcements / video</li> <li>◦ Student Events</li> <li>◦ Student recognition</li> </ul> </li> </ul>
	<b>Questions, Comments, or Concerns for Principal Garrett?</b>	

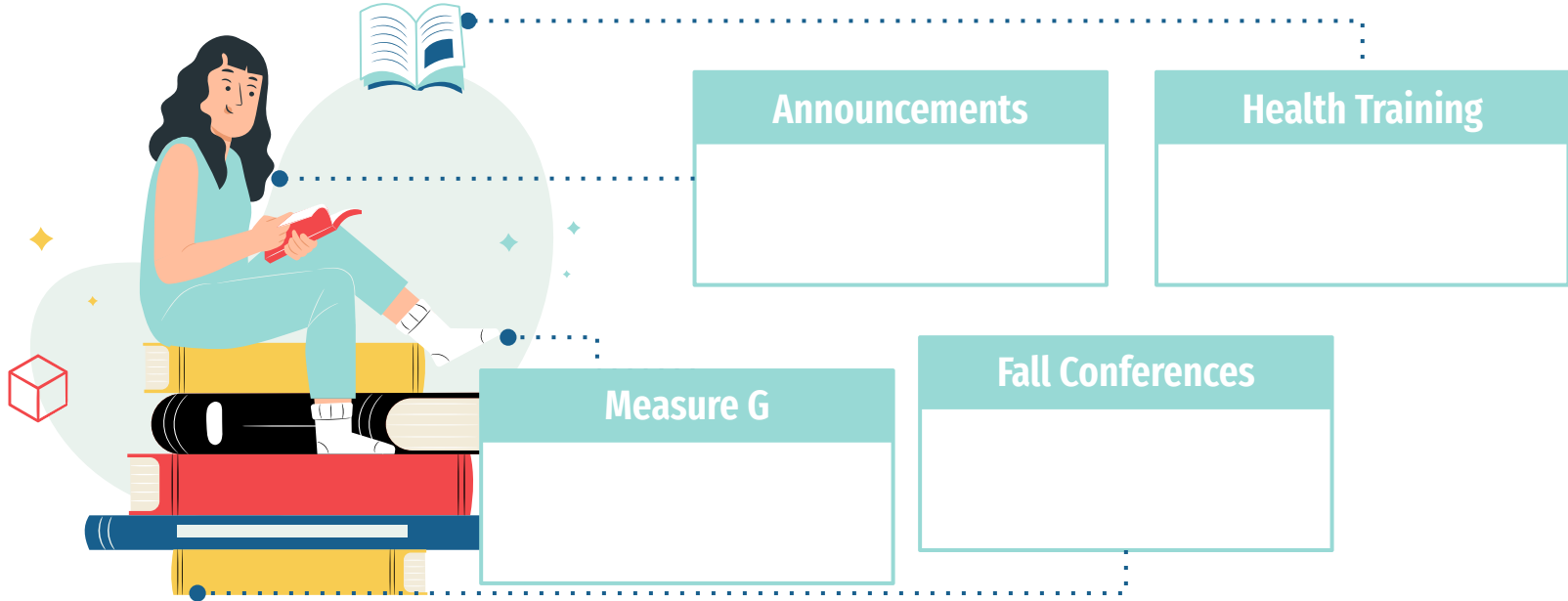
# MS Meeting

Health Training, Measure G & Parent-Teacher  
Conferences

September 22, 2025



# Agenda



# Announcements

01

## New Marking Period

- Grades are due by EOD Wednesday
- [25-26 Master Schedule](#) has the lunch rotations for remainder of the year

02

## Emergency Sub Plans

Please follow up with new plans following being out.

- Seating chart
- Expectations
- Lessons/Plans that are already printed/prepared and the sub can easily execute

03

## [HS Mentor Program](#)



# Health Training

## Nurse Daniel

wanetta.daniel@ousd.org



### Health

- Asthma
- Allergy

Timmy Jimmy



### Health

- Diabetes
- Allergy

Jenna Doe



### Health

- Seizures

Susan Bones

# Measure G 24-25 Carryover

Thoughts  
Comments  
Feedback

Carryover  
Amount

\$44,007.34

6th grade Enrollment  
Retention

Safe & Positive School Culture

2024-25 Proposed Carryover Expenditures		Budget
1	Field Trips	20,007.34
2	MPA Uniforms & Swag	12,000
3	Mentoring Programming & Supplies	4,000
4	PBIS/SEL Supplies	4,000
5	Field Day	4,000
Budget Total (must add up to Anticipated Amount)		

# MS Conferences

Fall Conferences

56% of 24-25 Fall  
Conferences completed

Student Slidedeck

40% of 24 - 25 Spring  
Conferences completed


Communication and Support





# Parent-Teacher Conferences



Advisory	Advisory	Coordinate	Schedule
Fall October 20th - 24th		Grade Level	15 students Families 2:00 - 3:30*
Spring			



[Student Slides to Complete in Advisory](#)

Advisory
Matt
Fate
Barabara
Cameron
Liam
Nick
Narghes
Bayo
Stipe
McGuire
Karl
Ancic

## Family Conference Schedule- Fall 2025

Monday October 20	Tuesday October 21	Wednesday October 22	Thursday October 23	Friday October 24
2:00 pm name:  cell phone:	2:00 pm name:  cell phone:	2:00 pm name:  cell phone:	2:00 pm name:  cell phone:	2:00 pm name:  cell phone:
2:30 pm name:  cell phone:	2:30 pm name:  cell phone:	2:30 pm name:  cell phone:	2:30 pm name:  cell phone:	2:30 pm name:  cell phone:
3:00 pm name:  cell phone:				



Family Conferences are October 20-24th.

is at \_\_\_\_\_

See you there!

# Parent-Teacher Conference

## Resource Folder

- ELL\*
  - Shelley
- iReady Resources\*
  - Lena

### ENGLISH LANGUAGE LEARNER SNAPSHOT

Status: **Needs ELPAC, Basic Skills Met**

Reclassification is the process for determining that an English Language Learner (ELL) has become Fluent English Proficient. This report is designed to help you understand what that process is and to provide data that you can act on. Date: 9/15/2025

Madison Park Academy 6-12 - Brisen Munguia, Vianey - Grade 7

Did you satisfy the Summative ELPAC requirement? **Not Yet**



English Language Learners must take the annual English Language Proficiency Assessments for California (ELPAC) to measure their growth in language development. To meet the criteria for reclassification, you must score a 4 Overall.

Year	Overall	Oral Language	Written Language	Listening	Speaking	Reading	Writing
2024-25	Level 3	Level 3	Level 4	Somewhat Moderately	Well Developed	Well Developed	Somewhat Moderately
2023-24	Level 3	Level 4	Level 2	Somewhat Moderately	Well Developed	Somewhat Moderately	Somewhat Moderately
2022-23	Level 3	Level 3	Level 2	Somewhat Moderately	Well Developed	Somewhat Moderately	Somewhat Moderately

Possible Scores: 1, 2, 3, 4 and Beginning, Somewhat/Moderately, Well Developed.



Are you making progress towards becoming a proficient reader? **Yes**

The i-Ready assessment is a reading test that measures student reading. Your performance on this test is important because the results help us determine if you are ready for reclassification. The Smarter Balanced Assessment in English Language Arts (SBAC ELA) can also be used towards reclassification.

Administration	Fall 2024-25	Midyear 2024-25	Spring 2024-25	Fall 2025-26
Assessment, Target	i-Ready 531	i-Ready 542	i-Ready 553	i-Ready 553
Criteria Met, Score	Yes, 565	Yes, 557	Yes, 561	Yes, 591
Distance From Criteria (PSC)	34	15	8	38

# Teacher-Facing Agenda

- Each grade level will have an agenda
- Use as a resource to ensure all important info is covered
- English & Spanish version available
- MPA Policies & Other
  - Independent Studies Process
    - You need to give 2 weeks notice to go on independent studies.
    - Please visit the front office to scan QR code to input for an Independent Studies.
  - Minga
  - Cell phones/Yondr
  - Field Trips

## 6TH GRADE

### WHAT DO YOU (THE ADVISOR) NEED?

- Student slide deck
- ELL Snapshot
- Enter all notes/follow-up in [Parent Conference Tracker](#)

### Agenda:

- **Share student strengths**
  - a) Student, parent, and advisor share strengths of student
- **Parent Reflections**
  - a) What are your hopes and dreams for your child?
  - b) How is school going for your student? What is going well? Any concerns?
- **Grades**
  - a) Student begins meeting by sharing personal slide and reflecting on grades
    - i) pull up grades on Aeries
  - b) Talk about importance of grades for being prepared for next grade level
  - c) [Show parents how to log into Aeries.](#)
- **ELL Snapshot** (ONLY for students classified as language learners)
  - a) Share ELL Snapshot and explain where [student](#) is in relationship to reclassification.
  - b) Your child will be taking the ELPAC, an English Language Proficiency Test that measures proficiency in Reading, Writing, Speaking, and Listening in their ELD class in February. Students need to earn an overall score of 4 on the ELPAC and an iReady score that is approaching grade level in order to reclassify and exit ELD classes. See the [2nd page](#) for reclassification iReady scores.
- **Reading**
  - a) Pull up iReady score
  - b) Share iReady score and where students are in relationship to grade-level reading (can also share percentile score: i.e. 38th percentile means your child scored above than 38% of students in their grade taking iReady nationwide and below 62% of other students in their grade taking iReady nationwide (100-38)
  - c) Is your child reading for 30 minutes every night? This is hugely important for kids to grow in their reading
  - d) Talk to your child about what they read. Ask questions like: What is the book about, describe the main character, what do you predict will happen next, etc...
  - e) Opportunities to access books: Oakland public library cards are free, students can check books out of the MPA library for free, Sora (log in w/ OUSD email/password)
  - f) Review bands:

# ELL Snapshot

[will be in resource folder]

In order to reclassify as Fluent English Proficient (RFEP), students need to meet the following criteria:

- **Overall score of 4** on the ELPAC (tests English proficiency in reading, writing, speaking, and listening).
- An **iReady Target** score
- A **C-** in ELA **or** a **B-** in ELD



Did you satisfy the Summative ELPAC requirement? **Not Yet**

English Language Learners must take the annual English Language Proficiency Assessments for California (ELPAC) to measure their growth in language development. To meet the criteria for reclassification, you must score a 4 Overall.

Year	Overall	Oral Language	Written Language	Listening	Speaking	Reading	Writing
2023-24	Level 3	Level 4	Level 3	Somewhat Moderately	Well Developed	Beginning	Well Developed
2022-23	Level 3	Level 4	Level 3	Somewhat Moderately	Well Developed	Somewhat Moderately	Somewhat Moderately
2021-22	Level 3	Level 3	Level 3	Somewhat Moderately	Somewhat Moderately	Somewhat Moderately	Well Developed

Possible Scores: 1, 2, 3, 4 and Beginning, Somewhat/Moderately, Well Developed.

Are you making progress towards becoming a proficient reader? **Yes**

The I-Ready assessment is a reading test that measures student reading. Your performance on this test is important because the results help us determine if you are ready for reclassification. The Smarter Balanced Assessment in English Language Arts (SBAC ELA) can also be used towards reclassification.

Administration	Midyear 2023-24	Spring 2023-24	Fall 2024-25	Midyear 2024-25
Assessment, Target	RI 750 or i-Ready 542	RI 800 or i-Ready 553	i-Ready 553	i-Ready 559
Criteria Met, Score	Yes, 552	Approaching, 531	Approaching, 551	
Distance From Criteria (DFC)	10	-22	-2	

Smarter Balanced Assessment Consortium (SBAC).  
Students with a performance level of 2.5 or more are eligible.

Did you satisfy the ELA/ELD course grade requirement? **Yes**

For students in grades 6 through 12, you will need at least a C- in your ELA Course. If your course grade is below C- or your grade was missing or incomplete, but you were eligible for reclassification based on your performance on the ELPAC and reading tests, you are eligible for the teacher appeal process. When an ELA grade is unavailable, an ELD grade of B- or higher may be used.

ELA/ELD Course Grade: MS ELD 5 - A+

Page 1



# iReady Reading

- This test is given 3x each year. Please encourage their student to do their best for best reflection of skills. Students sometimes rush through or do not take it seriously, but it is something we refer to for academic progress and success.
  - 2 more time this year
- Ask parents and students if they read at home. Encourage 30 mins/day reading for pleasure
- Options to access reading materials: MPA library (has many books in Spanish, graphic novels...), online tools like Sora, Oakland Public Library card (multilingual application linked), Hoopla (accessible via Oakland Library membership)

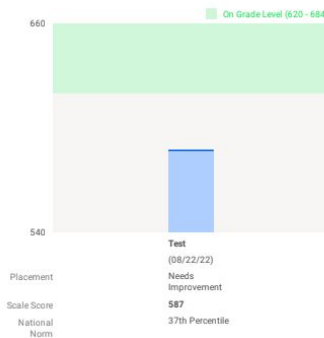
## For Families



Subject Reading  
Student Adriana Barriga Tapia  
Student ID 276930  
Student Grade 8

**What is i-Ready?** i-Ready is an online learning program focused on reading and math. Adriana has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit [www.i-ready.com/FamilyCenter](http://www.i-ready.com/FamilyCenter).

### Adriana's Overall Reading Performance



\* Foundational Domains

Domain	Test (08/22/22)
Overall	Needs Improvement
Phonological Awareness*	Tested Out
Phonics*	Tested Out
High-Frequency Words*	Tested Out
Vocabulary	Needs Improvement
Comprehension: Literature	Needs Improvement
Comprehension: Informational Text	Approaching Grade 8

Lexile® Reading Measure	Lexile Reading Range	Find A Book
955L	855L - 1005L	Pick a book based on your student's Lexile measure and personal interests. Search for books at <a href="https://hub.lexile.com/find-a-book">https://hub.lexile.com/find-a-book</a>

### Additional Suggestions

#### ✓ Discuss these results with your child

Celebrate their strengths and progress and collaborate with them on achieving how they will reach their goals.

#### ✓ Reach out to the teacher

Ask your student's teacher for additional insight into Adriana's progress and to get ideas and resources to support your student's learning at home.



## A stylized illustration of a woman with dark hair in a bun, wearing a blue t-shirt and beige pants, sitting on a large donut chart. She is holding a red laptop. The donut chart is divided into four colored segments: yellow, red, dark blue, and light blue. The woman is positioned on the right side of the chart, with her legs crossed. The background is white.

+ ≡ Exemplar ▾ Template ▾ Fall Data ▾ **Matt ▾** Hagood ▾ Came

Teacher	#Completed	Total Enrolled in Advisory	% Completed
Martin		16	%
Hagood		15	%
Silva		18	%
Cameron		17	%
Agrebe		22	%
Chen		19	%
Muzaffery		19	%
Gallagher		23	%
Stipe		22	%
McGuire		22	%
Ancic		23	%
Langer		23	%
<b>Total</b>	<b>0</b>	<b>190</b>	<b>%</b>
		15/Advisory (180)	

# Parent-Teacher Conference

## SPARK notes

- 15 conferences total from your Advisory roster
  - Link up if mutual concerns with student
  - Prioritize EL students who are struggling & any students having trouble with policies
  - If student has an IEP, coordinate with the Case Manager
    - Hold meeting
    - Also be at the meeting
  - Consider scheduling an SST for really challenging students
- Conferences can be held on Zoom
- Input your conference times and notes in the MS Tracker
  - Document notes and tag/follow up with any notes
- Translation support
  - Please [fill out this form](#) when you know one of your conferences needs translation and we will assign someone
    - MPA Staff
    - OUSD Staff
    - Telephone Translation Service

# PLANNING TIME

## Parent-Teacher Conference



01

**September 24th**

Collaboration time to talk  
as grade level to identify  
priority students

02

**October 10th**

Check in  
Schedule / Reminders

03

**October 14th**

Check in  
Schedule / Reminders



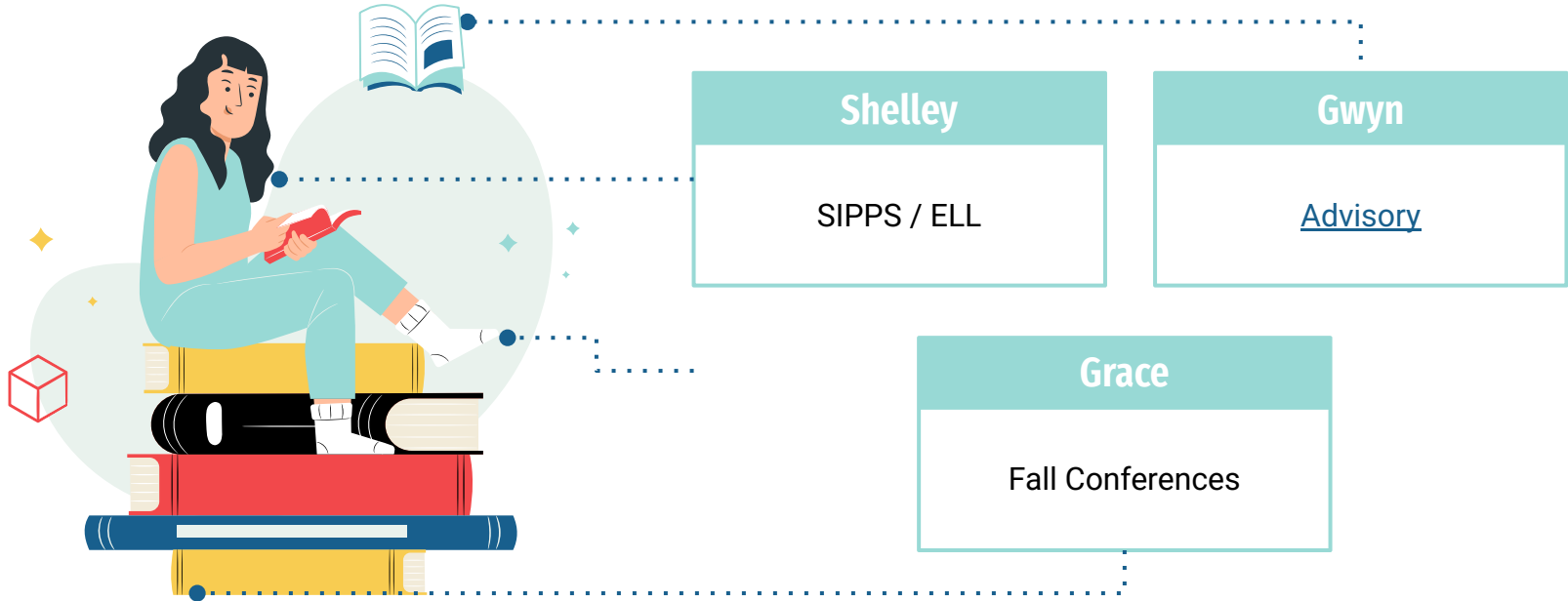
# MS Meeting

Parent-Teacher Conferences

September 24, 2025



# Announcements



## **SIPPS Data**

**Systematic Instruction of Phonics, Phonological Awareness, and  
Sight Words**

# SIPPS Plus 1 Placement

## Section A (assessing the material in Plus Lessons 1-8)

PHONICS (5-second limit per word)

"Read these words."

zip \_\_\_\_\_ yell \_\_\_\_\_ job \_\_\_\_\_ duck \_\_\_\_\_ wet \_\_\_\_\_  
six \_\_\_\_\_ van \_\_\_\_\_ gum \_\_\_\_\_ tap \_\_\_\_\_ hog \_\_\_\_\_  
quit \_\_\_\_\_ cob \_\_\_\_\_ den \_\_\_\_\_ kick \_\_\_\_\_ rug \_\_\_\_\_

Number right: \_\_\_\_/15 Pass (12-15 right) or Not Pass

SIGHT WORDS (2-second limit per word)

"Read these sight words."

have \_\_\_\_\_ words \_\_\_\_\_ you \_\_\_\_\_ are \_\_\_\_\_  
they \_\_\_\_\_ what \_\_\_\_\_ goes \_\_\_\_\_ was \_\_\_\_\_  
your \_\_\_\_\_ does \_\_\_\_\_ want \_\_\_\_\_ people \_\_\_\_\_  
give \_\_\_\_\_ where \_\_\_\_\_ one \_\_\_\_\_

Number right: \_\_\_\_/15 Pass (12-15 right) or Not Pass

\_\_\_\_\_ If the student passes phonics, continue on to Section B.

\_\_\_\_\_ If the student does not pass phonics, place her in Plus Lesson 1.

# Students Who Tested at Plus 1

## 6th Grade (tested 2025)

- Benjamin Block
- Dairyn Mogollon Gutierrez
- Jayden Perez
- Iker Jimenez Jimenez
- Cesar Arias Tremillo
- Camila Barreto Martinez
- Austin Vargas Cerna

## 7th Grade (tested 2024)

- Eliam (Alex) Ramos Hernandez
- Yazmin Ramirez Lagunas
- Alex de la Rosa Reyes
- Omar Piceno Amezcua
- Jose Mejia Portillo
- Juan Silvestre Domingo
- Miguel Villegas Vega
- Marquina Garcia Alvarez
- Nathaly Garmendia Diaz
- Yesica Pablo Pablo
- Adajia Richardson

## Tested 2025

- Alhussein Nagi
- Christian Rayas Munoz

## 8th Grade (tested 2024)

- Sherlyn Artega
- Luis Munguia Cruz
- Kenneth Portillo Beltrand
- Janae Soriano
- Maria Buenrostro Garcia
- Jhony Cruz Lopez
- Fernando Barrera Ibarra

## Tested 2025

# SIPPS Plus 9 Placement

## Section B (assessing the material in Plus Lessons 9-15)

### PHONICS (5-second limit per word)

"Read these words."

path \_\_\_\_\_ shells \_\_\_\_\_ quick \_\_\_\_\_ sung \_\_\_\_\_  
chop \_\_\_\_\_ rocks \_\_\_\_\_ catch \_\_\_\_\_ judge \_\_\_\_\_  
which \_\_\_\_\_ hopping \_\_\_\_\_

Number right: \_\_\_\_/10 Pass (8-10 right) or Not Pass

### SIGHT WORDS (2-second limit per word)

"Read these sight words."

most \_\_\_\_\_ some \_\_\_\_\_ many \_\_\_\_\_ old \_\_\_\_\_  
come \_\_\_\_\_ would \_\_\_\_\_ very \_\_\_\_\_ walk \_\_\_\_\_  
there \_\_\_\_\_ other \_\_\_\_\_

Number right: \_\_\_\_/10 Pass (8-10 right) or Not Pass

\_\_\_\_\_ If the student passes phonics, continue on to Section C.

\_\_\_\_\_ If the student does not pass phonics, place him in Plus Lesson 9.

\_\_\_\_\_ If the student failed sight words in Section A, include intervention for sight words taught in Plus Lessons 1-8.

# Students Who Tested at Plus 9

## 6th Grade (tested 2025)

- Daysi Canel Ramirez
- Abdiel Roque

## 7th Grade (tested 2024)

- Gustavo Cervantes
- Jaylin Cortes Pincon
- Kathy Juarez Vasquez
- Xavier King
- Evoleth Rodarte

\*All received targeted intervention 24-25 and made a lot of growth!

## 8th Grade (tested 2024)

- Isaac Delgadillo

Tested 2025



# SIPPS Plus 16 Placement

## Section C (assessing the material in Plus Lessons 16-30)

### PHONICS (5-second limit per word)

"Read these words."

planes \_\_\_\_\_ smelling \_\_\_\_\_ these \_\_\_\_\_ brave \_\_\_\_\_  
slide \_\_\_\_\_ closed \_\_\_\_\_ stone \_\_\_\_\_ shining \_\_\_\_\_  
cute \_\_\_\_\_ hummed \_\_\_\_\_

Number right: \_\_\_\_/10 Pass (8-10 right) or Not Pass

### SIGHT WORDS (2-second limit per word)

"Read these sight words."

said \_\_\_\_\_ could \_\_\_\_\_ watch \_\_\_\_\_ large \_\_\_\_\_  
country \_\_\_\_\_ build \_\_\_\_\_ earth \_\_\_\_\_ world \_\_\_\_\_  
head \_\_\_\_\_ thought \_\_\_\_\_

Number right: \_\_\_\_/10 Pass (8-10 right) or Not Pass

\_\_\_\_\_ If the student passes phonics, continue on to Section D.

\_\_\_\_\_ If the student does not pass phonics, place her in Plus Lesson 16.

\_\_\_\_\_ If the student failed sight words in Section A or B, include intervention for sight words taught in Plus Lessons 1-15.



# Students Who Tested at Plus 16

## 6th Grade (tested 2025)

- Justin Castro Lemus
- Didia Garcia Lux
- Lucia Ochoa Partida
- Anthony Ortiz
- Mateo Sanchez Flores
- Miguel Briseno Castellanos
- Jaili Perez Garcia
- Chau Phuong (Lucy) Ha

## 7th Grade (tested 2024)

- Marilyn Gonzalez

## Tested 2025

- Antony Chavez Botello
- 

## 8th Grade (tested 2024)

- Cristian Rivera
- Florcita Jimenez Calmo
- Janaya Riggins
- Diego Castro Archaga
- Anderson Canales Menjivar

## Tested 2025

- Ronald McZeal
- Santos Pablo Calmo

# SIPPS Plus 31 Placement

## Section D (assessing the material in Plus Lessons 31-55)

### PHONICS (5-second limit per word)

"Read these words."

boots \_\_\_\_\_ reaching \_\_\_\_\_ pointed \_\_\_\_\_  
flies \_\_\_\_\_ stir \_\_\_\_\_ floated \_\_\_\_\_ strayed \_\_\_\_\_  
crawling \_\_\_\_\_ price \_\_\_\_\_ clown \_\_\_\_\_

Number right: \_\_\_\_/10 Pass (8-10 right) or Not Pass

### SIGHT WORDS (2-second limit per word)

"Read these sight words."

through \_\_\_\_\_ brought \_\_\_\_\_ heart \_\_\_\_\_  
ready \_\_\_\_\_ beautiful \_\_\_\_\_ weight \_\_\_\_\_  
whole \_\_\_\_\_ neither \_\_\_\_\_ busy \_\_\_\_\_ enough \_\_\_\_\_

Number right: \_\_\_\_/10 Pass (8-10 right) or Not Pass

\_\_\_\_\_ If the student passes phonics, continue on to Section E.

\_\_\_\_\_ If the student does not pass phonics, place him in Plus Lesson 31.

\_\_\_\_\_ If the student failed sight words in Section A, B, or C, include intervention for sight words taught in Plus Lessons 1-30.

# Students Who Tested at Plus 31

## 6th Grade (tested 2025)

- Naomi Williams
- Astrid (Tatiana) Archaga Hernandez

## 7th Grade (tested 2024)

- David Lopez
- Gabriel Oseguera
- Roberto Sevilla Valezquez
- Edgar Castillo Xiloj

## Tested 2025

- A'Laya Flores
- Alhassan Nagi

## 8th Grade (tested 2024)

- Aasani Lipscomb
- Hugo Topete
- Elizabeth Curiel Pena

## Tested 2025

- Jakell Thompson
- Adriana Moreno

# SIPPS Challenge Placement

## Section E (assessing Challenge Level, single-syllable phonics)

PHONICS: SYLLABLES (5-second limit per syllable)

"Read these syllables."

gress \_\_\_\_\_ flict \_\_\_\_\_ trast \_\_\_\_\_ strug \_\_\_\_\_  
clude \_\_\_\_\_ crete \_\_\_\_\_ mote \_\_\_\_\_ nize \_\_\_\_\_  
preme \_\_\_\_\_ dorn \_\_\_\_\_ squir \_\_\_\_\_ turb \_\_\_\_\_  
bard \_\_\_\_\_ cern \_\_\_\_\_ tain \_\_\_\_\_ proach \_\_\_\_\_  
toon \_\_\_\_\_ stroy \_\_\_\_\_ gree \_\_\_\_\_ cept \_\_\_\_\_

Number right: \_\_\_\_/20 Pass (16-20 right)

Continue on to Section F (regardless of whether the student passed Section E or not). Placement and intervention instructions are provided at the end of Section F.

## Section F (assessing Challenge Level, polysyllabic words)

PHONICS: POLYSYLLABIC WORDS (7-second limit per word)

"Read these words."

property \_\_\_\_\_ relative \_\_\_\_\_ disagree \_\_\_\_\_  
decorate \_\_\_\_\_ difficult \_\_\_\_\_ frequently \_\_\_\_\_  
poisonous \_\_\_\_\_ recognize \_\_\_\_\_ conclusion \_\_\_\_\_  
eraser \_\_\_\_\_ education \_\_\_\_\_ unhappiness \_\_\_\_\_  
transportation \_\_\_\_\_ communicate \_\_\_\_\_  
experiment \_\_\_\_\_ successfully \_\_\_\_\_ conversation \_\_\_\_\_  
advertisement \_\_\_\_\_ regularly \_\_\_\_\_ refrigerate \_\_\_\_\_

Number right: \_\_\_\_/20 Pass (16-20 right) or Not Pass

\_\_\_\_\_ If the student passes this section, the student may not need Challenge Level.

\_\_\_\_\_ If the student does not pass this section, place her in Challenge Level Lesson 1.

\_\_\_\_\_ If the student failed Section E, include the optional single-syllable phonics instruction provided in the Challenge Level lessons.

\_\_\_\_\_ If the student failed sight words in Section A, B, C, or D, include intervention for irregular sight words. (See Appendix E.)

# Students Who Tested at Challenge

## 6th Grade (tested 2025)

- Luis Curiel Zepeda
- Victoria Medina Sandoval
- Santos Pablo Mendoza
- Paunga Tupou
- Juliana Barajas
- Darlene Kato
- Zainab Mohmand

## 7th Grade (tested 2024)

- Issac Cornejo
- Dyanna Buenrostro
- Luis Castaneda Navarro
- Eric Zhan
- Christopher (Chris) Robles
- Zoe Ortiz
- Rohiina Faafiti
- Johncarlo Roldan
- Leiesli Tupou
- Lailoney Villablobos
- Julian Reynoso
- Jalisa Soriano
- Nickey Taylor
- Gilberto Acuna Diaz

## Tested 2025

- Britany Medina
- Lexy Moreno

## 8th Grade (tested 2024)

- Jayvion Hampton
- Stephany Santiago Valdez
- Ja'Quan Barnes
- Christopher Hernandez Ortega
- Kevin Lockett
- Steven Bautista
- Lupita Contreras
- Justin Escalante Robles
- Arianna Lopez Delgadillo
- Alexis Pablo Pablo

## Tested 2025

- Khalil Coleman
- Alexis Escamilla Nicholas

# Foundational Literacy Supports for Students

- ELLs in ELD placed in classes based on their assessed phonics needs
  - Example
    - Barbara's 5th period ELD starting at Plus 16
    - Nick's 3rd period ELD started at Challenge Lesson 35
    - Nick's 5th period ELD started at Challenge Lesson 1. Those students completed Plus last year



# ELL Snapshot

[will be in resource folder]

In order to reclassify as Fluent English Proficient (RFEP), students need to meet the following criteria:

- **Overall score of 4** on the ELPAC (tests English proficiency in reading, writing, speaking, and listening).
- An **iReady Target** score
- A **C-** in ELA **or** a **B-** in ELD



Did you satisfy the Summative ELPAC requirement? **Not Yet**

English Language Learners must take the annual English Language Proficiency Assessments for California (ELPAC) to measure their growth in language development. To meet the criteria for reclassification, you must score a 4 Overall.

Year	Overall	Oral Language	Written Language	Listening	Speaking	Reading	Writing
2023-24	Level 3	Level 4	Level 3	Somewhat Moderately	Well Developed	Beginning	Well Developed
2022-23	Level 3	Level 4	Level 3	Somewhat Moderately	Well Developed	Somewhat Moderately	Somewhat Moderately
2021-22	Level 3	Level 3	Level 3	Somewhat Moderately	Somewhat Moderately	Somewhat Moderately	Well Developed

Possible Scores: 1, 2, 3, 4 and Beginning, Somewhat/Moderately, Well Developed.

Are you making progress towards becoming a proficient reader? **Yes**

The I-Ready assessment is a reading test that measures student reading. Your performance on this test is important because the results help us determine if you are ready for reclassification. The Smarter Balanced Assessment in English Language Arts (SBAC ELA) can also be used towards reclassification.

Administration	Midyear 2023-24	Spring 2023-24	Fall 2024-25	Midyear 2024-25
Assessment, Target	RI 750 or i-Ready 542	RI 800 or i-Ready 553	i-Ready 553	i-Ready 559
Criteria Met, Score	Yes, 552	Approaching, 531	Approaching, 551	
Distance From Criteria (DFC)	10	-22	-2	

Smarter Balanced Assessment Consortium (SBAC).  
Students with a performance level of 2.5 or more are eligible.

Did you satisfy the ELA/ELD course grade requirement? **Yes**

For students in grades 6 through 12, you will need at least a C- in your ELA Course. If your course grade is below C- or your grade was missing or incomplete, but you were eligible for reclassification based on your performance on the ELPAC and reading tests, you are eligible for the teacher appeal process. When an ELA grade is unavailable, an ELD grade of B- or higher may be used.

ELA/ELD Course Grade: MS ELD 5 - A+

Page 1



# Teacher-Facing Agenda

- Each grade level will have an agenda
- Use as a resource to ensure all important info is covered
- English & Spanish version available
- MPA Policies & Other
  - Independent Studies Process
    - You need to give 2 weeks notice to go on independent studies.
  - Minga
  - Cell phones/Yondr
  - Field Trips

## 6TH GRADE

### WHAT DO YOU (THE ADVISOR) NEED?

- Student slide deck
- ELL Snapshot
- Enter all notes/follow-up in [Parent Conference Tracker](#)

### Agenda:

- Share student strengths
  - a) Student, parent, and advisor share strengths of student
- Parent Reflections
  - a) What are your hopes and dreams for your child?
  - b) How is school going for your student? What is going well? Any concerns?
- Grades
  - a) Student begins meeting by sharing personal slide and reflecting on grades
    - i) pull up grades on Aeries
  - b) Talk about importance of grades for being prepared for next grade level
  - c) [Show parents how to log into Aeries.](#)
- ELL Snapshot (ONLY for students classified as language learners)
  - a) Share ELL Snapshot and explain where student is in relationship to reclassification.
  - b) Your child will be taking the ELPAC, an English Language Proficiency Test that measures proficiency in Reading, Writing, Speaking, and Listening in their ELD class in February. Students need to earn an overall score of 4 on the ELPAC and an iReady score that is approaching grade level in order to reclassify and exit ELD classes. See the [2nd page](#) for reclassification iReady scores.
- Reading
  - a) Pull up iReady score
  - b) Share iReady score and where students are in relationship to grade-level reading (can also share percentile score: i.e. 38th percentile means your child scored above than 38% of students in their grade taking iReady nationwide and below 62% of other students in their grade taking iReady nationwide (100-38)
  - c) Is your child reading for 30 minutes every night? This is hugely important for kids to grow in their reading
  - d) Talk to your child about what they read. Ask questions like: What is the book about, describe the main character, what do you predict will happen next, etc...
  - e) Opportunities to access books: Oakland public library cards are free, students can check books out of the MPA library for free, Sora (log in w/ OUSD email/password)
  - f) Review bands:



# Teacher Facing Agenda

## THINK (3min)


- Independently review the teacher facing agenda
  - Anything to update?
  - Any clarifications needed?
  - Any advice for new teacher? Any questions from others who have prior experiences?

## Small Group (3min)

- Share in your groups any notes, thoughts, questions that came up
- Identify 1 person to share out whole group

## Whole Group (3min)

## A stylized illustration of a woman with dark hair in a bun, wearing a blue t-shirt and light-colored pants, sitting on a large donut chart. She is holding a red laptop. The donut chart is divided into four colored segments: yellow, red, dark blue, and light blue. A large, light blue hand is pointing towards the chart. The background is white.

- 
- one of  
transl

[illegible]