

SUCCESS STORY

# From Great to Even Better: Committed to Continuous Improvement

Lammersville Unified School District (LUSD)  
Mountain House, CA



## California school district implements EPS Reading Assistant after years of success with SPIRE

Lammersville Unified School District (LUSD), located in Mountain House, Calif., serves approximately 8,000 students across eight elementary schools and one high school. The student population is diverse, with 60.6% of students identifying as Asian or Asian/Pacific Islander, 13.4% as Hispanic/Latino, 13.1% of students identifying as White, 4.1% as Black, and smaller percentages of American Indian, Native Hawaiian, or other Pacific Islanders. Approximately 8% of students are eligible for the federal free and reduced-price meal program. The district is academically strong, with more than 72% of all students testing at or above the proficient level for reading.

A commitment to maintaining and enhancing academic success prompted district administrators to look for additional ways to support students facing reading challenges—whether in a special education or general education classroom.

**8,000**

Total Students

Asian or Asian/ Pacific Islander.....	60.6%
Hispanic/Latino.....	13.4%
White.....	13.1%
Black.....	4.1%

**8%**

Students Eligible for  
Federal Free and  
Reduced-Price  
Meal Program

**72%**

Students testing at or  
above the proficient  
level for reading



**SPIRE and Reading Assistant have helped my kids build confidence and independence, which is an area many of my SDC students struggle with. Now, they're more equipped to take on all classroom challenges.”**

**Amy Curtiss,**  
Special Day Class (SDC) Teacher  
LUSD's Sebastian Questa Elementary School

## Supporting Striving Students with SPIRE

For several years, LUSD relied on EPS Learning's SPIRE® reading intervention program to support its special education students. SPIRE has been an essential tool for addressing literacy challenges due to its structured and systematic approach. Recognizing SPIRE's proven success, LUSD expanded its use as an intervention program for all students who need targeted reading support.

“SPIRE is central to our literacy strategy,” explained Travis Manley, Director of Special Education for LUSD. “It's designed to address

specific learning needs with a research-backed curriculum, and we've seen significant progress among our students.” To enhance the practice opportunities for students using SPIRE, the district recently introduced EPS Learning's Reading Assistant® as a complementary tool.

## Integrating EPS Reading Assistant

Lammersville initially implemented Reading Assistant as part of a summer pilot program to augment the SPIRE curriculum. Designed to provide additional independent practice, Reading Assistant incorporates SPIRE content to help students reinforce their learning through intentional reading practice. This integration ensures students can practice essential reading skills with immediate feedback, helping solidify their understanding and application of the material taught in SPIRE.

“We were drawn to Reading Assistant because it uses SPIRE content and gives students a way to practice independently while still receiving support,” Manley shared. “The goal was to see if this extra layer of practice could further benefit our high-risk students.” Teachers found the tool effective, noting its engaging format and the value of its real-time feedback for students.

Reading Assistant also provides progress monitoring that aligns with SPIRE's structured approach. “It allows teachers to monitor weekly



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reading time, set fluency goals, and help students build important self-assessment skills like reading with expression and appropriate pauses,” said Manley. These features support intentional practice, reinforcing the foundational skills students learn in SPIRE while promoting confidence and fluency.

## A Unified Approach to Literacy

SPIRE remains at the core of LUSD’s strategy for addressing reading challenges. The integration of Reading Assistant complements SPIRE’s curriculum by providing additional, intentional practice that strengthens literacy skills. Together, the programs create a comprehensive framework for reading intervention, addressing both instruction and application.

“There’s a lot of research—and results—that shows the positive effects of SPIRE,” Manley said. “With Reading Assistant, we’re building on that success, offering students another way to practice and grow their skills while staying aligned with SPIRE’s proven methods.”

## Building Reading Ability and Confidence: One Teacher’s Success with SPIRE and Reading Assistant

Amy Curtiss, a Special Day Class (SDC) teacher at LUSD’s Sebastian Questa Elementary School, has seen significant success with SPIRE and Reading Assistant in her classroom. SPIRE serves as the primary reading curriculum for most of her 3rd- and 4th-grade students, helping with decoding and reading comprehension issues. “SPIRE is our primary curriculum because most of our students struggle in these areas,” Curtiss explained.

Reading Assistant complements SPIRE by providing personalized, tech-driven support. Curtiss’s students use it independently for 15-20 minutes daily. This independent, low-pressure approach has led to significant improvements in student performance, and the data generated by Reading Assistant helps Curtiss target specific areas where students

need extra help. “It’s great to get the feedback and see specifically what students are struggling with so we can target those things right away,” she explained.

Both SPIRE and Reading Assistant play key roles in building students’ confidence and independence. Curtiss noted how students who initially struggled with reading have become more independent in their work. “I have students who have progressed two to three grade levels in one school year. They say, ‘I’m reading a full story! I can actually do this! My reading’s gotten better, hasn’t it?’ And I’m thrilled to agree with them,” she beamed.

This confidence boosts her students’ self-esteem and reading abilities, leading to a growth mindset and—as one might expect—even more interest and success in reading.

She described one student in a previous class: “Her mom can’t even believe the change, the confidence she has. Mom says now she wants



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to read at home—which is an important sign. She's got a great imagination, and now she can immerse herself in stories. I think that's great."

Curtiss also has high praise for the EPS Learning team. "They've been really responsive and are great at showing us how to do things that maybe we didn't realize at first that we could do."

"Their support has helped us be a lot more efficient, so that we aren't sitting there playing around for like an hour trying to figure something out," Curtiss said. "That's nice, because as teachers, we never have enough time."

## Moving Forward

For LUSD, the integration of Reading Assistant with SPIRE has created a powerful approach for supporting literacy development—and more—in their students.

"SPIRE and Reading Assistant have helped my kids build confidence and independence, which is an area many of my SDC students struggle with," said Curtiss. "Now, they're more equipped to take on all classroom challenges."



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