



Amira

K-2 Screener for Reading Difficulties

LBUSD Board Workshop Presentation
March 18, 2026

From Adoption to Implementation

How did we move from selection to implementation?

- SB 114 requires annual K–2 screening
- Selected Amira from State Board–approved list
- Approved adoption (June 2025)
- Aligned instructional supports prior to first administration

Strengthening System Coherence

How does screening fit within our literacy system?

- Integrates state requirement into existing literacy systems
- Reinforces structured literacy implementation
- Strengthens early identification and response
- Advances Board Goal 1

What Screening Is — and Is Not

What decisions does screening inform — and not inform?

- A brief annual reading risk indicator
- One data point within our MTSS framework
- Not a diagnosis of dyslexia
- Not a special education evaluation
- Does not determine eligibility, placement, or retention

Structured Literacy Alignment

How does Amira align with structured literacy?

- Aligned with districtwide structured literacy implementation
- Complements ongoing Foundational Reading Skills Assessment (FRSA)
- Strengthens MTSS decision-making
- Supports targeted foundational skills instruction

Valid Screening for Multilingual Learners

How are English Learners supported in this process?

- Language of screening determined by instructional opportunity
- English results interpreted alongside ELPAC, FRSA, and classroom data
- Spanish screener available; alternative risk process for other languages
- Cross-language patterns reviewed when applicable
- Results reviewed by student group to monitor patterns

Implementation in Action

How was the rollout prepared and supported?

- Trained K–2 teachers on administration and interpretation
- Trained education specialists on accommodations and IEP alignment
- Completed technology readiness
- Implemented parent notification and opt-out process
- Launched first districtwide administration

From Data to Instruction

What happens after screening?

- Confirms and strengthens foundational skills monitoring
- Leads to targeted support within MTSS
- Notifies families and provides guidance on next steps
- Reviews results by student group to identify patterns
- Refines implementation based on what we learn





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