

Imagine Language & Literacy® Improves English Proficiency in California School District

Overview

District

Desert Sands Unified School District (DSUSD) serves over 25,000 students with approximately 75% of whom are Hispanic or Latino and 20% classified as English language learners. During the 2024–2025 academic year, DSUSD implemented Imagine Language & Literacy with students in Grades K–5. On average, students used Imagine Language & Literacy for a total of 7.6 hours and passed 9.0 lessons during the school year. To measure changes in English proficiency, Imagine Learning analyzed i-Ready Diagnostic and ELPAC summative assessment scores. The provided demographics table details the characteristics of the study sample.

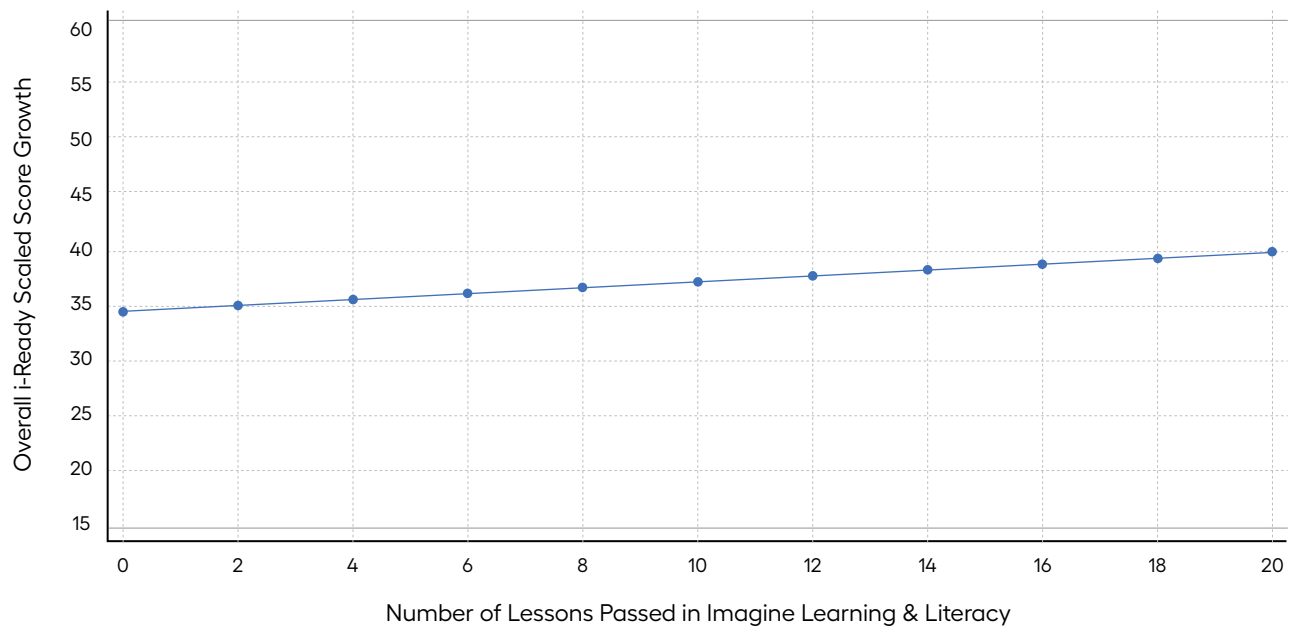
Desert Sands Unified School

Demographics (N = 6,476)	
Non-Hispanic White	8%
Hispanic or Latino	84%
English Language Learner	29%
Special Education	14%
Free or Reduced-Price Lunch	31%

Results

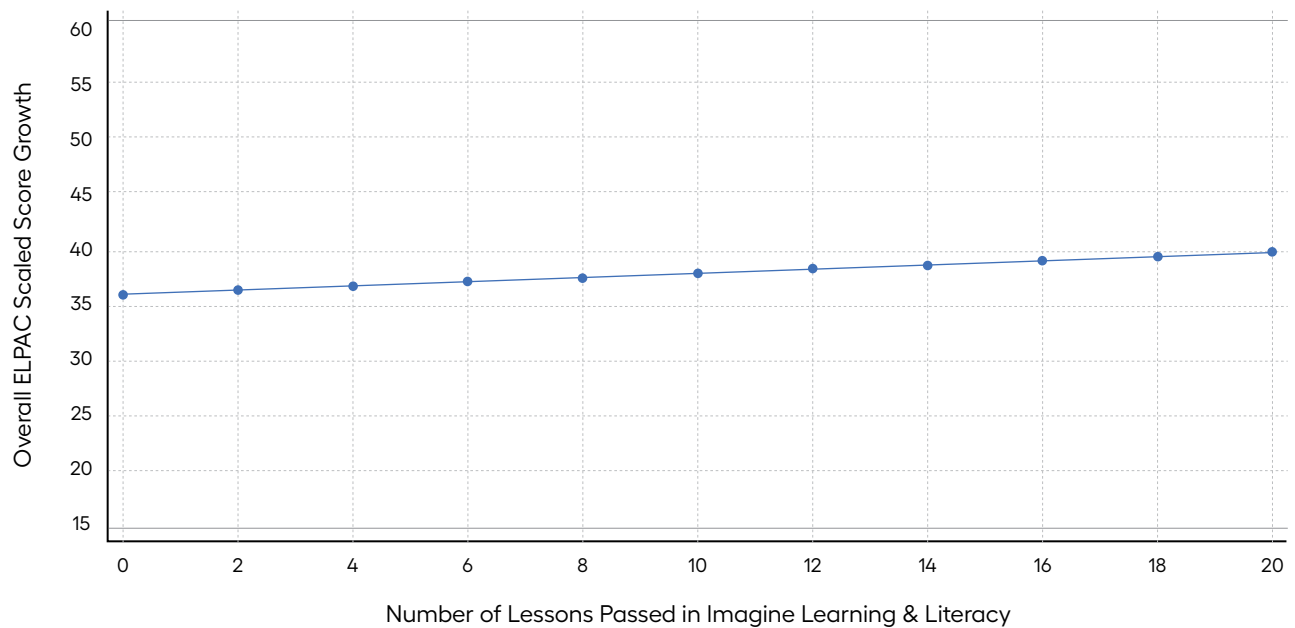
Multivariate regression analyses were conducted to estimate the association between the use of Imagine Language & Literacy and student outcomes. Results of these analyses revealed statistically significant associations between the number of lessons that students passed in the Imagine Language & Literacy program and the scaled score growth they achieved on both the i-Ready (Figure 1) and ELPAC (Figure 2) assessments. These findings demonstrate the direct impact of using Imagine Language & Literacy to improve English language proficiency for Grade K–5 students.

Figure 1. Association between Number of Imagine Language & Literacy Lessons Passed and i-Ready Scaled Score Growth, 2024–2025, Grades K–5



Note: $p < .001$

Figure 2. Association between Number of Imagine Language & Literacy Lessons Passed and Overall ELPAC Scaled Score Growth, 2024–2025, Grades K–5



Note: $p < .05$