Increased Math Proficiency in California School District with Imagine IM California

Overview

Ceres Unified School District (CUSD) in California implemented Imagine IM California with students in Grades K–8 between the 2021–2022 and 2024–2025 school years. To measure changes in math proficiency, Imagine Learning longitudinally analyzed California Assessment of Student Performance and Progress (CAASPP) performance before and after the implementation of the curriculum.

Demographics	
White (Non-Hispanic)	10%
Black or African American	1%
Hispanic or Latino	81%
Asian	6%
Socioeconomically Disadvantaged	85%
Students with Disabilities	12%
English Learners	30%

Results

Findings show that, after implementing Imagine IM California, Grade 3–8 students demonstrated gains in mathematics proficiency as measured by the CAASPP assessment. Specifically, overall math proficiency was highest in spring of 2025 for Grades 3 through 8 (Figure 1). Additionally, students in CUSD achieved greater growth in math proficiency rates than what was observed across California between 2022 and 2025 (Figure 2). These findings demonstrate the increasingly positive impact that Imagine IM California can have on student proficiency in mathematics.

Figure 1. Percent of Grade 3–8 Students in Ceres Unified School District Achieving Math Proficiency by School Year

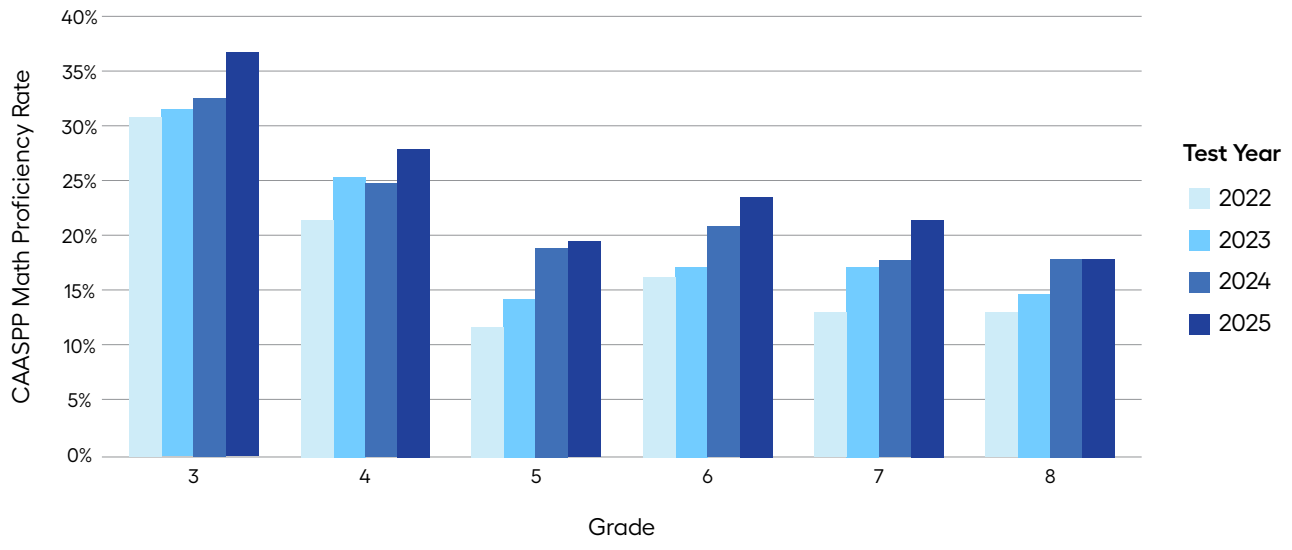


Figure 2. Change in Percent of Grade 3–8 Students in Ceres Unified School District and in California Achieving Math Proficiency between 2022 and 2025.

