

Nurturing Growth from the Start: LAUSD Programs for Two-Year-Olds



**Children & Families in Early Education
Committee Meeting
Board of Education
October 30, 2025**



Ready For the World | LAUSD Strategic Plan



1C

Eliminating Opportunity Gaps

PILLAR 1
Academic
Excellence

STRATEGY

Expand Universal Preschool and Transitional Kindergarten offerings and use research based curricula to provide engaging play to young learners, focused in communities most in need of academic support



LAUSD Early Childhood Education Programs serving Two-Year Old Students



**Early Education
Centers
Ages 2-4**



**California State
Preschool Programs
(CSPP)
Ages 2-4**



**Infant Centers
Ages
6 weeks – 30 mos.**



Marketing Campaign

Community Awareness

- Outdoor Ads – Billboards, bus stops, busses
- Direct mailers to new families

Digital Marketing

- Social Media Posts
- Social Media Ads
- Targeted messages – email and text

Community & Family Outreach

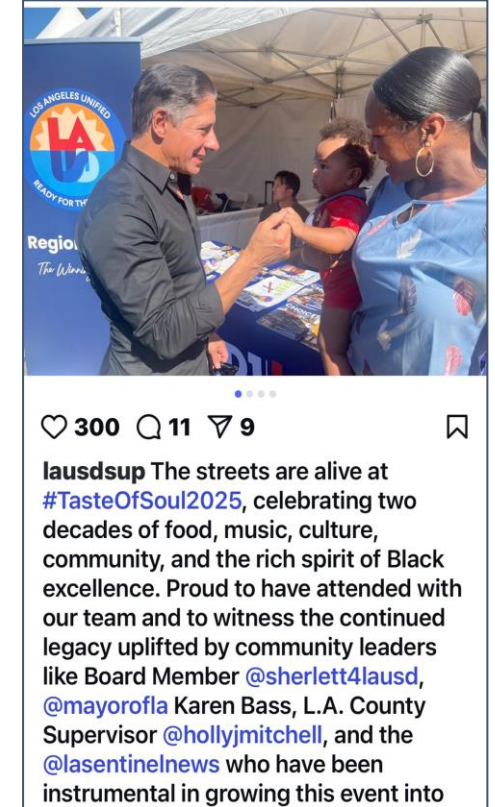
- Community Fairs
- Region College & Career Fairs
- Parades
- BSAP Family Reunions
- Region STEAM events

Early Childhood Education Division
Success begins in Preschool

Enroll Now!
See **You** in School!
(844) EARLYED | (844) 327-5333
LAUSD.ORG/ENROLLNOW

NOW ENROLLING
CHILDREN AGES 2-4

- NO TOILET TRAINING REQUIRED TO ENROLL
- FUN LEARNING
- KINDERGARTEN READINESS
- SAFE ENVIRONMENT





Marketing Campaign – Mailers



Early Childhood Education Division
Success begins in Preschool

Call 844-EARLYED

¡Inscribase Hoy!
EL ÉXITO EMPIÉZA CON LA EDUCACIÓN TEMPRANA

**INSCRIPCIÓN ABIERTA
NIÑOS DE 2 A 4 AÑOS**

- NO ES NECESARIO SABER USAR EL BAÑO PARA INSCRIBIRSE
- APRENDIZAJE DIVERTIDO
- PREPARACIÓN PARA EL KÍNDER
- AMBIENTE SEGURO

!Nos vemos en la escuela!
(844)327-5333



LAUSD.ORG/ENROLLNOW

ENROLL NOW!

**NOW ENROLLING
CHILDREN AGES 2-4**

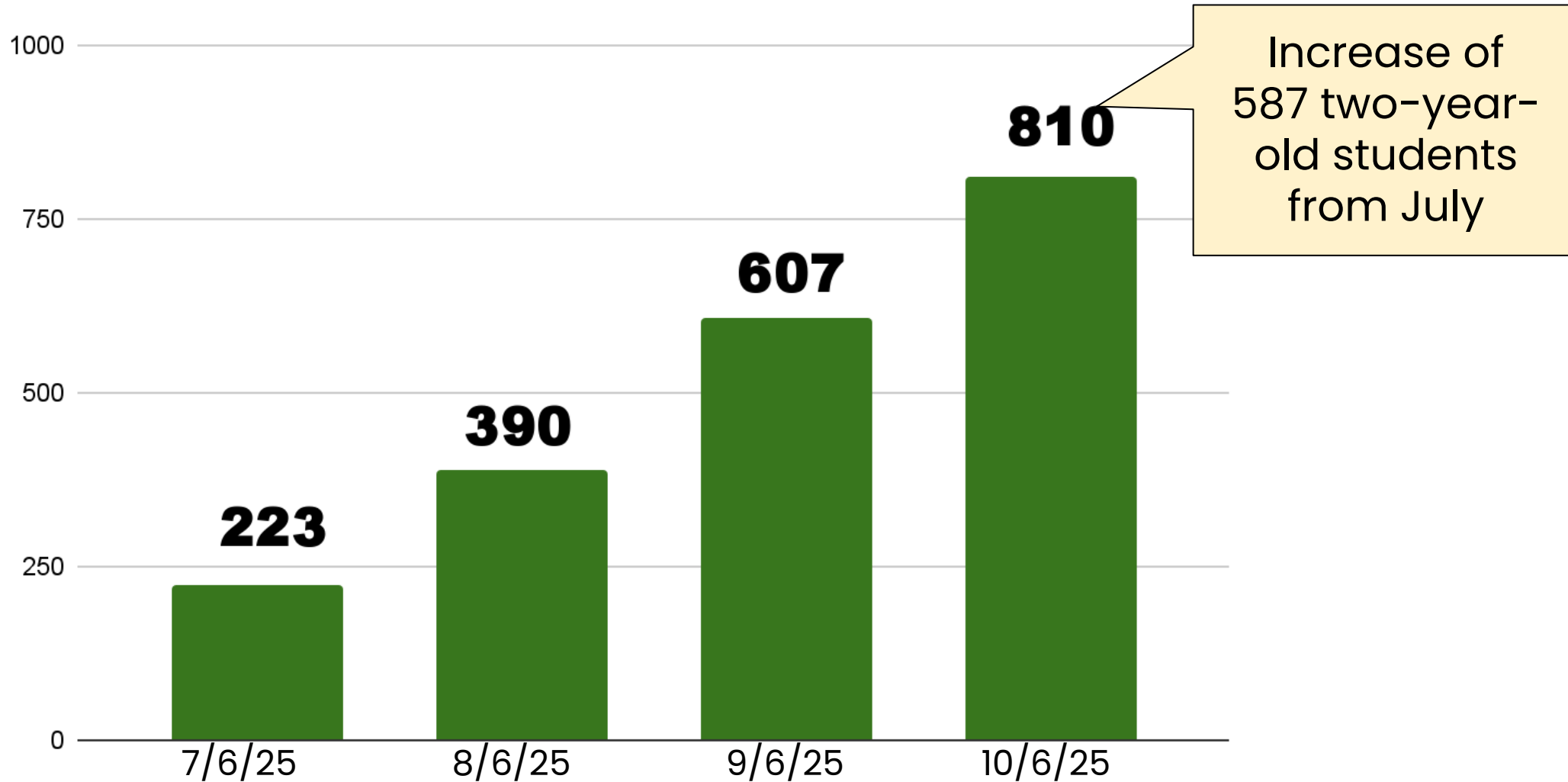
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See You in School!





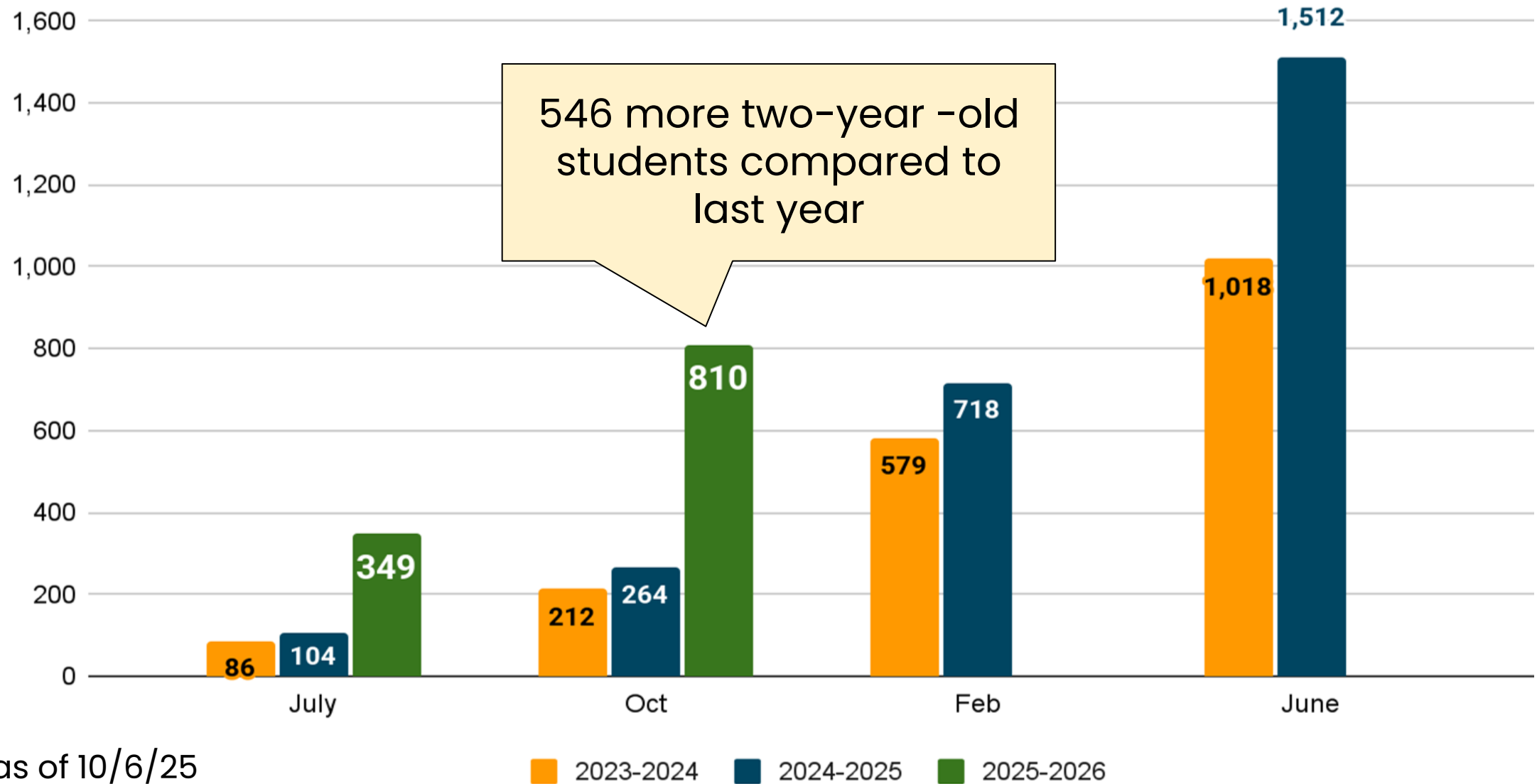
2025–26 School Year Enrollment Two-Year Olds



Data as of 10/15/2025
Source: MISIS



Historical Data: Enrollment of Two-Year-Olds



Data as of 10/6/25
Source: MISIS

Characteristics of Two Year Olds



Social-Emotional Development Domain

- Interactions and relationships with adults and peers
- Expression of emotion
- Social understanding

Cognitive Development Domain

- Problem solving
- Playful exploration

Perceptual and Motor Development Domain

Developing ability to move and coordinate large and small muscles

Language Development Domain

Developing ability to communicate both nonverbally and verbally

Source: California Infant/Toddler Learning and Development Foundations



Difference Between Two and Three Year Olds

Aligning Infant/Toddler Learning and Development Foundation to Preschool/Transitional Kindergarten Learning Foundations

Two -Year Olds

Cognitive Development:

Learns through exploration, cause and effect, and simple pretend play.



Language Development:

Uses simple two-word phrases and understands basic one-step directions.



Social-Emotional Development

Begins to show independence but still relies on adults for comfort and emotional regulation.



Fine Motor Development:

Uses hands to stack blocks, turn pages, and feed self with a spoon.



Gross Motor Development:

Walks and runs steadily, climbs furniture, and begins to jump with both feet.



Approaches to Learning / Attention:

Shows curiosity and short bursts of focus with adult support.



Three -Year Olds

Cognitive Development:

Demonstrates early problem-solving, compares objects, and engages in more complex imaginative play.



Language Development:

Speaks in longer sentences, asks questions, and can follow two-step directions.



Social-Emotional Development:

Engages more in cooperative play and starts to identify and express emotions with greater control.



Fine Motor Development:

Holds writing tools with control, builds taller structures, and uses scissors with assistance.



Gross Motor Development:

Runs smoothly, pedals a tricycle, and alternates feet when climbing stairs.



Approaches to Learning / Attention:

Persists longer with tasks and begins to plan simple actions independently.





Social-Emotional Development Domain



- We support them through routines, gentle guidance, and helping them name and understand big feelings.
- Model and label emotions ("You're feeling sad because it's time to stop playing").
- Teach turn-taking and sharing using simple, clear guidance.
- Provide comfort, set clear boundaries, and use positive reinforcement.

Language Development Domain

- Rapidly learning new words
- Support their use of their primary language
- Use songs, fingerplays, and picture books
- Use repetition and simple vocabulary words



Cognitive Development Domain

- Open-ended toys (blocks, puzzles, sensory bins) that encourage exploration and problem-solving
- Pretend play that helps them understand roles, sequences, and cause and effect





Perception and Motor Development Domain

- Provide opportunities for gross motor activities: climbing, dancing, jumping
- Fine motor activities: puzzles, crayons, finger painting, stacking blocks





Developmentally Appropriate Toileting Practices Toolkit



California's Great Start

Developmentally Appropriate Toileting Practices Toolkit

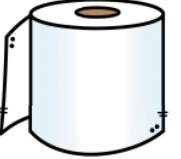
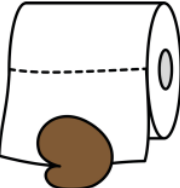
Supporting All Children from Preschool through 3rd Grade

California Department of Education

*"All children deserve access to high-quality early learning experiences regardless of their toileting status. This means all programs must be ready, willing, and able to support all children's needs. Having developmentally appropriate toileting practices and policies in place is critical. This toolkit shares best practices for supporting California's youngest learners as they **develop and master toileting independence.**"*

Visual Supports for Students

pants down	underwear down	sit on toilet	pee in toilet	poop in toilet
				

get toilet paper	wipe	underwear up	pants up	wash hands
				

Washing Hands



1. Get hands wet
2. Get soap
3. Rub hands & rinse
4. Take paper towel
5. Dry & throw away

Cómo lavarte las manos



1. Moja tus manos
2. Agarra jabón
3. Frota las manos y enjuaga
4. Agarra papel toalla
5. Sécate y tira la toalla



Toileting Support for Students Ages 2–5



- Promote partnership between school and home
- Training provided to staff
- Equipment and supplies provided
- Books & resources shared with families



Ages and Stages of Development: Two Year Old

What I Need: I need to continue exploring the world, down the block, the parks, library, and stores, etc. I like my routines. If you have to change them, do so slowly. I need you to notice what I do well and PRAISE me. Give me two OK choices to distract me when I begin to say “No.” I need you to be in control and make decisions when I’m unable to do so. I do better when you plan ahead. Be FIRM with me about the rules, but CALM when I forget or disagree. And please be patient because I am doing my best to please you, even though I may not act that way.



Source: [CDE – Early Education](#)