



# Los Angeles Public Library Adult Literacy Services

Volunteer Services Office - (213) 228-7540 - volserv@lapl.org

## LOOK AT US!

Spring 2011  
Edited by Ruth Gooley

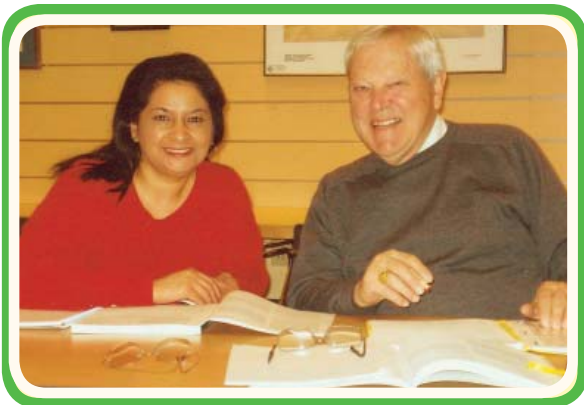
### It's a Match Part I

#### Wolfgang's Story

by tutor *Wolfgang M. Baur*

Almost two years ago my involvement with the Adult Literacy Program brought a welcome and positive change into my retirement. Having spent many years teaching foreign languages to high school and college students, I was determined to catch up with reading all those books which had accumulated in my personal library over those years. In order to avoid becoming a recluse in my hermitage and upon the recommendation of my loving wife, I became involved with the Adult Literacy Program almost two years ago.

*continued on p. 2*



*Lorena Rivera & Wolfgang Baur*

**FREE BOOKS FOR PARENTS!**

See page 10 for details!

#### Lorena's Story

by learner *Lorena Rivera*

My name is Lorena Rivera. I'm from El Salvador. I have been in California for a while, but I have never had the opportunity to study English, which I have been doing for the past 2 years. I did not know anything about this program until one day I went to the Library (Mid-Valley North Hills) to get some C.D. to study English at home. That day, I meet Mary Anne Arensdorf. She is the coordinator of the branch. In her office was a couple tutoring. I say to myself how expensive can be that class? I

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**C**reative Corner  
*Learners Write Essays,  
Letters and Fables*

#### Volunteering at the School Library

by learner *Augustin Beltran*

Once I started getting tutored in reading, I started volunteering at the library at my children's school. They had me put books back in the shelves by reading the titles--the picture

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Adult Literacy Services are generously supported by the Caroline Singleton Adult Literacy Endowment, The Council of the Library Foundation, B.K. Simon Family Charitable Foundation, Union Bank Foundation, Anonymous, Left Coast Crime 2010, State Street Bank and Trust, and individual members of the Library Foundation of Los Angeles.

### **Wolfgang's Story** *continued from p. 1*

Teaching Ms. Lorena Rivera reading and writing in English in our weekly meetings has become a welcome event. A lady with a supportive family and high personal ambitions, Ms. Rivera is an inspiration in diligence, meticulous work and kindness. It is a joy to expand on a particular chapter in the Challenger series of textbooks. We both learn a great deal about literature and the great art of creative writing.

Ms. Leslie Chudnoff and her staff at the Northridge Library have been very supportive to us by providing learning space in which we can read aloud, talk, and, yes, laugh a lot. Ms. Mary Anne Arensdorf at the Mid-Valley Regional Branch has sent me a wonderful student. I am grateful that I have the opportunity to share some of my skills with an eager and motivated student such as Ms. Lorena Rivera. May this Adult Literacy Program continue to receive the public recognition and support it deserves! §

### **Lorena's Story** *continued from p. 1*

walk away but on my way out I saw Mary Anne at her desk with a big smile. I ask her how much are the classes and where can I get information. She answered me in a friendly way, "it is free, would you like to sign up for the waiting list?" I thought, "free, why not?" and I signed up at that moment. I had a nice conversation with Mary Anne. She explains to me that it can be a while to have a teacher ready but someone will call you as soon as possible. About a month later Mr. Wolfgang Baur called me. This happened in 2009. Two years later, I feel so good about myself. Because I am learning a lot, of course I have one of the best teachers. He is not only my teacher he is my friend. We walk, we laugh, and I learn a lot from him. I like to thank everybody who supports this program. Thank you so much for given me the big opportunity to be successful in this country. Thank you to Mary Anne. And a "special thank you" for my wonderful volunteer teacher Mr. Baur. God bless you all! §

## **It's a Match Part II**

This pair was unmatched in June 2006 but has kept in contact over the past 5 years. Is this a match made in heaven or what?

### **Joan's Story**

*by former tutor Joan Bell*

When I volunteered for tutoring, I had no idea what to expect. Nika was my first student. She was so smart, open, eager to learn, and had such a good sense of humor, that she made tutoring easy and fun for both us. She is from Iran, and because of her stories about life there, I gained an understanding and ap-

*continued on p. 11*

### **Nika's Story**

*by former student Nika Karimi*

"I started the program to learn only the English language. However, what I really learned was American culture. The teacher helped me to immerse into the American culture smoothly and with open eyes. One of the important things I learned is that people are judged main-

*continued on p. 11*



Augustin Beltran

Tutor Zoe E. Masongsong is dedicated to assisting Augustin in realizing his goals, as well as helping him in developing organizational and study skills," writes coordinator June Brandon.

*Volunteering continued from p. 1*

books, the nonfiction books---I had to separate the books into what category the books would go. Every day different classes would come in, and if the librarian didn't have time to read the book, she would ask me. I read to kindergarteners through second grade. Sometimes the librarian had books, or she would ask the kids to pick out a book. I would pick extra books that I knew I could read. I wasn't nervous reading in front of the kids, because I got used to reading in front of my tutor, Zoe Masongsong.

One day I was volunteering in the school supply room and one of the Pre-K teachers asked me to play Santa. Once the other teachers saw me, they asked, too. I passed out the presents for the teachers and answered the kids' questions, and read a Christmas story to the kids. It made me very happy!

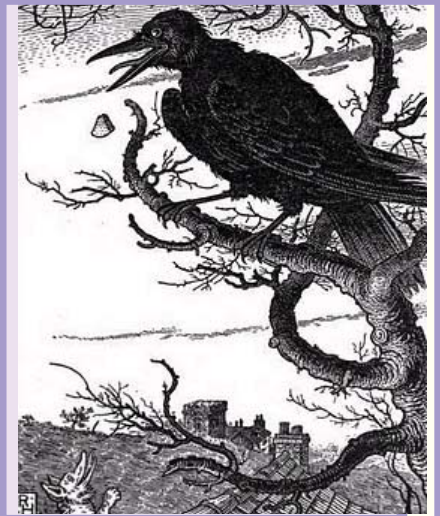
My kids are proud of me reading at the library and at home, helping them read for their homework. My wife is proud of me for my reading skills. I feel it will help me later on in life with different work skills. §

THE FABLE

by learner Elmer Lee

There once was a crow and a fox. The crow found a big piece of cheese near the path. She grabbed it and flew to a limb of a tree with the cheese in her beak. A hungry fox came along and said to the crow "You must be the queen of all the birds with your shiny black feathers. I bet you can sing very good," said the fox. So the crow opened her mouth to sing and the cheese fell to the ground. Then the fox got the cheese and ate it.

Moral: Beware of those that flatter you.



Dear Lily,

Yesterday I have had this final exam of the medical terminology course, It was about 320 questions, it took me about 5 hours to finish the enter exam. I got 98/100, but I was exhausted totally after the test. I must admit that even it's open-book exam, I did have one or two questions related to the language barrier, I simply neither understand the question nor know the key word of the question, it made me feel so helpless....Here attached my average score to let you feel proud of me - your tutee?

Thank you so much for helping every step of this study. You ARE marvelous. I am very grateful for having you as my tutor. I probably shall write another letter to thank the Singleton family and literacy center or whoever brings you into this program, I suppose!

Sincerely yours,  
Therese Liu

Therese Liu



Leticia Buenrostro

Two adult literacy students won in the Writer to Writer contest sponsored by the California State Library. Therese Liu from the Singleton Adult Literacy Center came in as 1st Runner-Up in the Advanced Writer category and Leticia Buenrostro from the Cahuenga Adult Literacy Center placed as 1st Runner-Up in the Beginning Writer category. Their winning submissions follow.

September 15th, 2010

Dear Ms. Cisneros,

I write this letter to you because when I read your book *The House on Mango Street* I felt you were writing about my life.

My name is Leticia. I was born on a ranch in Mexico. I came to the U.S.A. 19 years ago. Since I came to Los Angeles I never heard about your books because I wasn't reading in English yet. But right now I feel good because I read *The House on Mango Street* for myself with my tutor at the public library in English. It was my first book in English! Also, this letter is my first writing by myself in English.

I feel like you and I are close friends because when I was reading the book I felt all the same feelings you wrote about. I think we could have written this book together, especially when you wrote about the house of Esperanza's dreams and Esperanza's chanclas (she was wearing a new dress but with very old shoes). Like Esperanza, when I took my belongings and went to my mom's aunt to study, I left my family ranch and all my friends behind. So the ending of the story was meaningful to me.

Thank you for reminding me of my childhood and thank you for telling the Esperanza story. Someday I hope to meet you to talk about your life!

Sincerely,  
Leticia Buenrostro

PS. I like Esperanza's name because it's my mom's name.



*Leticia Buenrostro*





*Therese Liu at the podium*



*Leticia Buenrostro (left) & Therese Liu*

July 12, 2010

Dear Antoine,

In China, we have “The Monkey Monk.” In the USA we enjoy “Tom Sawyer.” But, more than these, I like your “The Little Prince” the most. Although on the surface very simple, it has impacted my life profoundly. Yes, indeed, your “Petit Prince” has changed me, not only intellectually but also emotionally.

“The Little Prince” was my first short story when I was a French major. Even though it seemed to be for children, I was touched and amazed by your philosophy as demonstrated in meaningful dialogues between the little prince and the people he encountered during his saga. It was this tale that brought me to an appreciation of the French language and literature. Little by little, step by step, I got to know all the big masters, became familiar with Molière, La Fontaine, Balzac, Victor Hugo and Proust.

My positive experience with your “Little Prince” is not limited to words. The book has also has a wonderful influence on my “family life.” Because of you, I have started countless friendships with other “Francophiles.” Imagine seeing a Chinese woman—me—chatting with a German man regarding the relationship and responsibility between the little prince and his rose. Your book helped me to realize one of my dreams—“Friendships without border” “Les Amities sans Frontier”. In fact, you have brought me into a universal family and have allowed me to consider myself as a citizen of this global village. Here I have a German Mama, a Swiss sister, a Luxemburger sister, a Persian brother and a lot of Belgian neighbors.

Now I am living in Los Angeles. Since I have learned the power of language via “The Little Prince,” I have become more enthusiastic and open-minded. I am learning English at the library and trying to understand the American way of life. I am enjoying this Wide Wide West and hope to have my own saga. I feel enriched by the English language and in fact I have just started “The Story of English” by Robert McCrum, Robert MacNeil and William Cran. It is difficult but it’s also a very rewarding experience. All the credit should go to you. For this reason, I must say: merci beaucoup.

Fondly,

Thérèse Liu

## TUTOR TRAINING

If you are interested in becoming a tutor, you have two options. You may either attend a Tutor Training Workshop in person or you may do it online. Talk to an Adult Literacy Coordinator for details.

In-person tutor training workshops will be held on the following dates at the following locations.

Saturday, June 18, 2011  
Arroyo Seco Regional Branch, 10 am -2:30 pm

Saturday July 16, 2011  
Platt Branch, 10 am -2:30 pm

Saturday, August 20  
Ascot Branch, 10 am -2:30 pm

## CLASSES:

Adult Literacy Services are proud to offer the following classes.  
Please call the appropriate Center for more information.

### Singleton Adult Literacy Center at the Central Library:

English Conversation Class: Tuesday-Thursday: 3:30-5 PM/  
Friday & Saturday 2-3:30 PM

Writing Class: Tuesday & Thursday 5-6:30 PM  
Wednesday 2-3:30 PM  
Friday: 12:30-2 PM

### Downtown Women's Center: Writing Class

Thursday: 2:30-4 PM (except first Thursday of the month)

### Mid-Valley Regional Branch: English Conversation Class:

Wednesday 3-4 PM & Thursday 12:30-2 PM

### Pio-Pico-Koreatown Branch: English Conversation Class:

Wednesday 1:00-2:00 PM

### Platt Branch:

English Conversation Class:  
Wednesday 1:30-2:30 PM

### Wilmington Branch:

English Conversation Class:  
Friday 4-5 PM

### ESL & Citizenship through LAUSD's Distance Learning:

The Singleton Adult Literacy Center	Tuesday 3:30-6 pm & Thursday 3:30-7 pm
Pio Pico/Koreatown Branch:	Friday 12-2:30 pm
Pico Union Branch:	Tuesday 3-5 pm
Washington Irving Branch:	Wednesday 11-1:30 pm



***HINTS BY SUSAN***  
***Comprehension in Reading***  
***by Susan Casmier***

There are many strategies for developing reading skills, including helping the student monitor his/her own comprehension. Students who are good at monitoring their comprehension know when they understand what they read and when they do not.

These readers have strategies to “fix” problems in their understanding as the problems arise. Research shows that instruction can help students become better at monitoring their comprehension.

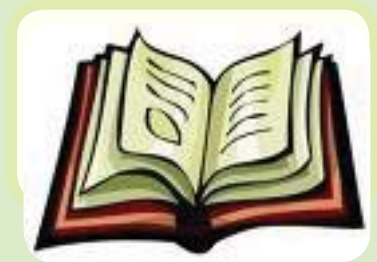
Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

Metacognition means “thinking about thinking.” Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and “fixing” any comprehension problems they have. After reading, they check their understanding of what they read. Some examples follow:

Students may use several comprehension monitoring strategies:

- Identify where the difficulty occurs  
“I don’t understand the second paragraph on page 76.”
- Identify what the difficulty is  
I don’t get what the author means when she says, ‘Arriving in America was a milestone in my grandmother’s life.’”
- Restate the difficult sentence or passage in their own words  
“Oh, so the author means that coming to America was a very important event in her grandmother’s life.”
- Look back through the text  
“The author talked about Mr. McBride in Chapter 2, but I don’t remember much about him. Maybe if I reread that chapter, I can figure out why he’s acting this way now.”
- Look forward in the text for information that might help them to resolve the difficulty



“The text says, ‘The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.’ Hmm, I don’t understand how people can do that... Oh, the next section is called ‘Wells.’ I’ll read this section to see if it tells how they do it.” §

## Students get Published Congratulations to Susie Pae!

Learner Susie Pae's submission to the Women's Perspectives was accepted for publication. Here is what the announcement said: "We received many fine writings from students all over the United States and Canada. It was very difficult to make choices."

### We Are Here *by learner Susie Pae*

When I worked at the post office in New York, I had a very hard time, because some of the workers were racists and prejudiced towards me. I didn't resist back them. I didn't report it to the union either. At that time, my English was not fluent, so I was not interested in international culture. Now I've learned to enjoy all kinds of different food and cultures, which makes me energetic and strong in my daily life. We can be a rainbow. Even though a rainbow has seven colors, they make a wonderful unified image. My open mind makes me want to learn new things. After all, we are part of the world.



Another quality I discovered in myself became apparent recently. When the copper-gold mine collapsed in Chile. I remembered the 6.7 earthquake in Northridge, California. I was stuck in my apartment. First of all, I couldn't get out of the room. All the furniture had fallen down and blocked the door. That happened at 4am, so I couldn't see anything in the darkness. As soon as the rescue team came to the apartment, my son shouted to them, "We are here!!" But I closed my son's mouth right away, because I was afraid some suspicious people. I thought they would kill us. After they disappeared, my son prayed, "Oh, God. Help us get out of here." I said, "If I die now, I want to go to heaven with my son." Finally the sun rose, my neighbors came to my window. I came out of the room through the broken window. All the trees celebrated that I was born again. It was the most difficult event in my life. It made me strong and determined to go on in my life.

When I heard that the 33 miners were buried, I felt like crying. They didn't have any access while they were underground. Simple things like food and water seemed more important than anything else. During the two weeks a tube was installed, which transported supplies to them. What is important for us to live? I think social relationships are the most important of all. Because the miners were not alone, they survived together. If we have more friends, we'll live a longer life. After 70 days, a human capsule pulled them up. Computer technology rescued them safely and every one of them was rescued. I felt very excited, but my son has had a phobia since the earthquake in 1994. I hope that he stands up and shouts again today, "We are here!!" So that he can be proud that we survived together.

After the earthquake, I have been working as an event organizer for the Korean community activities. I hope to communicate with various cultures. Last November, I was asking for a vote of confidence by phone. Although it is not an easy job, I never get tired of repeating the same messages continuously. Most people are kind. After that experience, I want to be a campaign manager in the future. Someday I wish to run as a candidate in an election. I am friendly and I like people. I was born in nature of openness, compassion and friendliness. However, through my life experiences, I have learned the importance of different cultures and being alive. This has given me the desire to help the society by serving in the local community and friends. §



Susie Pae

# CONGRATULATIONS

## Graduates of the Tutor Training Workshop

### February 12, 2011 at Harbor City

Belinda Arriaga  
Lynda Asato  
Saxon Burns  
Jennie deForest  
Nobuko Higuchi  
Iris Ilagan  
Gregory Johnson  
Alison Lewis  
Roger Linnett  
Heather Mansell  
Paula McHargue  
Jacqueline Meyer  
Ken Perkins  
Stan Salas  
Erin Santos  
Andy Schatzberg  
Michael Silvers  
Gordon Stecklein  
Amanda Szempruch  
Sonia Yanta

### March 12, 2011 at Lakeview Terrace

Nanor Abkarian  
Leah Beck  
Bryan Cotta  
Larry DeCuir  
Jim Edwards  
Barbara Friedman  
Karina Gonzalez  
Sandra Harris  
Raymond Justice  
Andrea Kaplan  
Tiffany Kobayashigawa  
Eleonora Madrinan  
Diedre McGinnis  
Adrienne Meyer  
Wanda Millberry  
Kristen Orola  
Natividad Perez  
Nadiia Reber  
Jane Ridgeway  
Ellen Rothstein  
Sandy Shoaff  
Mary Patricia Stenson  
Doris Tinius  
Duncan Valore-  
Kemmerer  
Laura Van  
Jacquelyn Yu  
Devra Zabot

### April 21, 2011 at Will & Ariel Durant

Jerry Badler  
Marvin Barnes  
Jeffrey Brick  
Jessica Duran  
Anona Fleming  
Jody Forrester  
Kyle Gehrmann  
Rinna Gomez  
Ramses Gonzalez  
Robert Kuwada  
Dorothy Laidley  
Briged Lazarian  
Franchon Lyons  
Natalie Merchant  
Nicole Meyer  
Steven Plaat  
Sean Price  
Ilse Rosenstein  
Toni Sherman  
Camille Stewart  
Inna Valentine  
Zach Walter

For the schedule of future Tutor Training Workshops see page 6.



## Family Corner

Many of our learners either have young children of their own or take care of someone else's children. If your learner cares for a child under six, she is eligible for Families for Literacy (FFL). The goal? To break the cycle of illiteracy that often begins in the home by showing children that reading is fun. Tutors do this by giving tips to parents on how to read to children in an engaging way. And, what's even better, the learner can earn up to six free children's books that become part of the child's first library. The titles run the gamut from classics to contemporary.

The program benefits both the student and the child. The student builds self-esteem and confidence, and the child learns skills that prepare her to become a life-long reader. The student and tutor choose a book whose subject matter interests the learner and is age-appropriate for the child. The beauty of the program is that it helps make reading a daily family activity. The student receives support and guidance from the tutor. Once the tutor feels the student can read a given book all the way through on her own, and is ready to read it aloud to the child, the student receives a brand-new copy of the book as a reward for this achievement §



*FFL student Min Yang (left)  
& coordinator Carolyn Barelli*

### Interview with Min Yang, Families for Literacy student & Carolyn Barelli, Adult Literacy Coordinator

CB: What is your opinion of the Families for Literacy program?

MY: It's fine. I read the books myself. It helps me know when to start and stop a sentence.

CB: How old is your child?

MY: She is four years old.

CB: What is her name?

MY: Her name is Minnie

CB: Have you always read to your child?

MY: Yes, but in Korean. Now I read to her in English.

CB: What FFL books have you read?

MY: "The Five Little Monkeys," "Chicka Chicka ABC," "There Was an old Lady Who Swallowed a Fly." My daughter liked the singing in the last one.

CB: You chose "The Wide-Mouthed Frog" to read to Minnie. Why did you choose this book?

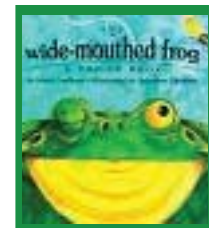
MY: Because of the pictures. It's not flat.

CB: What part of the story do you think your daughter will like the best?

MY: I think she will like the end when the frog stops chasing flies and escapes from the alligator with a "splash." §

### ***The Wide-Mouthed Frog*** -- a pop-up book appropriate for ages 2-6.

A bragging wide-mouthed frog encounters different animals who describe what they like to eat. A bird likes worms and slugs, while a mouse prefers seeds and berries. And what makes the Frog suddenly want to have the smallest mouth he can? Read the book to find out.



TIP: You can make the reading more fun by exaggerating the mouth and lip movements of the different animals.

*Joan's Story continued from p. 2*

preciation of her country, the Persian people, and of their culture as well. The one-on-one tutor/student relationship, makes this kind of learning possible and so enjoyable. Because of this experience and of all the other wonderful experiences I had with my other students, I highly recommend that people go to their public library and sign up to be a volunteer tutor. Nika and I have maintained contact over the years and I have been so happy to hear of her professional successes and of her assimilation into American life. I received such riches from my experience with her; I only hope that Nika feels the same. §

*Nika's Story continued from p. 2*

ly by their attitude toward people and life and not by their occupation or by status. Although we followed the lesson plans, the real learning came through writing stories, doing crossword puzzles, reading novels, talking and exchanging ideas. During last couple of years, Joan has help me a lot, and still she is helping me whenever I ask her and I need her. She is one of the best people I met in the State. I really recommend the program to students, especially people from other countries. §

**CALL FOR  
VOLUNTEERS**

**HELP AN ADULT LEARN TO READ.  
BECOME A VOLUNTEER  
READING TUTOR!**

**Help others reach their goals!  
Share your love of reading!  
Make a difference!**

**Volunteer tutors work one-on-one, helping adults improve basic reading and writing skills.  
Tutors receive free training and tutor two to three  
hours a week.**

**For Information Please Call (213) 228-7037  
or visit [www.lapl.org/literacy](http://www.lapl.org/literacy)**



If you are a tutor or student and wish to write something for the newsletter, please contact your coordinator or email Ruth Gooley at [rgooley@lapl.org](mailto:rgooley@lapl.org).



LOS ANGELES PUBLIC LIBRARY  
Adult Literacy Center Locations



**Central Library Singleton Adult Literacy Center**

630 W. Fifth St., Los Angeles, CA 90071  
(213) 228-7037 / FAX (213) 228-7138

**Contacts:** Frank Harper, [fharper@lapl.org](mailto:fharper@lapl.org),

Beverly Pichardo, [bpichard@lapl.org](mailto:bpichard@lapl.org); Maria Vargas, [mvargas@lapl.org](mailto:mvargas@lapl.org)

**Baldwin Hills Branch**

2906 S. La Brea Avenue  
Los Angeles, CA 90016  
(213) 623-4078 x14690

**Contact:**

**Lincoln Heights Branch**

2530 Workman St.  
Los Angeles, CA 90031  
(323) 226-1696

**Contact:** Kathy Hall  
[khall@lapl.org](mailto:khall@lapl.org)

**Robertson Branch**

1719 S. Robertson Blvd.  
Los Angeles, CA 90035  
(213) 623-4078 x14290

**Contact:** Penny Mickelbury  
[pmickelb@lapl.org](mailto:pmickelb@lapl.org)

**Benjamin Franklin Branch**

2200 E. First Street  
Los Angeles, CA 90033  
(213) 623-4078 x10190

**Contact:** Alicia Chavarin  
[achavari@lapl.org](mailto:achavari@lapl.org)

**Mid-Valley Regional Branch**

16244 Nordhoff St.  
North Hills, CA 91343  
(818) 895-3663

**Contact:** Mary Anne Arensdorf  
[marendo@lapl.org](mailto:marendo@lapl.org)

**Robert Louis Stevenson Branch**

803 Spence St.  
Los Angeles, CA 90023  
(213) 623-4078 x11990

**Contact:** Alicia Chavarin  
[achavari@lapl.org](mailto:achavari@lapl.org)

**Cahuenga Branch**

4591 Santa Monica Blvd.  
Los Angeles, CA 90029  
(213) 623-4078 x12090

**Contact:** Carolyn Barelli  
[cbarelli@lapl.org](mailto:cbarelli@lapl.org)

**Pacoima Branch**

13605 Van Nuys Blvd.  
Pacoima, CA 91331  
(213) 623-4078 x15390

**Contact:**

**Venice Branch**

501 S. Venice Blvd.  
Venice, CA 90291  
(310) 821-1769

**Contact:** Kay Bailey  
[kbailey@lapl.org](mailto:kbailey@lapl.org)

**Echo Park Branch**

1410 W Temple St.  
Los Angeles, CA 90026  
(213) 623-4078 x10890

**Contact:** Peggy Blow  
[pblow@lapl.org](mailto:pblow@lapl.org)

**Panorama City Branch**

14345 Roscoe Blvd.  
Panorama City, CA 91402  
(213) 623-4078 x13990

**Contact:**

**Washington Irving Branch**

4117 W. Washington Bl.  
Los Angeles, CA 90018  
(213) 623-4078 x14190

**Contact:** Beverly Pichardo  
[bpichard@lapl.org](mailto:bpichard@lapl.org)

**Exposition Park - Dr. Mary  
McLeod Bethune Regional Branch**

3900 S. Western Ave.  
Los Angeles, CA 90062  
(213) 623-4078 x10690

**Contact:** June Brandon  
[jbrandon@lapl.org](mailto:jbrandon@lapl.org)

**Pico Union Branch**

1030 S. Alvarado St  
Los Angeles, CA 90006  
(213) 623-4078 x17090

**Contact:** Mark Lovasz  
[mlovasz@lapl.org](mailto:mlovasz@lapl.org)

**Watts - Alma Reaves Woods Branch**

10205 Compton Ave.  
Los Angeles, CA 90002  
(323) 789-2850

**Contact:**

**Jefferson Branch**

2211 W. Jefferson Blvd.  
Los Angeles, CA 90018  
(213) 623-4078 x11790

**Contact:** June Brandon  
[jbrandon@lapl.org](mailto:jbrandon@lapl.org)

**Pio Pico – Koreatown Branch**

694 S. Oxford Ave.  
Los Angeles, CA 90005  
(213) 623-4078 x10390

**Contact:** Sophia Webber  
[swebber@lapl.org](mailto:swebber@lapl.org)

**Wilmington Branch**

1300 N. Avalon Blvd.  
Wilmington, CA 90744  
(213) 623-4078 x11090

**Contact:** Lisa De Niscia  
[ldenisci@lapl.org](mailto:ldenisci@lapl.org)

**Platt Branch**

23600 Victory Blvd.  
Woodland Hills, CA 91367  
(213) 623-4078 x16590

**Contact:** Susan Casmier  
[scasmier@lapl.org](mailto:scasmier@lapl.org)

**Junipero Serra Branch**

4607 S. Main St  
Los Angeles, CA 90037  
(213) 623-4078 x10790

**Contact:** June Brandon  
[jbrandon@lapl.org](mailto:jbrandon@lapl.org)

