



# Los Angeles Public Library Adult Literacy Services

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

## LOOK AT US!

Summer 2009  
Edited by Ruth Gooley

### It's a Match Part I

#### SHERYN'S STORY

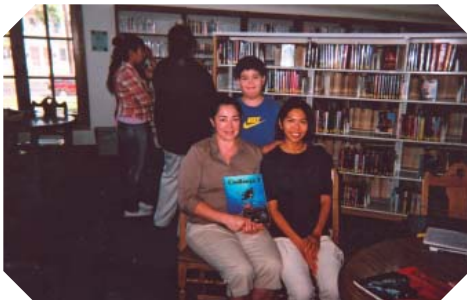
*By tutor Sheryn Madrano*

I have always been interested in assisting people achieve their goals. I'm a Reiki Master and started a non-profit holistic healing financial literacy foundation close to a year ago.

I found out about the Adult Literacy Program from a bulletin board at the Little Tokyo Branch Library. I contacted my local branch library in Lincoln Heights and within two weeks, I got a call from Carolyn Barelli telling me that she had a student for me. I was extremely excited to meet my first student, Claudia.

From the very first time that I met Claudia, I could tell she was a person full of ambition.

*continued on p. 3*



*Claudia Carillo (left) and Sheryn Madrano. Claudia's son Pablo is pictured standing.*

#### CLAUDIA'S STORY

*By learner Claudia Carillo*

Hello, my name is Claudia E. Carillo. I took part in the Adult Literacy Program, starting late April of this year, so I can learn the English language.

I want to take this opportunity to thank Ms. Carolyn Barelli for supervising this mentoring program.

My tutor, Sheryn Madrano and I meet up twice a week. The best thing about this program is that the rhythm of learning is according to your capacity. We read articles from magazines, newspapers, and books. We even play spelling

*continued on p. 3*

#### Creative Corner

*Learners Write Letters to Dear Abby and Essays*

Dear Abby:

My wife left me last night. Now, I don't know what to do. I'm miserable. She blew away without telling me anything. Something fishy is going on with her, probably she went away with another guy who's been dating with her since last year. Please tell me what I can do to solve this problem.

Brokenhearted (Sergio R. Moreno)

*continued on p. 10*

## It's a Match Part II

### ROBIN'S STORY

By tutor Robin Berger

I became a tutor with LAPL to learn how to teach, to communicate better, and, hopefully, to inspire someone to participate more fully in public life by mastering reading and writing. I had no idea that I would learn about Korea in the process.

But here I am, learning about a uniquely Korean type of home heating system called "ondol." Aware that heat rises, the Koreans force hot air through ducts under their floors. The heat then warms the room from the floor up, much more evenly than the American systems do, keeping feet toasty in the process without a carpet. Ondol was the topic of a second speech given by my student, Soon Bok.

In the first, the Ice Breaker speech, Soon Bok introduced herself to me and my supervisor. Through her speech I met a woman who was inspired by an American movie to create beautiful pottery, tiles and other ceramic works of art at Sangmyung University in Seoul, Korea. The photographs of the beautiful ceramics that she showed during her speech demonstrated that she had learned her lessons well.

Now Soon Bok channels her energy into learning how to read, write and speak English. By giving speeches and writing articles she is learning how to craft a new outlet for her talent. The speeches and articles, like the photographs of the ceramics, are proof of her accomplishments. §



Robin and Soon Bok Kwon

### SOON BOK'S STORY

By learner Soon Bok Kwon

I have been in this LAPL program for 2 years. I came to the LAPL program to speak, write and read English very well. When I came to the LAPL program I ~~did not speak~~ hardly <sup>spoke</sup> any English. ¶ I got a new tutor this ~~February~~ <sup>February</sup>. She always asked me "What do you want to do for this lesson?" ¶ In April, I told my tutor, Robin, that I wanted to have more opportunities to speak English in this class. My tutor recommended an Ice ~~breaker~~ <sup>breaker</sup> speech. ¶ The Ice breaker speech introduced me to ~~others~~ <sup>other</sup> people. ¶ It was not easy to tell my experience. I was so ~~afraid~~ <sup>afraid</sup> of speaking in front of others. I had never given ~~the~~ Ice breaker speech before. However, I wanted to improve

continued on p. 5

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

Claudia's level of dedication in wanting to better her ability to read, write, and speak English is perhaps a tutors dream come true. She is a very self assertive and self disciplined individual. Often times, she would do more than what is required of her from the homework assignments that I give her.

I try to create a curriculum that will keep it interesting and fun for Claudia to learn. From watching a music video and translating the lyrics of the song, to translating poetry and even listening to relaxing music for a few minutes before we start our session.

One of Claudia's goals is to become a teacher. So I try to emphasize how important it is for her to teach from her heart. I feel that it is important to let your student know how deeply you want them to succeed in life.

There is this incredible inspirational verse by author Iyanla Vanzant called Until Today:

"If by chance no one has told you that they love you today, I would be honored to be the first to say, "I love you" today! "I love you" because you are and have been so willing to grow. And my how you have grown! You've grown from struggling to searching. From trying to do to learning how to do. You've grown from fear to having faith, to demonstrating your courage. You have grown in many ways, consistently demonstrating your willingness and courage to take the next step—the step toward the profound and divine wisdom buried within yourself. The step toward knowing more about yourself. This is exactly why "I love you"—you are so profoundly divine."

She always tells me how patient I am with her, but truthfully; it's through helping her that she has taught me how to be patient with myself. §

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

games and do crossword puzzles. I am currently learning how to type. By learning the definitions in English and Spanish from my new vocabulary list each week, it helps to prepare me for my citizenship interview, among other things.

I have been bringing my 7 year old son Pablo with me to the library because he is on summer break from school. Sheryn has been really generous in helping my son with his homework as well.

I just finished my Challenger I workbook. I am extremely happy to receive a certificate of completion for this course. The recognition has prompted me to continue my drive to be even more fluent in English.

I want to thank my tutor from the bottom of my heart. I want to thank her for her patience, time, and most of all, for listening to me and making things simple for me to understand.

Sincerely,  
Claudia E. Carillo §



### **Monday Nights With UCLA Tutors**

*By Amy Hanrahan*

Project Lit is a UCLA outreach program offering college students a chance to tutor struggling learners at local Los Angeles Public Libraries. Most UCLA volunteers work with children. Just recently (October 2008), Project Lit expanded so that UCLA volunteers now tutor needy adult students at the Junipero Serra Library at 46th Street and Main. *continued on p. 5*

## CHRIS'S STORY

*By tutor Chris Karwowski*

The desire to learn is simultaneously liberating and terrifying.

Interest piqued, I have thrown myself into a subject, only to realize that I was ill prepared and quickly overwhelmed by the subject's complexity. Chemistry comes to mind. Middle English, also. I would second-guess my original enthusiasm. I would see the subject as my opponent, squaring off against it as if it were something to be broken or made to bend to my will. Slowly, I would take small steps in meeting the subject halfway and finally, fully engage its intricate beauty. This took me two college degrees and forty-one years to understand.

My student, Julian, has done it in six months. He's bested me. And I'm jealous.

Julian's desire to learn, despite the obstacles is impressive. He has learned Spanish as a second language. He works the night shift. He attends early morning classes to gain his GED. He is tireless in his quest to become fluent in the weird, idiosyncratic language that is English. He has two tutors and is fearless in asking questions and setting agendas on what he needs to know. Now. Tutoring Julian is a workout.

I began volunteering in the Adult Literacy Program as a casual "payback," a feel-good karmic self-indulgent trip. "Two hours a week?" Easy. I had no idea what I was doing.

Julian doesn't know this, but I actually owe him a huge debt. He has taught me my own language anew. His questions have made me reexamine how I construct language – how I

*continued on p. 8*



## JULIAN'S STORY

*By learner Julian Mariano*

My name is Julian Mariano and I'm originally from Mexico. I came to this country looking for better opportunities like other immigrants who arrived in America with a lot of dreams. I didn't know a word of English. Therefore, I enrolled in an English as a Second Language program, where I learned basic English. I studied for 3 years and at the same time worked in a restaurant. I took the TABE test in order to take high school classes. I began taking Reading Comprehension classes because my reading level was a low level: 4.2. Due to the extremely large class size, I began to look for alternatives to improve my reading comprehension. So, one day, walking in the branch library, I found out about the "Literacy Center Program." I met Beverly Pichardo who matched me with my present tutor, Chris Karwowski. Mr. Karwowski



ki is a very professional, respectful and patient person. In addition, I think Chris has been doing a great job helping me with the "Challenger Book 2 and 3" for the last 6 months. We meet together twice a week to improve my reading comprehension skills, and I'm grateful for his time and patience. Furthermore, recently Mr. Karwowski has been helping me with my History 2 class. Without his help it would be difficult to understand much of the history terminology. I would like to thank Mr. Karwowski and all those people who put their efforts and sacrifice into making this program better. I have a dream and goal of getting my diploma and enrolling in a community college to obtain my AA. I want to be a useful person. I know with effort and dedication, I can achieve these goals. "I have a dream." §

Soon Bok's Story continued from p. 2

my English, so I decided to do it, because I was ~~absolutely~~ <sup>absolutely</sup> sure that I would improve ~~in~~ <sup>finished</sup> in English when I finished it. I made my first speech in front of two people, my tutor and <sup>Penney</sup> ~~my~~ <sup>and Penney</sup> who was ~~the~~ <sup>my</sup> LAPL supervisor. Now I am working ~~on~~ <sup>on</sup> an advanced speech. I would like to ~~recommend~~ <sup>recommend</sup> ~~making~~ <sup>this</sup> speeches if you want to speak English well.

Monday Nights continued from p. 3

Every Monday night, half-a-dozen UCLA tutors brave rush-hour (5:30 to 7:30 PM) traffic, traveling cross-town to work one-on-one with adults here in south-central Los Angeles. Most of the students in the J. Serra Adult Literacy Program lack a high school diploma/GED and are not native English speakers. This combination makes it very difficult for them to find and keep even minimum-wage paying jobs.

UCLA tutors bring a wealth of diversity to our mostly Hispanic community. They provide much-needed opportunities for our adult students to speak and hear English. The UCLA Project Lit tutors focus on their adult learners' goals, as well as encouraging their writing skills.

We are very grateful to our UCLA volunteers and hope to see them again in autumn after their summer break. Our adult learners outnumber our available tutors 3:1. If you would like to be a tutor at the J. Serra Library, please contact Amy Hanrahan at 213/623-4078, ext. 10790. Thank you. §

Creative Corner  
Essay

Dolphins

By Jose Luiz Pereira

The seas have a large variety of live creatures. Most of them are fully adapted to the life in water, but some still breathe like humans. Those creatures are, in my opinion, among the most intelligent ones that live in water. I would choose dolphins as the most interesting ones because of their intelligence, which enables them to develop sounds like a language. Besides, they are very friendly to humans. §



Jose Luiz Pereira

## Why Is Reading So Hard?

By Susan Casmier

First of all, why is reading so hard? There are many reasons, and there are many ways to deal with it:

Ineffective word decoding (decoding literally means breaking the phonetic code or understanding the relationship between letter and sound).

- Weak associations of sounds with symbols. This could be a hearing issue—perhaps the student doesn't process sound the same way the tutor does. It could be a visual issue—perhaps the student has a problem seeing the letters.
- Difficulty segmenting and reblending the component sounds in a word. CAT has three sounds: C-A-T. Segmenting means taking each one separately, and reblending means putting the letters back together to form CAT. This gets much harder when there is more than one syllable.
- Poor knowledge of word meanings—both semantic and morphological—that is, various literal and connotative meanings as well as the structural roots, prefixes and suffixes.
- *Find another sensory modality: Sometimes it helps to have the student say the letters (CAT) aloud, touch the letters, draw them on the board or in the air, and trace them in sand or with a pencil on sandpaper (great sensory feedback for kinesthetic/tactile learners).*
- *Use word families: ight words, ough words, ible/able words, tion, sion, for example.* *continued on p. 7*

## FUTURE TUTOR TRAINING WORKSHOPS

Tutor training workshops will be held on the following dates at the following locations. Please call your local Adult Literacy Coordinator for information.

Saturday, September 12, 2009, Mid-Valley Branch, 10 am-5 pm.

Saturday, October 17, 2009, Pio Pico-Koreatown Branch, 10 am-5 pm.

Saturday, November 7, 2009, Benjamin Franklin Branch, 10 am-5 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:

Monday-Thursday: 3:30-5

Friday 2-3:30

Writing Class:

Monday & Tuesday 2-3:30

Mid-Valley Regional Branch:

English Conversation Class:

Wednesday 3:30-5

Thursday 12:30-2

Washington Irving Branch

English Conversation Class:

Friday: 3-4



### *Why is Reading So Hard?* continued from p. 6

- *Try echo reading: tutor reads several sentences aloud; then the student reads them. Or choral reading where the tutor and the student read aloud at the same time.*

### Reduced Reading Comprehension

- Poorly automatized word decoding (this is why the Adult Literacy Program workbooks cover a lot of the phonetic material again and again, so that the students' decoding becomes more automatic).
- Weak language production.
- Semantic gaps (not knowing the vocabulary).
- Poor understanding of syntax (the order in which English sentences are written)
- Trouble drawing verbal inferences
- Unable to relate prior knowledge effectively during reading (perhaps a lack of prior knowledge of subject matter or weak memory.
- Limited active working memory may make flow or multi-step explanations incoherent.
  
- *Books on tape or CDs can help comprehension. Often, students can read along with listening to the CD.*
- *Tutor can ask the students what the key ideas are in a passage or show them until they can find the key and highlight them.*
- *Break down the multi-step explanations into single steps*

### Low Levels of Application and Generalization

- This will show up when you ask the student to paraphrase or summarize a passage. S/he might feel overwhelmed by any lengthy text.
- Memory issues-students have trouble remembering what they have read long enough to make use of the material.
- Passive learners rely heavily on rote memory and they fail to generalize, elaborate, or ponder the personal relevance of what they are learning.
  
- *Previewing reading material together before the student reads it, looking for what the student knows about the subject matter (prior knowledge) can help with comprehension and levels of relevance.*
- *Teach the student to make/read graphs and charts to understand textbooks better. Graphic organizers help a lot in remembering what was read and in writing. (See Literacy Links for Tutors on the LAPL Adult Literacy web site.)*

### Inflexible Reading Style

- Hopefully, we read lists one way and textbooks another way. We may pre-scan a chapter, but if we need to be responsible for the material, we need to read it closely, underline, highlight, or take notes. Some students read everything the same way.

*continued on p. 11*

**Chris's Story** *continued from p. 4*

write, how I cavalierly toss out words and rely on slang, idioms and shared cultural vocabulary. He makes me struggle with my native tongue – my own language – in ways I didn't think possible.



How do I explain the meaning of the word “taught?” Is it the past tense of “teach” or is it the tensile condition of a rope? Or why it’s always “interested in,” instead of “interested of?” Julian can be a tough boss. We both have deep, furrowed brow lines. I’ve been saying, “I don’t know” a lot, recently.

We’ve veered way off course from the Challenger Series and the materials in the Literacy Center. Julian has brought his own, much more difficult texts to our sessions. As part of his effort to gain his GED, he has ambitiously taken on American History 101 and a textbook that has reminded me that I’m not a very accomplished historian.

I defy any tutor to explain the confusion of the 1960s to a young man from Mexico who wasn’t born until two decades after. Or why it’s so eerily similar to what’s in today’s paper. How do you use textbook-dry language to convey the despair of the Vietnam War? The cultural upheaval? Through body language, facial expressions and with great care.

And yet, Julian has this absolute dedication to knowing. We rearrange schedules if he has an urgent need. We talk about bad test grades. We talk about how TA’s are really stressed for time. We work on vocabulary, syntax, and spelling and why he thinks one of his classmates is very attractive. But she is blowing him off (and I don’t have an answer for that, sorry, Julian). In short, we’ve become buddies in this journey of English literacy that has evolved into an understanding of how we both communicate – equally.

We’re both literate, we’re simply exploring the differences.

We are, at its core, exploring the power of language to express and define ourselves. And how that power eventually, slowly, and then, with sudden leaps of comprehension, enables us to connect to the world around us in astonishing ways. I am shocked when he gets the concept behind a grammatical rule. His smile becomes radiant. It’s addictive. I’ll say it: I feel great that I was able to help that happen.

Julian, the true gentleman, brings fresh fruit from the farmer’s market to our sessions. He is one of the most polite people I’ve ever known and always thanks me profusely. At the end of our meetings, I nod and say, “you’re welcome.” And continue off to a dull corporate client and my boring, rent-paying business. What I mean to say is that I’d rather spend my day with him than my clients. Julian spells better than they do.

I now have a student and a buddy who allows me to explore new ideas of my own language without being overwhelmed. Thank you, Julian, and I’ll start bringing the fresh fruit at our next session.



# CONGRATULATIONS

## Graduates of the Tutor Training Workshop

May 2009 at Platt

Olayinka Aikens  
Andreas Astrinakis  
Janet Ault  
Charlie Avallone  
Susan Bell  
Russ Blinick  
Barbara Bordenave  
Shawn Bullock  
Sandy Cohen  
Carlye Cordner  
Melissa Douma  
Emma Hurme  
Andrea Hernandez  
Sharon Hillenbrand  
Helene Levy  
Chi'-Lan Lieu  
Alyson Loeffel Garrido  
Maria McDowell  
Marilyn Moore  
Shanna Reed O'Hara  
Sylvia Perea  
Robin Pomeroy  
Neil Rapoport  
Katie Rowlett  
Tobie Schwartz  
Brenda Shinyashiki  
Mary Pat Stenson  
Wendy Suhr  
Ann Tamez  
Janet Toot  
Ellen Voyce  
Jane Wadell  
Emily L. Walker  
Zanna Williams

June 2009 at Baldwin Hills

Alpert, Emily  
Bakutis, Linda  
Bland, Alexandria  
Branton, Sterling  
Brenes, Fresia  
Cookston, Erin  
Deacon, Richelle  
Ehirim, Ambrose  
Gamboa, Carmen  
Garcia, Annabelle  
Hayes, Peter  
Hodges, La'Tisha  
Korst, T. J.  
Kot, Diana  
Martinez, Monica  
Negele, Kristin  
Schlenger, Arthur  
Sewill, Ann  
Sing, Theoda  
Tyrrell, Anne E.  
Vasquez, Judith  
Velasco, Pornpitcha  
Villeda, Charles  
West, Thomas  
Williams, Janet  
Winn, Robin  
Yellin, Jack  
Zachary, Reginald

July 2009 at Platt

Akerling, Mya  
Alas, Alex  
Baur, Wolfgang  
Becerra, Liliana  
Benton, Mary  
Bonsignore, Gregory  
Ellison, Robert  
Espinoza, Carolina  
Goodrich, Claude  
Gross, Ellen  
Holman, Candice  
Hubbard, Ashlie  
Isaacs, Jill  
James, Crystal  
La Madeleine, Bonnie Lee  
Matranga, Susan  
Mendia, Antonio  
Murphy, Delvona  
Pond, Lindsay  
Rossi, Vicki  
Rubenfield, Samantha  
Sanchez, Doreen  
Schepler, Rachel  
Schneckloth, Erin  
Shelton, Rebecca  
Sherman, Cathie  
Smart, Eric  
Teran, Israel  
Thomas, Trevia  
White, Lou Anne  
Williamson, Toni

For the sched-  
ule of future  
Tutor Training  
Workshops  
see page 6.

**Creative Corner**  
*Dear Abby continued from p. 1*

Dear Brokenhearted:

It's a pity that your wife went away. But I advise you to search for her and have a conversation with her. Maybe it's not for a guy she left. It could be a misunderstanding. I hope you resolve this problem right away.

Abby (Colette Ngoguia)



Dear Abby,

I feel miserable because I have no family here in the United States. I have been living alone for about three years.

Lonely (Mauro Tejada)

Dear Lonely:

I read your letter and can understand your mind well because I have experienced the same thing since I arrived here several months ago. First, I recommend that you participate in several programs, such as some hobby club, church, ESL school, etc, where you can make many friends and meet good teachers. You can enhance your English skills, enjoy your hobbies, learn different cultures, develop your ability. Make this difficult time as a good chance.

Abby (Seunghee Jin)



Dear Abby,

I really don't know what to do. I am caught in the middle. I have a big dilemma to solve. I recently visited my boyfriend, who lives in LA and I live in France. I left when my mother's condition was getting better. She has cancer and I lived side by side the last 5 months very close to her, helping her as much as possible. But I was neglecting my love relationship. Now I am in California and I can't help feeling guilty. I am thinking of shortening my stay but it's not what I really want. What should I do?

Feeling Guilty (Nadia Achouri)

Dear Feeling Guilty,

I suggest that you keep in contact with your Mom. Don't; neglect your future. Your Mom should be happy that you have someone in your life who really cares for your happiness.

Abby (Rachel McDon)

Dear Abby,

I went to see my girlfriend last night, but she didn't want to talk to me. She is angry and upset because she saw me with another woman in a restaurant and a few minutes later she saw us enjoying the beach. I don't want to lose her, although I am to blame. I feel bad and I still love her. I know that I used to accompany other women, but I want to change my life. Please give me some advice. Thank you in advance.

The player (Cirilo Rodriguez)



Dear Player,

If you want to earn your girlfriend back, you definitely need to prove your sincerity to her with actions. Start now. You need to change your life style, no more other ladies. Be a one-woman man to your girl friend. It's the only way.

Abby (Therese Liu)

*Why is Reading So Hard?* continued from p. 6

- *Best taught by modeling—teaching note taking or underlining. A good method when using books one can't write in is to take notes on post-its, leaving the post-its in the margins until finished with the book. Then take out the post-its, put them in order on a large sheet of paper and write a summary of the chapter from the post-its.*

### Reading Avoidance

- People who have always had trouble reading generally don't like to read, so they avoid it.
- *Good medicine here is to provide some reading on a subject the student is really interested in—low riders magazine, skateboarding magazine, the California drivers' manual, recipes, etc. Find something they really want to know about; then find the relevant reading material. §*

*Susan Casmier has been in education all her adult life, teaching composition and literature in community colleges, and working as an educational therapist in private practice. She joined the ALP in 2006.*

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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:** Jim Kennington, [jkenning@lapl.org](mailto:jkenning@lapl.org); Beverly Pichardo, [bpichard@lapl.org](mailto:bpichard@lapl.org)

**Baldwin Hills Branch**

2906 S. La Brea Avenue  
Los Angeles, CA 90016  
(213) 623-4078 x14690  
**Contact:** Carolyn Francis  
[cfrancis@lapl.org](mailto:cfrancis@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)

**Cahuenga Branch**

4591 Santa Monica Blvd.  
Los Angeles, CA 90029  
(213) 623-4078 x12090  
**Contact:** Carolyn Barelli  
[cbarelli@lapl.org](mailto:cbarelli@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)

**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)

**Jefferson Branch**

2211 W. Jefferson Blvd.  
Los Angeles, CA 90018  
(213) 623-4078 x11790  
**Contact:** June Brandon  
[jbrandon@lapl.org](mailto:jbrandon@lapl.org)

**Junipero Serra Branch**

4607 S. Main St  
Los Angeles, CA 90037  
(213) 623-4078 x10790  
**Contact:** Amy Hanrahan  
[ahanraha@lapl.org](mailto:ahanraha@lapl.org)

**Lincoln Heights Branch**

2530 Workman St.  
Los Angeles, CA 90031  
(323) 226-1696  
**Contact:** Carolyn Barelli  
[cbarelli@lapl.org](mailto:cbarelli@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)

**Pacoima Branch**

13605 Van Nuys Blvd.  
Pacoima, CA 91331  
(213) 623-4078 x15390  
**Contact:** Holly Schoch  
[marendo@lapl.org](mailto:marendo@lapl.org)

**Panorama City Branch**

14345 Roscoe Blvd.  
Panorama City, CA 91402  
(213) 623-4078 x13990  
**Contact:** Holly Schoch  
[marendo@lapl.org](mailto:marendo@lapl.org)

**Pio Pico – Koreatown Branch**

694 S. Oxford Ave.  
Los Angeles, CA 90005  
(213) 623-4078 x10390  
**Contact:** Beverly Pichardo  
[weisberg@lapl.org](mailto:weisberg@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)

**Robertson Branch**

1719 S. Robertson Blvd.  
Los Angeles, CA 90035  
(213) 623-4078 x14290  
**Contact:** Penny Mickelbury  
[pmickelb@lapl.org](mailto:pmickelb@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)

**Venice Branch**

501 S. Venice Blvd.  
Venice, CA 90291  
(310) 821-1769  
**Contact:** Penny Mickelbury  
[pmickelb@lapl.org](mailto:pmickelb@lapl.org)

**Washington Irving Branch**

4117 W. Washington Bl.  
Los Angeles, CA 90018  
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