



READ

A newsletter
written by students
and tutors.

Adult Literacy Services | Changing lives one chapter at a time.

FALL 2012

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**FREE BOOKS
FOR PARENTS!**

See page 10 for details!

From the Editor

The Los Angeles Public Library is proud to feature articles written by learners and tutor-student pairs in the Adult Literacy Program.

If you are interested in becoming a student or a tutor, please contact the nearest Adult Literacy Coordinator. See back page for details.

Ruth Gooley

It's a Match Part I

Judy's Story

BY TUTOR JUDY MEYERS

I started working with the literacy program 4 years ago. I loved working with my first student so much that when she moved out of town, I wanted to repeat the experience. However, when I received information on my new student, my enthusiasm waned. Apparently, she needed help with her English. She was a college graduate and had a job. How much could I really help her?

Working with my first student had been so exciting. She learned how to read at 37 years old which opened up an entire new world for her, including going for her college degree. Working with this new student didn't sound like it was going to be nearly as satisfying. So, I called Peggy, our literacy coordinator and explained my ambivalence. She responded that helping someone improve their English can also change their life. I thought, okay, I guess I'll give it a try.

The "try" has lasted for more than a year. My student, Monserrat, is a new challenge. When we first met it was immediately apparent that pronunciation was her huge issue. It is often very hard to understand



Tutor Judy Meyers (left) and learner Monserrat Delira

what she is saying in English, even though she has a fairly extensive vocabulary. We discovered that she has difficulty hearing the difference between certain letter sounds and when she finally can decipher them, the issue becomes how to pronounce them.

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Creative Corner: Learners Write Essays

Jacqueline Kennedy Onassis

BY LEARNER MICHIKO KAWAJIRI

Jacqueline Kennedy Onassis was the wife of the 35th President of the United States, John F. Kennedy. She married Greek shipping millionaire Aristotle Onassis, 5 years after John's death.

Jacqueline is remembered for her style and elegance and her contribution in redecorating the White House. She had 4 children. The first sadly was stillborn.

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Jennie's Story

BY LEARNER JENNIE LO

Disconnection would be the perfect way to describe the feeling I have of living in the US. For many years, I haven't really felt comfortable about myself because of my poor English. Like many other foreign students, I came to the US to pursue a better education and life. As time has gone by, I've received my college degree, become a citizen, and had stable jobs, but I've always felt my life is unfulfilled because I haven't been able to find a way to improve my English. I've tried taking classes at Adult school, ESL, community college, and even tried some private tutoring lessons. But nothing really helped much. I still speak broken English with the wrong grammar, bad sentence structure, or incomplete sentences all the time.

One day my friend mentioned the Adult Literacy Service program to me. I didn't pay much attention to it as I had tried so many ways to improve my English but nothing was really working for me. I thought that was about it. My friend kept asking me to sign up for the program; finally in October last year I made an appointment with Kay at the Venice library. After a week she called me, saying that she had found a tutor

whose schedule can match mine. I was a little bit excited but didn't expect too much out of it.

Surprisingly, beyond my expectation, I found my tutor was very professional and passionate in helping me to learn English. I remember after our first meeting, I sent a text to thank him for the opportunity. He replied and said he

wanted to help take me to where I would like to be. That was too nice to be true! I couldn't express my appreciation.

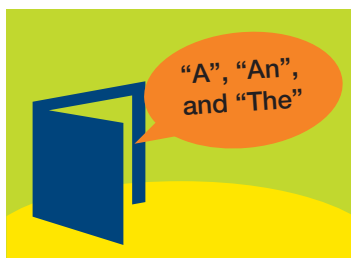
Time flies; four months has passed since I started the

program. My tutor has helped me on almost everything I need: pronunciation, grammar, writing, and reading. I have finished the Challenger I text book. Besides that, my tutor helped me get through "The Article Book". It cleared up my confusion about the usage of the articles "A", "An", and "The". We also worked on reading articles from Time magazine. We picked articles from different areas of each issue. I have learned a lot of fun stories like Steve Jobs' life, Tim Tebow's faith, the education system in the US, the way how mega banks operate, and BPA chemicals. Now he is helping me to go over the "English

Grammar" book by Betty S. Azar. At the same time we are also working on "Dreams from My Father" by Barak Obama. There's no question too small to ask; my tutor is always patient and encouraging.

I spend a lot of time commuting to work. In order to utilize the time I sit in the car, I record the lessons and listen to them numerous times until the next time I meet up with my tutor. Every time I listen to the recordings, I deeply feel what a privilege it is to have such a knowledgeable tutor helping me like a private coach with my needs. I understand a lot of nice people volunteer to help in the community after they retire. But my tutor has a very busy schedule; sometimes I wonder why he is willing to spend so much time to help people he hasn't previously known. He has a very simple reason—I like to teach. I admire his passion for helping people. I believe all the tutors who volunteer for this program are just like him.

Learning is so fun. With my tutor's help I can comprehend and enjoy more while I read, and feel more confident when I talk. I'm very thankful for this opportunity. Doing homework and reviewing what I've learned from the last lesson is the most important thing in my life now. I wish I had signed up for this program much earlier, but it's never too late. ■



TUTORTIP

Rather than a traditional teacher, the tutor is a facilitator and a resource person, someone who engages the learner in dialogue, or two-way conversation. Learners must feel free to express their ideas and opinions, and to make mistakes. They should be challenged to actively participate in shaping their own learning, which requires developing a critical awareness of themselves as learners. Likewise, tutors must be open to challenges from the learners. (Arnold, et al., 1991) from National Adult Literacy Database (NALD) <http://www.nald.ca/library/learning/demyst/chapter6.htm>, retrieved 8.23.12)

Stephen's Story

BY TUTOR STEPHEN SON

One of the most special moments in a tutor's career is the one where tutor and student first meet. As a first-time ALP tutor, I had two initial concerns: one, the natural anxiety of not knowing who my student would be, and two, the uncertainty of whether I could make a meaningful impact. The moment I met Jennie though, I knew straight out of the gate that her eagerness and dedication to learning something new were greater than my fears. Having worked with Jennie for six months now, I can say with certainty that I'm so glad to have gotten involved in the program, and I'm constantly inspired by her improving skills and heightened confidence.

It took a while for me to get matched: since my availability was limited to evenings and weekends, there were very few prospective students out there with a schedule similar to mine. I'd nearly forgotten about ALP entirely until Kay Bailey contacted me several months after my training and let me know about Jennie. Jennie is a hard-working mother originally from Taiwan, who uses spoken and written English every day at work but feels she's reached a plateau in learning anything new.

When I first met Jennie, I was struck by the level of her English fluency. I had been expecting to start somewhere close to square one, but from the moment we began with Challenger Book 1, I knew the material was below her competency level. She graciously and patiently went through each lesson, however, saying she wanted to be able to pick up on concepts with which she might still be unfamiliar. As we read each lesson aloud, she made sure to turn on her recording device so she could pay attention to the pronunciation of words. I think this definitely helped her improve her spoken English skills.

Jennie's intrinsic curiosity and passion for learning have made my job as a tutor an easy one. Besides the aforementioned recorder, she would also bring her own reading and learning material to incorporate into our lessons. We've worked on article usage, general

grammar, and reading comprehension. Her subscription to Time magazine has opened up many opportunities for us to discuss culturally relevant topics such as Steve Jobs, Tim Tebow, and a study of introverted versus extroverted people. These discussions have provided plenty of fodder for Jennie to practice writing—one of her major goals in our time together.



Tutor Stephen Son and learner Jennie Lo

We have also been going through Barack Obama's Dreams from My Father, both in print and via audiobook. Though the text has proven to be very challenging for Jennie, I've been helping her go sentence by sentence and this has been a great boost to her reading comprehension.

My only lingering concern these days is whether Jennie is getting the kind of value out of these sessions that she's looking for. Having such an energetic and intelligent student, I sometimes find it hard to gauge whether she's learning enough or as quickly as she wants. But it does seem to me that she is growing ever more confident in her abilities as time goes by. I especially relish those moments when we sit down for a meeting and Jennie surprises me with something she's written, unprompted, as a reaction to something she's read or something she's feeling. It delights me to no end that Jennie has a solid, distilled product to show for her work. ♥



Facebook

- Find out what's new in the literacy world.
- Meet your fellow tutors.
- Ask questions about your student.
- Get hints about how to deal with reading issues.
- Join us on Facebook at <http://www.facebook.com/LAPLAdultLiteracyServices>

Montserrat's Story

BY LEARNER MONSERRAT DELIRA

As a Hispanic speaker, my 1st objective when I came to the US was to understand and speak English. I was satisfied if I got the main idea in a conversation or if I was able to overcome the fear when someone asked me something and I could answer it. Ten years later, I understand almost everything and I'm able to interact well with the community, but now I want more.

I realized in order to be more successful in my career, I have to learn how to speak and write clearly and correctly. I noticed every time I had a meeting or conversation over the phone, people questioned what I said. I was sure that my pronunciation and way of speaking was not correct.

For years, I desperately looked for help until I found the "Adult Literacy Program" online. Time passed until suddenly I got a call from the library stating that they assigned a tutor for me whose name is Judy Meyers. Judy and I agreed to meet Wednesdays and Saturdays in the library located on Pacific Avenue in the city of Glendale.

At the beginning, I didn't know how the program would be able to help me with phonetics, writing, and reading. Judy started working with the material that the library provided. She immediately identified my needs and weaknesses in the language. Then she

started correcting me. At first, when she pronounced certain syllables sounds, I could not hear the difference between them. Then, she compared sounds that I've never even heard before. These sounds did not even register in my brain.

Judy takes her career as a producer out of the office and uses her skills to teach. When we started working together, she read with conviction.

Then she asked me to read the story. She said: "three, two, one,..." and I started reading. Then she said "ok now do it again with more conviction." These "acting lessons" helped me a lot. I was kind of shy when I first started to pronounce words that I had difficulty with. We have been working very hard. There have been times when we have been in the library making funny letters sounds and the librarians asked us to reduce our volume.

There are times when I feel frustrated and sad because it is taking me so long to learn and make new sounds. There are also dark moments. Sometimes I think Judy might quit and stop working with me because she will lose her patience because the results aren't coming quickly enough. During these times when I noticed my negative feelings, I swiftly change my attitude and think about how I need to believe in myself.

I'm really thankful for the Adult literacy program and the volunteers who make it happen. This is the first time that someone has helped me to improve my English. I feel more confident in my career and life because speaking and writing correctly provide the key that will open new doors. ♥



Three
Two
One

TUTORTIP

Look for common ground between you and your student. A meaningful relationship with the tutor is often cited be learners as the reason they remain in literacy programs. (Ennis and Woodrow,

1992: p. 130) from National Adult Literacy Database (NALD) <http://www.nald.ca/library/learning/demyst/chapter6.htm>, retrieved 8.23.12)

Q&A

Question:

How do you overcome a student's regional accent when it affects her hearing vowel sounds? My student was raised in the south so some vowels in the middle of words are said quite differently from how I say them and how they are spelled.

"Sell" sounds like "sail" when my student says it.

"Egg" > aygh

"Tell" > tail/tale

Answer:

In the tutor training workshops, we advise against correcting every little thing so as not to make students feel less than and discouraged.

Also, an accent is different from incorrect grammar. While it makes sense to correct someone who says something like "she don't care", it does not make sense to correct someone simply because their particular accent is different from what another individual is used to. For example, would anyone want to correct a British accent? That is, unless we're dealing with a foreign student whose accent is so thick as to prevent them from being understood by people AND that student wants to change the accent.

So please don't try to change regional accents.

If you have a Question you would like Answered, please email Ruth at rgooley@lapl.org

Judy's Story *Continued from page 1*

Montserrat also speaks English very quickly, dropping the end of words, which again makes it very hard to understand her. Getting her to slow down and enunciate means revealing what she doesn't know and that's embarrassing to her. But, as she has improved, so has her confidence. When Montserrat told me that she was able to stand up in a meeting and speak English, that made me proud. This was a big change in her work life. When she says her clients at work have stopped giving her funny looks and asking her "what" over and over again, I was even more excited for her.

For Montserrat, it's all about pronunciation, sentence structure and building her vocabulary. I guess I can say I am hooked on working with my second student. I am thrilled to have the opportunity to again open up a new world, the possibility of a better job, better communication and an easier life for her. It also doesn't hurt that we have a blast together. Montserrat has a lot going on in her life and the real desire and drive to always improve it. Who wouldn't want to help someone like her? ♥

Creative Corner *Continued from page 1*

Her daughter, Caroline, and her son, John Jr. were healthy children. However, her 4th pregnancy ended prematurely and the baby did not survive. Tragically, John Jr. died in an airplane crash.

Jacqueline became First Lady at the age of 31, one of the youngest First Ladies in history, when John beat Richard Nixon in 1960. Also she maybe the most popular First Lady in all of American history.

When her second husband Onassis died, she was only 46 years old. Since her children were older, she decided to work to fulfill her life. She became an editor.

She was said to be an extravagant woman spending 1.5 times more than John's salary just only on her clothing alone. John's salary was about \$100,000 dollars at that time.

She died in her sleep on 1994 from non-Hodgkin's lymphoma, a form of cancer. ♥

Achievements



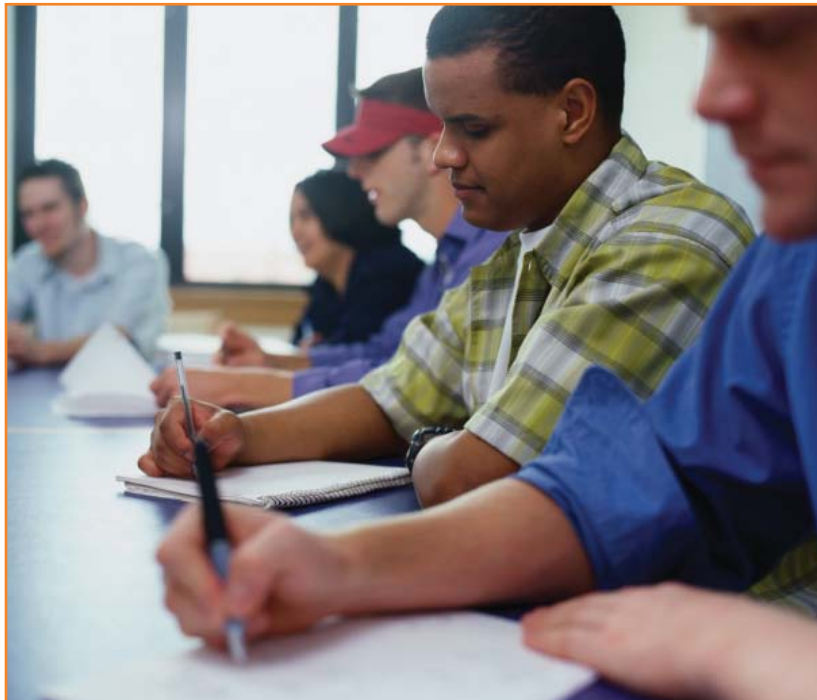
Caroline Cho has been accepted at Roberts Wesleyan College with a scholarship. Her tutor, Victor Shih, reports that she was also accepted at another school and now has to decide between the two!

Lorraine Durazo finished her first year in the program in July. "She has grown so much," raves her tutor, Gary Swinhart. "A year ago she could not read the hours of the library, and now she reads magazines if she beats me to the lesson!"

Amy Liu of Lincoln Heights just got a full-time job. Goal met. Congratulations!

Jenny Mack at the Downtown Women's Center has achieved her goal of getting involved with a community issue. She has been researching information on the plight of veterans in the USA and is working on a short essay on the subject.

Lydia Trejo at the Downtown Women's Center has been accepted as a participant in the Day Program there. ♥



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:

Pacoima Branch Library

September 15, 2012 from 10:00 AM to 3 PM

Lincoln Heights Branch Library

October 20, 2012 from 10:00 AM to 3 PM

Baldwin Hills Branch Library

November 17, 2012 from 10:00 AM to 3 PM

**Singleton Adult Literacy Center
at the Central Library**

December 8, 2012 from 10:30 AM to 3:30 PM

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.

Classes:

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

Writing Classes:

Central Library: Singleton Adult Literacy Center

Monday & Wednesday 2-3:30 PM

Tuesday & Thursday 5-6:30 PM; Friday 12:30-2 PM

Baldwin Hills:

Monday 10:30-12 PM

Washington Irving:

Tuesday 4-5:30

Downtown Women's Center:

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

English Conversation Classes:

Central Library: Singleton Adult Literacy Center

Monday-Thursday 3:30-5 PM & Friday 2-3:30 PM

Benjamin Franklin:

Friday 1:30-2:45 PM

Cahuenga:

Wednesday 11:00-12:30 PM

Felipe de Neve:

Thursday 4-5:30 PM

Lincoln Heights:

Monday 4-5:30 PM

Mid-Valley Regional:

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

Panorama City:

Thursday 6-7 PM

Pio Pico Koreatown:

Thursday 6:00-8 PM

Pico Union:

Thursday 5:30-7 PM

Platt:

Tuesday 6:30-7:30 PM

Washington Irving:

Saturday 1-2:30 PM

Watts:

Friday 4-5:30 PM

Wilmington:

Saturday 10:15-11:15 PM

ESL & Citizenship through LAUSD's Distance Learning:

Central Library: Singleton Adult Literacy Center

Tuesday & Thursday 3:30-6 PM

Cahuenga Branch:

Thursday 5:30-7:30 PM

Thank You!

BY LEARNER THERESE LIU

“Silent Gratitude is no use to anyone” – G.B. Stern

Here is my hearty thank you to the Singleton Family and all tutors in our Adult Literacy Program.

Three years ago a friend of mine, by chance, found your program at Central Library

while we were here to attend another event. When he encouraged me to improve my English with you, my first reaction was to feel hurt and insulted a little bit. Moi? I have already completed a college degree at La Sorbonne University in Paris, how can you ask me to attend a literacy program? It took me about two days to think over. Then on second thoughts, English is not my mother tongue anyway. Why shall I feel bad about any chance to improve my English? Being a long time language major, I should be more open minded and familiar with the idea that language learning is a lifelong process. So I overcame my initial doubts and decided to pursue this opportunity to learn English as an adult.

Lily, my dear tutor, it took me 18 months to be matched with you and become your tutee. All the waiting was worthwhile. Thank you so much for helping me with all my exams and tests when I needed both moral

and real language support. We study hard together. I also have enjoyed your teaching, I always look forward to having the next class with you, the “Challenger” series is a fun challenge.

Today three years later, I am much more comfortable with my English, I have improved my English in your program. I am even able to gain some more job related certificates and created my own business as a multilingual shopping guide on Rodeo Dr. at Beverly Hills. I offer tours in four languages: Chinese, English, French, and Shopping!

Here we say it's better to teach a person how to fish rather than just hand him a

fish to eat. I believe this Literacy program has the same goals—you are simply unselfish and give unconditional support to help any adult learner wanting to improve their English ability and be a better citizen in this society. For that I have to say millions of thank yous for the great job that you have done for all of us. ♥



Therese Liu,
student speaker

Volunteer Appreciation Breakfasts

Breakfasts were held throughout the city to honor all LAPL volunteers. Adult Literacy Services would like to thank all tutors, and for those who could not attend this year, we hope to see you next year!



Jefferson and Exposition Park tutors and Coordinator at the Volunteer Appreciation Breakfast at Harbor Gateway.



Lily Mitchell,
Therese's tutor

Congratulations

GRADUATES OF THE TUTOR TRAINING WORKSHOP

Online

May, June & July, 2012

Kristine Amper
Pat Assavarittirong
Daniel Baca
Leila Benoun
Lauren Bernstein
Jessica Bevel
Bert Brescher
Tommy Bui
DeToya Burrell
Marcela Carillo
Galen Cook-Wiens
Pierre Debbaudt
John Dervin Dillon
Carmen Drake
Elizabeth Esber
Samantha Ferrante
Katherine Figueroa
Tish Forteath
Laura Foster
Teri Friedman
Rachel Galindo
Hugo Garcia
Rowan Gerety
Tammy Gibson
Eileen Goland
Marina Goldovsky
Noni Gonzales
Chuck Guillote
Laura Gutierrez
Julie Han
Cheryl Haque
Delia Haro
Rich Herczog
Jennifer Jackson
Khaula Kaiser
Amy Kim
Elizabeth Klein
Anne Larkin
Mike Larrenaga
Erin Lattin
Morgan Lee
Stella Lee

Josselyn Linares
Alexandra Loew
Lisa Lord
Jeremy Maler
Bruce Mallin
Karen McNair
Gabriel Melchor
Ashley Mills
Rose Mitchell
Lilit Mnatsakanyan
Jessica Morales
Dustin Newcombe
Barry Opliger
Gabriel Panduro
Ami Patel
Elaine Patton
Mahesh Pondicherry
Amita Raj
Gail Rose
Jessica Sanchez
Lydia Seaton
Jane Shakyan
Michael Shewey
Jessica Sifuentes
Bridgette Smith
Jaeda Snow
David Stout
Aubrey Tang
Joseph Villapando
Larry Wagner
Diana Yang
Annette Ah Young
Tahnee Zuviria

In person

**June 16, 2012, at the
Venice Branch Library**

Andrew Britton
Estelle Elinson
George Frangides
Cherie Jones
Valerie Klick
Mark Lanzarotta
Thera Lopez
Arturo Mata

Laurie Pincus
Barbara Seltzer
James Sutherland
Simone Wallace
Sonia Yanta

**July 21, 2012, at the
Echo Park Branch
Library**

Liz Bell
Beatriz Chadez
Wendy Chang
Glenda Consulo
Sophie Crouch
Micah Deao
Rachel Galindo
Sheldon Geer
Minh Ha
Sarah Hansen
Sean Hulderman
Doris Kanizsay
Benjamin Mendoza
Michele Pryor
Fey Reichman
Peggy Rhoads
Sukhpal Singh Sukhija
Usha Sukhija
Evelyn Tafolla
Jennifer Winn

**August 18, 2012, at
the Panorama City
Branch Library**

Bernice Brown
Sharon Cohen
Russell Dahlquist
Stephanie Deckard
Julie Han
Julia Kaye
Eva Lontscharitsch
Jeff Stropme
Sandra Vega
Atoy Wilson
April Young

Families for Literacy

Families for Literacy (FFL) is a wonderful program aimed at Adult Learners who are already students enrolled in the Adult Literacy Program (ALP) or Limited English Program (LEP) of the Los Angeles Public Library. The purpose is to promote literacy in the home by providing



adults with the tools to read to their children. Any student who is a parent, grandparent, or caregiver for a child under 5 years of age can qualify for the program. Students receive tips on how to read to their child and in addition earn up to six free new children's books that become part of the home library. ■

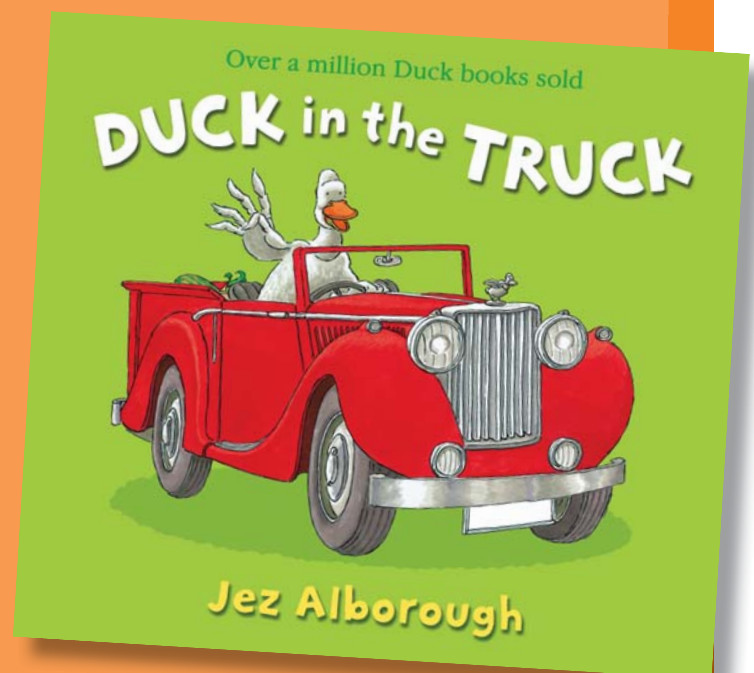
TIPS FOR READING TO YOUR CHILD

Read favorite stories again and again. Don't worry about the child getting bored. She won't, because she loves the story and can't get enough of it! In fact, reading and rereading well-loved books may extend your child's attention span and build a lifelong enthusiasm for reading.

Duck in the Truck

PICTURE BOOK AGES 3-6

In this charming and rhythmical story, a duck driving a truck gets stuck in the muck and three animals try to get him unstuck. "A quacking good read-aloud," says Publishers Weekly!





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

**Adult Literacy Services
Los Angeles Public Library**

630 W. Fifth St.
Los Angeles, CA 90071



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:

Ailana Aguirre, aaguirre@lapl.org
Rinna Gomez, rgomez@lapl.org
Beverly Pichardo, bpichard@lapl.org
Maria Vargas, mvargas@lapl.org

Baldwin Hills Branch

2906 S. La Brea Ave.
Los Angeles, CA 90016
(213) 623-4078 x14690
Contact: Gemini Spencer
gspencer@lapl.org

Benjamin Franklin Branch

2200 E. First St.
Los Angeles, CA 90033
(213) 623-4078 x10190
Contact: Alicia Chavarin
achavari@lapl.org

Cahuenga Branch

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

Echo Park Branch

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

Jefferson Branch

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

Junipero Serra Branch

4607 S. Main St.
Los Angeles, CA 90037
(213) 623-4078 x10790
Contact: Gemini Spencer
gspencer@lapl.org

Lincoln Heights Branch

2530 Workman St.
Los Angeles, CA 90031
(323) 226-1696
Contact: Kathy Hall
khall@lapl.org

Mid-Valley Regional Branch

16244 Nordhoff St.
North Hills, CA 91343
(818) 895-3663
Contact: Mary Anne Arensdorf
marendso@lapl.org

Pacoima Branch

13605 Van Nuys Blvd.
Pacoima, CA 91331
(213) 623-4078 x15390
Contact: Michelle Barsook
mbarsook@lapl.org

Panorama City Branch

14345 Roscoe Blvd.
Panorama City, CA 91402
(213) 623-4078 x13990
Contact: Gabriel Barrera
gbarrera@lapl.org

Pico Union Branch

1030 S. Alvarado St.
Los Angeles, CA 90006
(213) 623-4078 x17090
Contact: Barbara Barrett
bbarrett@lapl.org

Pio Pico – Koreatown Branch

694 S. Oxford Ave.
Los Angeles, CA 90005
(213) 623-4078 x10390
Contact: Mark Lovasz
mlovasz@lapl.org

Platt Branch

23600 Victory Blvd.
Woodland Hills, CA 91367
(213) 623-4078 x16590
Contact: Janis Risch
jrisch@lapl.org

Robertson Branch

1719 S. Robertson Blvd.
Los Angeles, CA 90035
(213) 623-4078 x14290
Contact: Christina Hong
chong@lapl.org

**Robert Louis
Stevenson Branch**

803 Spence St.
Los Angeles, CA 90023
(213) 623-4078 x11990
Contact: Alicia Chavarin
achavari@lapl.org

Venice Branch

501 S. Venice Blvd.
Venice, CA 90291
(213) 623-4078 x14090
Contact: Kay Bailey
kbailey@lapl.org

Washington Irving Branch

4117 W. Washington Blvd.
Los Angeles, CA 90018
(213) 623-4078 x14190
Contact: Beverly Pichardo
bpichard@lapl.org

**Watts - Alma Reaves
Woods Branch**

10205 Compton Ave.
Los Angeles, CA 90002
(323) 789-2850
Contact: Rinna Gomez
rgomez@lapl.org

Wilmington Branch

1300 N. Avalon Blvd.
Wilmington, CA 90744
(213) 623-4078 x11090
Contact: Lisa De Niscia
ldenisci@lapl.org