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March 3, 2021

**Subsequent Injuries Benefits Trust Fund
Department of Industrial Relations
Division of Workers Compensation
160 Promenade Circle, Ste. 350
Sacramento, CA 95834**

**Natalia Foley Esq.
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8018 E. Santa Ana Cyn Rd Stem100-215
Anaheim Hills CA 92808**

**Employee: Victoria Sarver
SIF #: SIF11096006
DOI: ADJ11096006 ADJ 11248785 ADJ11096005
 09/01/2013 09/01/2017 09/15/2013 09/15/2017 08/30/2017
Employer: Lighthouse Coastal Community Church**

Subsequent Injuries Benefit Trust Fund Vocational Opinion

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Ms. Sarver's ability to compete in the open labor market based upon her subsequent industrial injury as well as pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Ms. Sarver ability to compete in the open market.

Introductory Comments

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Ms. Sarver ability to compete in the open labor market based upon her subsequent industrial injury as well as her pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Ms. Sarver ability to compete in the open market.

My assignment included a face-to-face interview with Ms. Sarver, a review of her occupational history, medical history and records, physician assessment of her medical conditions and labor disablement, and appointment involving percentage of disability apportioned to the subsequent injury, and pre-existing injuries and illnesses, vocational assessments, transferable skills, the labor market analysis and whether Ms. Sarver is amenable to vocational rehabilitation.

A thorough evaluation was conducted of Ms. Sarver through vocational testing, research through the OASYS system, the Employment Development Department (EDD), the Dictionary of Occupational titles, the Social Security Administration (SSA), the Occupational Employment Quarterly (OEQ), and pertinent case law to determine Ms. Sarver pre-injury labor disablement, as well as the post-injury labor market access and ability to compete in the open labor market.

I explained to Ms. Sarver my position as an Applicant Vocational Expert and informed her that I would not be providing ongoing vocational counseling. I informed her that the information derived during the evaluation would not be considered confidential and that my findings and opinions would be summarized in a report that would be provided to her attorneys and the Subsequent Injuries Benefits Trust Fund.

Date and Time of Evaluation

My evaluation occurred with Ms. Sarver on January 25, 2021. I conducted the evaluation with Ms. Sarver and had full view of her entire body throughout the assessment.

Evaluation Timeframes

8 hours for file review of medical and psychological records, 6 hours of face-to-face time, 6 hours of vocational rehabilitation testing and scoring, 6 hours of interpreting and analysis of the CAPS and Raven Standard Progressive Matrices, 6 hours of research (DOT, OASYS, SSA) and 8 hours and of report writing, proofreading, and editing time for a total of professional time. A total of 42 hours of professional time. An itemized invoice is attached to the report outlining my work in this matter.

Medical Records Review

The records were reviewed by and summarized below:

Julie Goalwin PhD Initial Comprehensive Medical Evaluation 06/25/2019
Full Ortho Application 11-14-2017
Full Specific Psych Application 11-14-2017
PTP Dr Iseke Initial Evaluation Report 01-11-2018
Full Psych CT application 03-23-2018
PQME Med Rep by Dr Payam Moazzam MD 07-14-2018
PQME Psych Eval by Dr Douglas W Larson PhD not MMI 02-10-2019
132(a) petition 06-14-2019
Denial of Ortho CT Claim 02-07-2018
Denial of Psych Claim 02-07-2018
P&S Med Report by PRP Dr Iseke 06-19-2019

12 Rating

PQME Supplemental Med Rep by Dr Payam Moazzaz MD 01-04-2019

C&R + Court order 10-04-2019

Depo transcript Vol I 01-19-2018

Depo Transcript Vol II 05-11-2018

Depo Transcript Vol III 08-01-2018

Dr. Julie Goalwin QME Report

DSM – 5 DIAGNOSES

AXIS 1

300.00 F41.9 Anxiety State, Unspecified.

331.83 G31.84 Mild Cognitive Impairment

780.52 F51.01 Primary Insomnia

307.89 F45.42 Pain Disorder with related psychological factors.

Axis II: V71.09 No Diagnosis

Axis III: Description of physical disorder. Headaches, arm, shoulder, elbow and back pain.

Axis IV: Situational Psychosocial Stressors (stress, financial distress).

Axis V: GAF. 59 WPI: 17

Dr. Goalwin states on her report that Ms. Sarver's clinical diagnosis supports the diagnoses Anxiety Disorder, Pain Disorder, Mild Cognitive Delays and Insomnia. Ms. Sarver's psychological conditions are predominantly caused by the industrial injury and attributable to industrial injuries of 08/30/2017; CT: 09/1/2013 through 09/01/2017. Dr. Goalwin also stated on her report for Ms. Sarver's psychological condition has not yet reached the point of MMI and scored GAF: 59 which indicates 51 — 60: Moderate symptoms (e. g. flat affect and circumstantial speech, occasional panic attacks) OR moderate difficulty in social, occupational, or school functioning (e.g., few friends, conflicts with peers or co-workers) and a Whole Person Impairment: 17. Ms. Sarver will require Psychotherapy and CBT Biofeedback along with psychological testing and an evaluation with a Psychiatrist.

Dr. Harold Isike Report 1/11/2018

Dr. Isike stated on his report that with reasonable medical probability, Ms. Sarver permanent disability to the midback, low back, right elbow, right hand, bilateral knee and abdomen arose out of, in the course of her employment with Lighthouse Coastal Community Church on a specific injury on August 30, 2017 and cumulative injuries from September 1, 2013 to September 1, 2017

Dr. Isike also stated on his report that there is a direct relationship between Ms. Sarver's injuries to the midback, low back, right elbow, right hand, bilateral knee and abdomen and the specific and cumulative industrial trauma and that one hundred percent (100%) of Ms. Sarver's current impairment arose out of, and in the course of her employment with Lighthouse Coastal Community Church as she was able to perform her usual and customary duties as a janitor. It is my medical opinion, within reasonable medical probability that 100% of the patient's permanent disability to the relative to the aforementioned body regions are due to the specific trauma injury on August 30, 2017 and cumulative trauma from September 1, 2013 to September 1, 2017.

Dr. Isike stated that Ms. Sarver condition has reached maximum medical improvement (MMI) on June 19, 2019. Dr. Isike provided the following work restrictions: no repetitive bending or stooping, prolonged standing and walking, precluded from forceful pushing, pulling, gripping and grasping, squeezing, lifting and carrying and precluded from heavy lifting, prolonged weight bearing, kneeling, climbing, no repetitive use of stairs, walking on uneven surface, or other activities involving comparable physical effort.

Dr. Payam Moazzaz Report 7/14/2018

Dr. Moazzaz stated on his report that Ms. Sarver's symptoms are a result of a combination of the cumulative trauma industrial injury sustained from September 1, 2013 through September 1, 2017, the specific industrial injury sustained in November 2012, and the motor vehicle accident of June 7, 2017.

Dr. Douglas Larson Psychological Evaluation Report 2/10/2019

Dr. Larson stated on his report that in regards to her current social functioning, Ms. Sarver has moderate impairments. because she has withdrawn from friends. In regards to Ms. Sarver psychological functioning, Ms. Sarver has moderate impairments, because she of her depression, anxiety, and memory and concentration problems. In regards to her occupational functioning, Ms. Sarver has no impairments. because she could still do her job as a janitor despite her mental health problems. In regard to concentration and pace. Ms. Sarver has moderate impairments. because of her memory problems. Also, her ability to perform activities of daily living, Ms. Sarver has moderate impairments because she often has no interest in doing activities at home.

Dr. Larson recommended that she would benefit from 20 sessions of Cognitive Behavioral Therapy (CBT) over a twelve weeks period with a focus on succeeding at work, as well as stress management courses and pain management techniques.

Dr. Eric Gofnung Report 12/24/2020

Dr. Gofnung stated on his report that Ms. Sarver is a qualified injured worker and due to her multiple impairments and disabilities, she will not be able to return to any gainful employment, compete, function or be in the open labor market or in any capacity.

Dr. Gofnung stated on his report that Ms. Sarver had previous partial disability and the combined effect of the preexisting impairment and the impairment due to the subsequent injury is likely to result in a permanent disability equal to greater than 70%. Dr. Gofnung also concluded that Ms. Sarver permanent disability resulting from the subsequent injury when combined alone and without regard to or adjustment for the occupation or age of the employee exceeds the 35% threshold for Labor Code 4751.

Dr. Nhung Phan Report 2/202021

Dr. Phan report stated that Ms. Sarver's psychiatric condition was aggravated by the subsequent injury and subsequently experienced a significant psychiatric deterioration and the increase of her psychiatric impairment is due solely to her subsequent injury. Dr. Phan's report on Ms. Sarver's psychiatric injury as labor disabling requires the following restriction: part-time schedule with frequent breaks due to her fragile and emotional states. Also, flexible schedule to accommodate her weekly psychotherapy and sleep disorder and no assignments of excessive job pressures such as frequent deadlines or frequent working with difficult people. Due to Ms. Sarver's cognitive difficulties from depression, anxiety and trauma, she will require accommodation of increased time due to slower pace and persistence, understanding supervisor to break larger task into series of smaller ones, frequent feedback on performance with sensitivity due to her struggles and her low self-esteem and time to reconnect with co-workers given deterioration with her social skills.

Prior Disabling Conditions Prior to her employment with Lighthouse Coastal Community

- 1) severe headaches
- 2) arthritis
- 3) hand tremor
- 4) asthma
- 5) anemia
- 6) constant fainting
- 7) dizziness
- 8) confusion
- 9) anxiety
- 10) panic attacks
- 11) learning disability
- 12) paranoid fear of someone being after her
- 13) vomiting
- 14) diarrhea
- 15) Psychogenic respiratory disorder
- 16) Pharyngitis
- 17) hyperventilation

Current Diagnoses

1. Headache (RSI)
2. Pain in thoracic spine (M54.6)
3. Spinal enthesopathy, thoracic region (M46.04)
4. Low back pain (M54.5)
5. Spinal enthesopathy, lumbar region (M46.06)
6. Pain in right elbow (M25.521)
7. Pain in right hand (M79.641)
8. Pain in right knee (M25.561)
9. Pain in left knee (M25.562)
10. Unspecified abdominal pain (R10.9)
11. Sleep disorder, unspecified (G47.9)
12. Anxiety disorder, unspecified (F41.9)
13. Major depressive disorder, single episode, unspecified (F32.9)
14. Acute stress reaction (F43.0)
15. Irritability and anger (R45.4)
16. Nervousness (R45.0)
17. Chronic pain due to trauma (G39.2J)
18. Myalgia (M79.1)

History of Present Injury

Ms. Sarver is a 54-year-old who had a history of multiple injuries she sustained while employed as a janitor at Lighthouse Community Church. She describes a specific injury she sustained on December 20, 2013. She states that she was lifting up a vacuum and felt a sharp pain and popping sensation in her lower back at her right groin. She states that she felt a bump in the right groin that was subsequently diagnosed as a hernia. She reported the injury to her supervisor but states medical care was not offered to her.

She continued working and saw her own personal physician who referred her to a hernia surgeon. She states she underwent surgery on December 25, 2013 for hernia repair required surgeries due to complications but she is not sure of the details. She also describes a history of cumulative trauma injury she sustained to multiple body parts from September 1, 2013 through September 1, 2017 also while employed as a janitor at Lighthouse Community Church. She states she developed pain in her lower back, both knees, and both hands due to repetitive work including cleaning, mopping, moving furniture, lifting chairs, setting up for events, and cleaning up after events. She states medical treatment was not offered by the employer for these injuries either. She continued working until June 2017 when she was terminated. She has had treatment since then with physical therapy, medications and aquatic therapy. She describes persistent back pain and numbness and tingling in her hands and pain in both of her knees.

She states she was terminated in June 2017 and has not worked since that time. She also describes a third injury in which she was rear-ended in 2017 resulting also to injury to her neck

Background and Educational Information and Social and Economic Considerations

Ms. Sarver was born in San Luis, Obispo, California on November 11, 1966. Ms. Sarver was divorced and has two children ages 23 and 12. Ms. Sarver does not smoke and does not consume alcoholic beverages. Ms. Sarver completed 10th grade and was a foster child and attended 7 different schools on her school years. Ms. Sarver also took Cosmetology and Medical Assisting and needed class hours to complete her certifications.

Ms. Sarver was forthcoming and cooperative throughout the interview. At the time of our interview, Ms. Sarver was living in Costa Mesa. She indicated that she did not have any criminal convictions and denies serving in the military. She indicated that it is difficult to meet her monthly expenditures.

Ms. Sarver stated that she has a reliable vehicle which she could utilize for employment purposes. She currently has a class C driver license. She stated that she had no vehicle code violations or accidents currently on her driving record. Ms. Sarver indicated that she would be willing to travel approximately fifteen (15) minutes to work in one direction should she be able to work. Ms. Sarver explained that she would not be willing to use public transportation because of the physical strain it would put on her body given her conditions of disablement. She is not willing to relocate. Ms. Sarver should she be able to work would be available to work Monday through Friday during the day.

Activities of Daily Living

During my interview, Ms. Sarver completed the Activities of Daily Living (ADL) questionnaire with my assistance (Please see attachment on ADL on Appendix A). I asked Ms. Sarver questions regarding how her disabilities affect her activities of daily living.

Ms. Sarver noted that she had difficulty washing and drying herself and dressing herself. Ms. Sarver self-care issues like her eating, grooming, bathing, dressing her upper body and toileting had been difficult for her and she's always getting help and assistance from her daughter. Ms. Sarver reported having much difficulty doing light housework such as cleaning and doing laundry. She also has much difficulty with cooking and yardwork activities.

Ms. Sarver could previously cook but no longer is able to because she can't stand for very long and she cannot use her fingers to prepare food. With her physical disorder, she has difficulty standing and using her hands to perform routine household chores such as vacuuming because she experiences shortness of breath.

Ms. Sarver subjective physical tolerances include difficulty sitting and standing for long periods of time. During the assessment, Ms. Sarver had difficulty sitting in her chair for long periods of time and had to alternatively sit and stand and stretch. Ms. Sarver also reported difficulty walking on a flat surface, walking on incline and walking down on a decline. Ms. Sarver also reported difficulty crouching, bending, stooping, crawling, kneeling and maintaining her balance.

Ms. Sarver states she must always cautiously maintain her balance, especially in the shower or to avoid falling from stairs. At home she often drops cups. She can no longer open jars. For her shoulders, Ms. Sarver has chronic pain and loss of range of motion. She can no longer do overhead work. Because of her arm pain, Ms. Sarver is incapable of vacuuming.

Ms. Sarver also stated some difficulty driving. She also experiences problems getting in and out of the car most especially getting in and out of the car and opening and closing doors. Ms. Sarver also could not turn her head while driving and because of this she could not drive more than 15 minutes. Ms. Sarver vision reports difficulty watching TV or reading a book and writing as well as seeing up close and seeing things far. Ms. Sarver reports problems with vision and she has difficulty watching TV or reading a book. She has difficulty seeing both up close and far away. During the assessment, Ms. Sarver needed assistance reading the questions out loud was helpful to her.

Ms. Sarver reports having difficulty sleeping at night. She tries to go to bed between 9:30 pm – 11:00 pm and will take her several hours to fall asleep, though she wakes up every 2-3 hours and experiences difficulty going back to sleep and wakes up about 6-6:30am. Ms. Sarver also reported that is both difficult to walk up and down a flight of stairs. She also reported difficulty with forward flexion of the neck, as well as difficulty twisting and turning her neck from left to right. Ms. Sarver also reported much difficulty reaching above shoulder level with both left and right arm. Ms. Sarver reported difficulty push and pulling object and gripping a glass of water or carrying a gallon of milk with one or both hands. Ms. Sarver also reported difficulty lifting more than 5 lbs. and much more difficulty lifting more than 10 lbs. and 20 lbs. and much more difficulty lifting more than 50 lbs.

Ms. Sarver reported difficulty with fine finger manipulation like turning screws and bolts, using a cell phone or texting and have trouble with repetitive movements and simple and firm grasping such as holding a cup or carrying a gallon of milk. Ms. Sarver also reported difficulty with her sensory functions, her ability to feel, smell, and taste. The greater of these issues is mostly her touch sensations due to her neuropathy and nerve damage issues. (See attachment: Activities of Daily Living –Appendix A)

Overall, Ms. Sarver states severe interference with the following activities: bathing, blow drying hair, brushing hair, brushing teeth, showering, washing hair, dressing oneself, going to the bathroom, urinating, eating, tying shoelaces and putting on shoes and socks. Ms. Sarver's physical activity reports moderate to severe interference with the following activities: household chores, doing laundry, getting in and out of bed, playing sports, exercising, taking out trash, climbing stairs, sweeping, walking, running, lifting, stooping, bending, twisting, carrying, reaching, pushing, pulling, crouching and standing.

Ms. Sarver states moderate to severe interference with the following activities. applying pressure, applying torque, grasping and gripping. Ms. Sarver travel restrictions also states moderate to severe interference with the following activities: driving, flying and riding. In addition, Ms. Sarver's sleep issues also state moderate to severe interference with sleep due to frequent waking cycles, inability to fall asleep due to pain, lack of sleep causing reduced daytime alertness.

Employment History

Ms. Sarver worked as a Janitor for Lighthouse Coastal Community Church. She has been employed with Lighthouse Coastal Community Church since 2009. Her job duties included cleaning floors, windows and furniture, sweeping, mopping and scrubbing floors. During Ms. Sarver's employment at the Church, Ms. Sarver was sexually harassed by the pastor, complained about it, was retaliated by the church for her complaints and as a result Ms. Sarver lost her job.

Ms. Sarver also worked for TJ Maxx from 2004-2005 as a Cashier and in 2000 to 2004, she was a Caretaker for her mom.

Current Treatment, Therapy and Physical Condition

Ms. Sarver does not participate in physical therapy

Current Medications

Ms. Sarver provided list of her medications:

Valium – 2mg as needed

Norco – 5mg/1x/day

Effects of Medication on Full Time Employment

Ms. Sarver takes prescription medication as indicated above that severely limits her ability to function in a full-time work setting. Medication usage could limit an employer from fully considering Ms. Sarver from full time gainful employment.

Ms. Sarver takes Valium or Diazepam which is used to treat anxiety, alcohol withdrawal, and seizures. It is also used to relieve muscle spasms and to provide sedation before medical procedures. This medication works by calming the brain and nerves. Diazepam belongs to a class of drugs known as benzodiazepines. Side effects of Valium include muscle weakness, drowsy, dizziness, ataxia and slurred speech

Ms. Sarver also takes Norco contains a combination of acetaminophen and hydrocodone. Hydrocodone is an opioid pain medication. An opioid is sometimes called a narcotic. Acetaminophen is a less potent pain reliever that increases the effects of hydrocodone. Norco is used to relieve moderate to moderately severe pain. The side effects include drowsiness, headache; upset stomach, constipation, blurred vision and dry mouth.

The side effects of the medications for Ms. Sarver were required to take because of her disabilities and severely limit her employability. The side effects experienced by Ms. Sarver and her physical limitations will make it very difficult to find employment. Even if she was able to find work, her physical limitations and the side effects of the medication will significantly interfere with her ability to work.

General Observations During Vocational Interview

The vocational evaluation was scheduled to start at 11am and the evaluation began promptly at 11am. Ms. Sarver said that she did not take any of her medications prior to the evaluation since her medications side effects will cause her to fall asleep.

She was cooperative and interactive and had normal response timing.

Ms. Sarver was moving around a lot in her chair but did get up and she said that standing would help her pain.

She was able to answer all my interview questions with my assistance by reading out loud the questionnaires and assist her in writing her responses. Ms. Sarver completed the task and asked questions herself.

The information gathering part of the evaluation ended at 6 pm and Ms. Sarver prepared for the assessment part of the evaluation.

She used her right hand to mark the vocational testing material. She held the pen between her index finger and her thumb. Ms. Sarver used her left hand to turn the pages of the vocational testing material.

Vocational Testing Administered

RAVEN Standard Progressive Matrices

The Raven Standard Progressive Matrices Test is a measure of abstract reasoning and reflects on the ability to solve problems and take in information. (Please see attachment, Appendix B)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. The Raven is a pattern recognition test. It is a 60-item test used in measuring abstract reasoning and regarded as a non-verbal estimate of fluid intelligence. It is made of 60 multiple choice questions, listed in order of difficulty.

The Abstract tests will almost always be part of assessment for a job. It is used in situations where the examiners want to measure the ability of an individual that is not based on educational background, cultural or linguistic deficiencies. Although these tests seem to have no direct connection with the content of the job you are applying for, they provide an idea of the extent to which you can find solutions and whether you can work flexibly with unfamiliar information. It is thus an indicator of the applicant's IQ. The RAVEN test is composed of geometric figures that require the test taker to select among a series of designs the one that most accurately represents or resembles the one shown in the stimulus material.

Ms. Sarver 's test scores were utilized to aid me in identifying her level of aptitudes and abilities. Further observation of Ms. Sarver during the completion of vocational testing can also be used to establish how she follows directions and is able to maintain a workstation.

During the test, I have provided the explanation regarding the vocational assessments given to Ms. Sarver and the norms used to score for the test. Ms. Sarver started the Raven Standard Progressive

Matrices and she understood the directions for the Raven Standard Progressive Matrices. Ms. Sarver completed the Raven Standard Progressive Test.

Ms. Sarver's test results showed that she scored in category **GRADE IV "Definitely below average in intellectual capacity", if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)**

Ms. Sarver scored 22 correct out of 60 items which puts her on the Grade 111 – Intellectually Average which means that the 25th and 75th percentiles mark the boundaries for the middle 50% of client's that took the test. Half of the clients scored above or below these numbers. For practical purposes, it is convenient to consider certain percentages of the population and to group people's score accordingly. In this way it is possible to classify a person according to the score he obtains as the following:

GRADE I "Intellectually superior", if a score lies at or about the 95th percentile for people of the same age group.

GRADE II "Definitely above the average in intellectual capacity", if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.)

GRADE IV "Definitely below average in intellectual capacity", if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V "Intellectually impaired", if a score lies at or below the 5th percentile for that age group.

The result of Raven Progressive Matrices (RPM) shows that Ms. Sarver has average intelligence which indicates that she seems to have greater reasoning ability and greater cognitive capacity to analyze information. Ms. Sarver results reveal that she can excellently make insights and comprehend relationships among nonverbal figures or designs. Ms. Sarver's results also show that she has quickness of mind and has the ability to infer and apply patterns and obtains the ability to deal with mental complexity in which are all aspects of our general intelligence. Ms. Sarver's test scores also show that she has the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas and learn quickly from experience. Ms. Sarver's test scores show that she has the ability to adapt effectively to the environment either by making a change in oneself or by changing the environment and finding a new one. Ms. Sarver test results also states that she has the capacity to reorganize her behavior patterns and have the ability to act more effectively appropriately.

Ms. Sarver's results reveal that she can excellently make insights and comprehend relationships among nonverbal figures or designs. She has quickness of mind and has the ability to infer and apply patterns and possesses the ability to deal with mental complexity which is all of the aspects of one's general intelligence.

CAPS: Career Ability Placement Survey

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity.

Vocational Observations During the CAPS Assessment

Ms. Sarver was administered the CAPS. She completed eight (8) of eight (8) assessments, which were relevant to determine her aptitudes and abilities. (Please see attachment – Appendix B). Move this sentence above, after the last sentence.

Ms. Sarver have attained the following results from CAPS

Ms. Sarver scored 40th percentile score in Mechanical Reasoning. This is considered low. The mechanical reasoning test measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Ms. Sarver scored the 40th percentile score in Spatial Relations. This is low. This test measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Ms. Sarver scored 20th percentile score in Verbal Relations. This is low. This test measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Ms. Sarver scored 20th percentile score in Numerical Ability. This is considered low. This test measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields.

Ms. Sarver scored 20th percentile score in Language Usage. This is low. This test measures how well you can recognize and use standard grammar, punctuation and capitalization. This ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Ms. Sarver scored 10th percentile score in Word Knowledge. This is considered low. This test measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Ms. Sarver scored 30th percentile score in Perceptual Speed and Accuracy, this is considered low. This test measures how well you can perceive small details rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and other jobs requiring fine visual discrimination.

Ms. Sarver scored 80th percentile score in Manual Speed and Dexterity, which is high. This test measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

The results of Ms. Sarver's test reports that her strongest areas were in the area of Manual Speed and Dexterity. This test measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

TSA: Transferrable Skills Analysis

To assist in my analysis, I used the OASYS system to analyze a computerized transferrable skills analysis.

The **OASYS** is system used to analyze a computerized transferrable skills analysis. The OASYS system is a computerized aided Vocational Expert support system. The system matches an individual's skills to employer demands. The OASYS system is used to gain access to the following aggregate resources:

- Dictionary of Occupational Titles (DOT)
- National Employment Outlook
- State Employment Outlook
- Census Wage Data
- O-Net Occupational Information

The **OASYS** program provides vocational options that remain available for Ms. Sarver due to her functional limitations. However, these results are subject to further analysis by me based upon my training, experience, and knowledge of the workforce.

Further research was conducted with the Employment Development Department (EDD), the Social Security Administration (SSA), and the Occupational Employment Quarterly (OEQ) in helping make my determinations.

The EDD supplies information regarding the types of occupations available within geographical areas including the salaries available for various occupations. The EDD lists potential occupations available to Ms. Sarver in her geographical area. (see attachment on Appendix B)

Work History Summary and Corresponding DOT Codes

Ms. Sarver prior work experience includes positions as a Janitor (Please see Attachment on Appendix C). These occupations were used as part of the transferrable skills analysis.

OASYS System Settings

The OASYS system accessed the Los Angeles, California Metropolitan Division (MD) to determine Ms. Sarver transferability of skills.

The OASYS system factored in information for the labor market from year June 2018 which is the most recent data available.

Ms. Sarver entire work history was used to determine transferability of skills.

The DOT occupations have a Specific Vocational Preparation (SVP) level. This is defined as the amount of lapsed time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific Job-worker situation

The DOT defines the SVP levels as follows:

| Level | Time |
|--------------|---|
| 1. | Short demonstration only |
| 2. | Anything beyond short demonstration up to and including 1 month |
| 3. | Over 1 month up to and including 3 months |
| 4. | Over 3 months up to and including 6 months |
| 5. | Over 6 months up to and including 1 year |
| 6. | Over 1 year up to and including 2 years |
| 7. | Over 2 years up to and including 4 years |
| 8. | Over 4 years up to and including 10 years |
| 9. | Over 10 years |

The **Occupational Employment Quarterly (OEQ)** states that unskilled employment has an SVP level of one (1) or two (2), semi-skilled employment has an SVP level of three (3) to four (4), and skilled employment has an SVP level greater than four (4). I agree with these definitions of unskilled, skilled, and skilled employment after reviewing SVP as defined by the DOT.

Ms. Sarver work history shows that she had the capacity to work at an SVP level of 3, which is considered **skilled**.

Further research was also conducted with the Social Security Administration (SSA) SSR §404.1568 Skill Requirements which states the following about semi- skilled work:

“(b)” Skilled work is any worker who has special skill, training, knowledge, and ability in their work. A skilled worker may have attended a college, university or technical school. Or, a skilled worker may have learned their skills on the job.

Examples of skilled labor include engineers, scientists, software development, paramedics, police officers, soldiers, physicians, crane operators, truck drivers, machinist, drafters, plumbers, craftsmen, cooks and accountants. These workers can be either blue-collar or white-collar workers, with varied levels of training or education, even though they sometimes are called "purple collars".

Ms. Sarver subjective physical tolerances were not used in the determination of her transferability of skills.

The **OASYS** system was set to review Potential Matches, which are jobs that Ms. Sarver has the potential to perform according to her education, abilities, and personal interests. Potential Matches are based on worker traits and may require a career change.

The **OASYS** system is unable to consider a full range of psychiatric limitations. As it relates to psychiatric limitations, the OASYS system can consider the following “situations”:

- Directing, controlling, or planning activities of others
- Performing repetitive or short-cycle work
- Influencing people in their opinions, attitudes, and judgements
- Performing a variety of duties
- Expressing personal feelings
- Working alone or apart in physical isolation from others
- Performing effectively under stress
- Attaining precise set limits, tolerances, and standards
- Working under specific instructions
- Dealing with people
- Making judgements and decisions

The **OASYS** system was set to consider a pre-injury functional ability at a Sedentary level of physical functioning, which was Ms. Sarver level of physical functioning primarily performed prior to her subsequent industrial injury. The Dictionary of Occupational Title (DOT) defines a Sedentary level of functioning as Sedentary Work- Exerting up to ten (10) pounds of force frequently to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involved sitting most of the time but may involve walking or standing for brief periods of time.

Results of Transferable Skills Analysis

The OASYS system determined that Ms. Sarver given her functional limitations has incurred a ninety-two (92) percent loss of labor market access.

The functional limitations assigned to Ms. Sarver further erode the labor market that would be available to her at a Sedentary level of physical functioning. A sedentary level of jobs is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Although sitting is primarily involved in a sedentary job, walking and standing should be required only occasionally.

There are limited jobs or increasingly fewer jobs for Ms. Sarver that she can do you can do due to this “eroding the occupational base” for sedentary work. With Ms. Sarver multiple work-related limitations, the occupational base for sedentary work has been significantly eroded to the point that there are no sedentary jobs she is capable of doing due to her physical limitations.

The results of the OASYS Program and the results of the transferable skills analysis in all vocational probability contributed to my opinion that Ms. Sarver is unable to return to work in any position or occupation. (Please see attachment on Appendix C)

The OASYS system does produce occupations occurring at an SVP of one (1) or two (2). Jobs in these categories are considered simple jobs that do not require multiple steps to complete job tasks. These jobs were taken in consideration during the completion of the transferable skills analysis. However, the loss of capacity of her bilateral upper extremities significantly reduce the labor market available Ms. Sarver at a Sedentary level of physical functioning.

1. Activities of Daily Living- Mild Impairment
2. Social Functioning- Mild Impairment
3. Concentration- Mild Impairment
4. Adaptation- Mild Impairment

Dr. Isike provided the following restrictions in regards to her mid back and lower back – no heavy lifting, no repetitive bending or stooping, prolonged standing and walking. With respect to the right elbow and right hand, she should be precluded from forceful pushing, pulling, gripping and grasping, squeezing, lifting and carrying or other activities involving comparable physical effort. With respect to the bilateral knees, she should be precluded from heavy lifting, prolonged weight bearing, kneeling, climbing, no repetitive use of stairs, walking on uneven surface, or other activities involving comparable physical effort. Ms. Sarver has mild impairments in activities of daily living, social functioning, concentration and adaptation as well as depression, anxiety, low self-esteem and other psychological factors, all of which would also contribute to Ms. Sarver ’s labor disablement. Ms. Sarver ’s job as a Janitor.

Also, Ms. Sarver side effects from her medication which includes dizziness, drowsiness, weakness and blurred vision will greatly affect and impair her concentration and remembering information essential for her job as a Janitor. Furthermore, Ms. Sarver job requires frequent sitting, walking, standing as a Janitor. As mentioned earlier, Ms. Sarver is restricted from prolonged sitting and standing and lifting more than 5 pounds.

The synergistic effect of the previously mentioned functional limitations resulting from Ms. Sarver pre-existing non-industrial and industrial injuries, combined with her cumulative trauma industrial injury of Ms. Sarver in all vocational probability has incurred a total loss of labor market access. Ms. Sarver cannot perform this job due to the fact that the physical requirements require constantly sitting, walking and or standing frequently, pushing and or pulling of arm and or leg controls, reaching frequently and extending hands and arms in any direction. Frequent handling, seizing, holding, grasping and turning, fingering and occasionally picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm.

Amenableness to Rehabilitation

Methods of Rehabilitation

- 1) Modified Work
- 2) Alternative Work
- 3) Direct Placement
- 4) On-the-Job-Training (OJT)
- 5) Vocational Training
- 6) Self-Employment

Methods #1 and #2: Ms. Sarver employer has been unable to offer permanent modified or alternative work. Ms. Sarver is not amenable to this form of vocational rehabilitation. Ms. Sarver's employer will suffer undue hardship if they attempt to accommodate Ms. Sarver as the employer consists of no more than 5 employees. The job cannot be modified or alternated.

Ms. Sarver employer will have to help her accommodate her work, meaning a co-worker will be assigned to job shadow her work, assisting her on her work duties, allowing the coworker to see and understand the nuances of the particular job. The job shadowing employee is able to observe how the employee does the job, the key deliverables expected from the job and the employees with whom the job interacts. The only issue here is that there will not be enough employees to do the job shadow since the employer might not have the financial means to support it. Such modification or accommodation is burdensome on the employer and simply not practical.

Ms. Sarver 's job as a Janitor requires her to sitting and standing for long periods of time and walk around and she cannot do any of these for extended periods of time, if at all, without help or breaks. Breaks are not practical because she would have to take breaks too often. Ms. Sarver will have to take many breaks and her employer will only allow 15 minutes increments or more every 2-3 hours in 8 hours shift. This will be costly to her employer because most of her to time are spent on frequent breaks to accommodate her work. Ms. Sarver would not be able to do because the job requires constantly sitting and frequent standing and constant use of her hands to handle her work and also the frequent bending and twisting of her body as well as sitting and standing for long periods of time.

Methods #3 and #4: Ms. Sarver 's direct placement and OJT (On the Job Training) will not also apply here since both requires and demands the essential function of the job in which Janitor job require her sit for long periods of time and to be able to speak clearly so clients can understand.

The functional limitations assigned by Dr. Isike, Dr. Goalwin, Dr. Moazzaz, Dr. Gofnung, Dr. Larson and Dr. Phan compromised Ms. Sarver to the point that her post-injury occupational base will be completely eroded rendering her not amenable to this form of vocational rehabilitation. Dr. Isike stated on his report the following restrictions in regard to her mid back and lower back, no heavy lifting, no repetitive bending or stooping, prolonged standing and walking. With respect to the right elbow and right hand, she should be precluded from forceful pushing, pulling, gripping and grasping, squeezing, lifting and carrying or other activities involving comparable physical effort.

With respect to the bilateral knees, she should be precluded from heavy lifting, prolonged weight bearing, kneeling, climbing, no repetitive use of stairs, walking on uneven surface, or other activities involving comparable physical effort. The physical restrictions impaired her ability to do her job as a Janitor since her job requires her to be standing for long periods of time, repeating the same movements with constant use of her hands and constant bending and twisting of her body.

Ms. Sarver Janitor's physical job requirements requires lifting, carrying, pushing, pulling 20 lbs., frequently up to 10 lbs. constantly. Ms. Sarver's job also requires constant moving, frequent walking and or standing frequently, pushing and or pulling of arm and or leg controls, reaching frequently and extending hands and arms in any direction, frequent handling, seizing, holding, grasping and turning, fingering and occasionally picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Method #5

Vocational retraining programs would provide Ms. Sarver with new or enhanced skills for new types of work. However, the training programs available for her are extremely limited given the significant functional limitations assigned by the doctors noted above. Participating in vocational training programs will require for her to participate with the vocational programs such as doing work evaluations and vocational trainings to prepare her for employment.

Vocational rehabilitation retraining plans may produce new employment opportunities for Ms. Sarver but it is clear that the functional limitations assigned to Ms. Sarver is a complete loss of labor market access. Ms. Sarver is very limited in participating in any of the vocational training program and it will be physically demanding for her to participate in the vocational evaluation and assessment process for employment purposes.

Her ability to compete in the open labor market has been completely eroded due to the fact that it will be physically demanding for her to engage in the vocational training program process for employment purposes. She is also not required to have to learn a completely new job or skill since this is her career.

Ms. Sarver vocational training program will require for her to be able to pass the application and physically attend the training program and pass. Based from my examination and assessments, this will be physically demanding for her to do knowing the fact that she is not able to be physically and mentally do the training or programs.

Method #6:

Self-employment is one of the most “rigorous, high risk” type of plans. At the very least a market analysis, competition location, pricing, income/revenue projection and an evaluation of the plan to be developed, implemented, and maintained over time is required in my opinion and considering the disabling effects of Ms. Sarver industrial conditions, it would be futile to spend the limited available resources to conduct such an evaluation.

Therefore, when considering the synergistic effect of Ms. Sarver pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from her industrial injury. Ms. Sarver amenability to rehabilitation is significantly impaired meaning that vocational rehabilitation will not return her to the open labor market.

Montana Factors

Montana Factors are taken from the case of *Argonaut Ins. Co v Industrial Acc. Com (Montana)* (1962) 57 Cal2d 589 [27 Cal Comp Cases 130) Montana Factors include ability to work, health willingness and opportunities for persons similarly situated.

I believe Ms. Sarver ability to work, health, willingness and opportunities to work, skill and education, general condition of the labor market, and employment opportunities for individuals that are similarly situated render Ms. Sarver unable to return to suitable gainful employment in the open labor market.

I have addressed said Montana Factors as follows:

Ability to Work

Regarding Ability to Work, I refer to the following functional limitations assigned by Dr. Isike, Dr. Goalwin, Dr. Moazzaz, Dr. Gofnung, Dr. Larson and Dr. Phan.

Dr. Isike, Dr. Goalwin, Dr. Moazzaz, Dr. Gofnung, Dr. Larson and Dr. Phan stated on his report that Ms. Sarver has frequent low back pain with numbness and tingling radiating down both lower extremities to the feet, difficulty with lifting at 10 lbs., pushing, pulling, sitting too long and bending. Ms. Sarver 's back pain disrupts her sleep and frequent pain in her left foot problems and climbing and walking too long or on uneven ground. The physical restrictions impaired her ability to do her job as a Janitor. As a Janitor she is required to be on her feet and her ability to work is completely diminished because she is unable to do the required tasks her job would entail because of the functional limitations that have resulted from her disabilities.

Here's the Physical Requirements for Janitor

Physical Requirements

Strength: Medium Work

Lifting, Carrying, Pushing, Pulling 20 - 50 Lbs. occasionally, 10 - 25 Lbs. frequently or up to 10 Lbs. constantly.

Climbing: Occasionally

Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like, using feet, and legs or hands and arms. Body agility is important.

Balancing: Occasionally

Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces. Maintaining body equilibrium when performing gymnastic feats.

Stooping: Occasionally

Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.

Kneeling: Occasionally

Bending legs at knees to come to rest on knee or knees.

Crouching: Occasionally

Bending body downward and forward by bending legs and spine.

Reaching: Frequently

Extending hand(s) or arm(s) in any direction.

Handling: Frequently

Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch or shift automobile gears.

Fingering: Frequently

Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Occasionally

Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or to the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.

Hearing: Occasionally

Perceiving the nature of sounds by ear.

Near Acuity: Occasionally
Clarity of vision at 20 inches or less.

Depth Perception: Occasionally
Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are.

Color Vision: Occasionally
Ability to identify and distinguish colors.

Considering the above noted functional limitations resulting from Ms. Sarver pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from her industrial injury, I believe that Ms. Sarver, in all vocational probability, does not possess the ability to return to work, in a suitable gainful basis in the current open labor market.

Willingness and Opportunities to Work

Ms. Sarver has been unable to find any sustainable employment since her industrial injury. She attempted to find employment but could not. She believes this is a result of her constant pain from her injuries. Ms. Sarver have attempted to apply for job but had limited work experiences and the physical requirements needed for the job. Based on this information, I believe that Ms. Sarver has demonstrated the willingness to work but has not been provided the opportunity to return to work because of the synergistic effect of the functional limitations resulting from her pre-existing non-industrial and industrial injuries, combined with her industrial injury. Ms. Sarver opportunities to return to work are slim because of all the accommodations the employer will need for the job.

Ms. Sarver job as Janitor will require an adjustment to her job or work environment which makes it possible for an individual with a disability to perform the essential functions of her job.

Ms. Sarver will need accommodations and modifications to the work environment and even adjustments to her work schedules or responsibilities due to physical limitations of her job as a Janitor/Attendant. As noted above, the accommodations and modifications Ms. Sarver would require are simply too burdensome and unrealistic for an employer to make.

General Condition of The Labor Market

I researched the General Condition of the Labor Market using the State of California Employment Development Department (EDD) for the Los Angeles area.

Based on my research from EDD and based on documentation from October 20, 2017, between August 2017 and September 2017, the total number of jobs located in the Los Angeles – California MD explained by forty-three thousand five hundred (43,500) jobs to reach a total of four million four hundred and forty-eight thousand and six hundred (4,448,600) jobs. Between September 2016 and September 2017, the total number of jobs located in the Los Angeles California area expanded by fifty thousand eight hundred (50,800) jobs.

It is used to collect, analyze and publish statistical data and reports on California's labor force, industries, occupations, employment projections, wages and other important labor market and economic data.

Based on the OASYS Program and Skillstran Program using the resources and considering the synergistic effect of functional limitations resulting from Ms. Sarver's pre-existing non-industrial and industrial injuries, combined with her industrial, I believe that employment opportunities for persons similarly situated are unfavorable and unlikely.

Accommodations and Vocational Analysis

I have considered workplace accommodations. Employers are required to provide reasonable accommodations to allow an individual to complete the essential functions of their job.

As indicated above, employers must provide reasonable accommodations to Ms. Sarver because of her functional limitations so that she may perform essential functions of any job she could obtain in the open labor market. An employer however does not have to provide reasonable accommodations if those accommodations will result in undue hardship.

Ms. Sarver work limitations includes unable to lift or carry objects required, unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers, unable to sustain a continuous or prolonged standing or sitting position of the body, unable to sustain consistent physical work effort, significantly restricted in ability to tolerate typical psychological stresses in the work environment. Ms. Sarver work limitations prevents her from being able to tolerate the common environmental conditions found at work, unable to sustain a consistent mental work effort and unable to complete tasks at a pace comparable to that of the average person in the general population.

Ms. Sarver 's employer will not be able to provide reasonable accommodations. Ms. Sarver 's employer will need to provide reasonable accommodations such as job restructuring which alters the essential function of her job as a Janitor. Ms. Sarver 's employer cannot modify her work schedules due to her medical appointments and hospital visit, since she will be in and out of the hospital. Ms. Sarver has lists of medications to take into consideration. The medications side effects will affect her work performance that will prevent her from doing her job properly.

Ms. Sarver 's need for accommodations will cause undue hardship to the employer if it requires significant difficulty or expense when considered in light of factors such as an employer's size and financial resources. If Ms. Sarver will return to her job as a Janitor, it will not be cost effective to the employer because her employer will be required to hire another person to help Ms. Sarver with her job. Ms. Sarver will not be capable of doing her work absent the help of another person. Ms. Sarver will nevertheless still be expected to perform the essential functions of the job with or without reasonable accommodations. In the case of Ms. Sarver, it would be unreasonable and unrealistic for an employer to fully accommodate Ms. Sarver such that she would be capable of adequately performing in any capacity.

In reaching my vocational opinion regarding Ms. Sarver, I considered the synergistic effect of the functional limitations resulting from her pre-existing non-industrial and industrial injuries combined with her industrial injury during the interpretation of the vocational testing results and the transferable skills analysis. In this case, considering all her functional physical limitations resulting from her pre- and post-injuries, Ms. Sarver's disabilities have rendered her unable to perform the substantial and material acts necessary to perform any job in the usual or customary way in which the job is meant to be performed.

Conclusion

A person has a functional limitation when he or she, because of a disability, cannot meet the strength, stamina, endurance or psychological stresses of a job regardless of the work skills possessed by the person; or cannot tolerate the physical environment of the workplace. In this case, Ms. Sarver is significantly restricted in ability to meet typical physical employment requirements to perform previous job or usual line of work such unable to lift or carry objects required, unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers, unable to sustain a continuous or prolonged standing or sitting position of the body, unable to sustain consistent physical work effort, significantly restricted in ability to tolerate typical psychological stresses in the work environment, unable to tolerate the common environmental conditions found at work, unable to sustain a consistent mental work effort and unable to complete tasks at a pace comparable to that of the average person in the general population.

Ms. Sarver opportunities to return to work are slim because of all the accommodations the employer will need for the job. Ms. Sarver job as Janitor will require an adjustment to her job or work environment which makes it possible for an individual with a disability to perform the essential functions of her job. Ms. Sarver will need accommodations and modifications to the work environment and even adjustments to her work schedules or responsibilities due to her physical limitations. I have determined that Ms. Sarver is not amenable to any form of vocational rehabilitation. Her functional limitations combined with the intensity, duration, and nature of her chronic and disabling pain will preclude her pre-injury skills and academic accomplishments. I do not believe that Ms. Sarver is amenable to any form of rehabilitation and thus has sustained a total loss in her capacity to meet any occupational demands.

I reserve the right to augment or change my opinion based upon any additional medical, legal, or vocational documentation that becomes available for further review.

I am of the hope that the information noted above is of value to you. I would like to thank you for the opportunity to provide a Vocational Opinion regarding Ms. Sarver. If you should have any questions or require any further information, please contact me.

On January 25, 2021 at your request, I had the opportunity to examine Ms. Sarver, regarding our stated vocational opinion about Ms. Sarver current work preclusions/limitations, transferable skills, and labor disablement.

I have personally obtained the history from the client conducted the examination, reviewed the records and prepared this report. I have provided the vocational testing results, transferability of skills and conducted a final review and made any necessary changes. I certify my signature below that the opinions stated above are my own.

I declare under the penalty of perjury that the information contained in this report and its attachments if any, is true and correct to the best of my knowledge, except as to information that I have indicated I received from others. As to that information, I declare under penalty of perjury that the information accurately describes that information provided to me and, except as noted herein, that I believe it to be true. I further declare under penalty of perjury that there has not been a violation of Labor Code section 139.32.

This report may contain sensitive material which may be distressing to certain employees and may be misunderstood. Per ethical standards, this report should be provided to an employee only by a Vocational Expert who is qualified to carefully assess the employee, assume the professional responsibility for the disclosure of the information relative to the employee and explain the information in an accurate manner.

The information contained in this report, and all attachments, is confidential, privileged and may also be proprietary business information that is intended only for the personal and confidential use of the recipients(s) named above. If the reader of this report is not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this report in error and any review, dissemination, distribution or copying of this report is strictly prohibited. If you received this communication in error, please notify the sender immediately and delete the original report.

Signed in the County of Los Angeles, California on March 3, 2021

Respectfully submitted,

Madonna R. Garcia, MRC, VRTWC

Masters of Rehabilitation Counseling (MRC)
Vocational Return To Work Counselor (VRTWC)
Vocational Rehabilitation Counselor (VRC)
Clinical Rehabilitation Counselor (CRC)

APPENDIX A**ACTIVITIES OF DAILY LIVING**

| Activities of Daily Living | Without difficulty | With SOME difficulty | With MUCH difficulty | FOR HOW LONG A PERIOD OF TIME | UNABLE TO DO |
|--|--------------------|----------------------|----------------------|-------------------------------|--------------|
| Self-Care, Personal Hygiene | | | | | |
| <i>Comb your hair</i> | | | x | | |
| <i>Wash and dry yourself</i> | | | x | | |
| <i>Dress yourself including shoes</i> | | x | | | |
| <i>Light Housework (Cleaning, laundry, Etc.)</i> | | x | | | |
| <i>Heavy Housework (Vacuuming, sweeping, mopping,)</i> | | | | | x |
| <i>Cooking</i> | | x | | | |
| <i>Yard Work – Apartment-no yard</i> | | | | | |
| <i>Other Housework: Describe: Grocery shopping</i> | | | x | | |
| Travel | | | | | |
| <i>Driving a car (automatic transmission)</i> | | | x | | |
| <i>Get in and out of cars</i> | | x | | | |
| <i>Opening and Closing Car Door</i> | | | x | | |
| Vision – use magnifying glass | | | | | |
| <i>Watch Television (with glasses on)</i> | | x | | | |

| | | | | | |
|---|--|---|---|--|--|
| <i>Read a Book</i> | | x | | | |
| <i>Seeing up close</i> | | x | | | |
| <i>Seeing things far</i> | | x | | | |
| <i>Sleep</i> | | | x | | |
| <i>Sleep at Night</i> (insomnia) | | | x | | |
| <i>Nap During the Day – don't take naps</i> | | | | | |

Ms. Sarver stated that she goes to bed around 9:30 - 11:00 pm. It generally takes her all night and she usually wake up all night

Subjective Physical Tolerances

| Subjective Physical Tolerances | Without difficulty | With SOME difficulty | With MUCH difficulty | FOR HOW LONG A PERIOD OF TIME | UNABLE TO DO |
|--|--------------------|----------------------|----------------------|-------------------------------|--------------|
| <i>Sit</i> | | | x | | |
| <i>What, if anything makes sitting more comfortably?</i> | | | | | |
| <i>Stand</i> | | | x | | |
| <i>Walk on a Flat Surface</i> | | x | | | |
| <i>Walk on an Incline</i> | | | x | | |
| <i>Walk on a Decline</i> | | | x | | |
| <i>Is it easier to walk up or down an incline? Down</i> | | | | | |
| <i>Crouching</i> | | | | | x |
| <i>Bending</i> | | | | | x |
| <i>Stooping</i> | | | | | x |
| <i>Crawling</i> | | | | | x |
| <i>Kneeling</i> | | | | | x |

| | | | | | |
|---|--|---|---|---|---|
| <i>Maintaining Balance</i> | | | X | | |
| Do you require a device to maintain your balance? Describe: uses clutch and walker for uneven surfaces | | | | | |
| <i>Walking up 1 flight of 10 steps</i> | | | | X | |
| <i>Walking Down 1 flight of 10 steps</i> | | | | X | |
| <i>Is it easier to walk up or down a flight of 10 steps?</i> <i>Up</i> | | | | X | |
| <i>Forward flexion of neck</i> | | X | | | |
| <i>Twisting of neck left or right</i> <i>RIGHT</i> | | | | X | |
| <i>Is your Dominant Hand: RIGHT or LEFT</i> <i>RIGHT</i> | | | | X | |
| <i>Reach above shoulder level with RIGHT Arm</i> | | | | X | |
| <i>Reaching at shoulder level with RIGHT Arm</i> | | | | X | |
| <i>Reach below shoulder level with RIGHT Arm</i> | | | X | | |
| <i>Push/Pull light objects</i> | | | X | | |
| <i>Gripping a glass of water</i> | | | | | X |
| <i>Carrying a gallon of milk with one or both hands</i> | | | | | X |
| <i>Lift more than 5 lbs.</i> | | | X | | |
| <i>Lift more than 10 lbs.</i> | | | | | X |
| <i>Lift more than 20 lbs.</i> | | | | | X |
| <i>Lift more than 50 lbs.</i> | | | | | X |

| | | | | | |
|---|--|--|---|--|--|
| <i>Fine finger manipulation (turning screws/bolts, using a cell phone or texting)</i> | | | | | |
| <i>Simple grasping</i> | | | X | | |
| <i>Firm Grasping</i> | | | X | | |
| <i>Writing</i> | | | X | | |
| <i>Typing</i> | | | X | | |

| | | | | | |
|-------------------------------|---|--|---|--|--|
| <i>Feel what you touch</i> | | | X | | |
| <i>Smell the food you eat</i> | X | | | | |
| <i>Taste the food you eat</i> | X | | | | |
| <i>Talking/Speak clearly</i> | X | | | | |
| <i>Hearing from LEFT ear</i> | X | | | | |
| <i>Hearing from RIGHT ear</i> | X | | | | |

APPENDIX B

VOCATIONAL TESTING

Raven Standard Progressive Matrices (Raven)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. Problem solving The Raven very fundamental cognitive performance which is relatively uninfluenced by cultural influences The Raven is a pattern recognition test

For practical purposes, it is convenient to consider certain percentages of the population and to group people's scores accordingly in the way, it is possible to classify a person according to the score they obtained as:

GRADE I "Intellectually superior", if a score lies at or about the 95th percentile for people of the same group.

GRADE II "Definitely above the average in intellectual capacity", if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.

GRADE IV "Definitely below average in intellectual capacity", if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V "Intellectually impaired", if a score lies at or below the 5th percentile for that group.

I used the table as found in Henry R. Burke's article, *Raven Progressive Matrices* (1938) to interpret Ms. Sarver assessment score. Burke addresses norms, reliability, and validity with the comparison of veterans in vocational counseling from 1964 through 1972. There included a group of five hundred and fifty (550) veterans in psychiatric screening. Burke also studied veterans receiving screenings from 1973 through 1978, the number of participants was two thousand four hundred and sixteen (2416).

Burke (1972) published a set of American norms on the untimed routine administration of the Raven Progressive Matrices (1938) to five hundred and sixty-seven (567) male black and white East Orange Veteran's administration hospital patients who had been referred (1964-1972) for vocational counseling. These norms might be considered to have general applicability because veterans roughly represent a cross-section of the general male population, and true sex differences of the Raven have not been demonstrated reliably (Court & Kennedy, 1976). According to Burke, "From 1973 to 1978 the untimed use of the Raven matrices was continued routinely in the counseling Center, and it also was used in the routine post-admission test screening of black and white veteran patients from the Psychiatric Service."

CAPS

Career Ability Placement Survey (CAPS)

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity. The test is described as follows:

Mechanical Reasoning:

Measures how well you understand mechanical principles and the laws of physics. Their ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Spatial Relations:

Measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. Their ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Verbal Reasoning:

Measures how well you can reason with words and your facility for understanding and using concepts expressed in words. Their ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Numerical Ability:

Measures how well you can reason with and use numbers and work with quantitative materials and ideas. Their ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields

Language Usage:

Measures how well you can recognize and use standard grammar, punctuation and capitalization. Their ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Word Knowledge:

Measures how well you can understand the meaning and precise use of words. There is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Perceptual Speed and Accuracy:

Measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers, and symbols. Their ability is important in office work and other jobs requiring fine visual discrimination.

Manual Speed and Dexterity:

Measures how well you can make rapid and accurate movements with your dominant hand. Their ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Data was collected for the 2007 norms between January 2004 through May 2007 from samples of eighth (8th) through twelfth (12th) grade students totaling twenty-two thousand eight hundred and four (22,804) participants. The participants were taken from various regions of the United States: Midwest, Northeast, South and West. I used the norms of the tenth (10th), eleventh (11th), and twelfth (12th) graders:

A College sample of one thousand eight hundred and ninety-eight (1,898) students was gathered from data obtained from 1998 through 2002. Their data showed differences from normative samples in the past and are reflected on the current CAPS Summary Score Sheet.

When scoring the CAPS vocational test, the 1222 considered either the Summary Score Sheet for the tenth (10th), eleventh (11th), and twelfth (12th) grades College Norms, or Preliminary Norms for Spanish-speaking high school students and adults.

The CAPS is scored on a stanine basis. A stanine is a nine (9) point scale used for normalized test scores. These nine (9) stanines are described as follows:

An Individual's Career Profile compares their present abilities to abilities required on jobs in fourteen (14) major occupational areas described as follows:

Science, Professional occupations involve responsibility for the planning and conducting of research and the accumulation and application of systematized knowledge in related branches of mathematical, medical life and physical sciences.

Science, Skilled occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences.

Technology, Professional occupations involve responsibility for engineering and structural design in the manufacture, construction or transportation of products or utilities.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture installation or repair of products in related fields of construction.

Consumer Economics occupations are concerned with the preparation and packaging of foods and the production, care and repair of clothing and textile products.

Outdoor occupations are concerned with activities performed primarily out-of-doors involving the growing and tending of plants and animals and the cultivation and accumulation of crops and natural resources in the areas of agriculture and nature as in forestry park services, fishing, and mining.

Business, Professional occupations involve positions of high responsibility in the organization, administration and efficient functioning of businesses and governmental bureaus about finance and accounting, management, and business promotion.

Business, Skilled occupations are concerned with sales and production and the correlated financial and organizational activities of businesses.

Clerical occupations involve recording, posting and filing of business records requiring great attention to detail, accuracy, neatness, orderliness and speed in office work and in resultant contact with customers about compilation of records.

Communication occupations involve skill in the use of language in the creation or interpretation of literature or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent and ability in fields of design, fine arts and performing arts

Arts, Skilled occupations involve application of artistic skill in fields of graphic arts and design.

Service, Professional occupations include positions of high responsibility involving interpersonal relations in caring for the personal needs and welfare of others in fields of social service, health, and education.

Service, Skilled occupations involve providing services to persons and catering to the tastes, desires and welfare of others in fields of personal service, social and health related service, and protection and transportation.

COPS

COPSystem

Name: **Victoria Sarver**

Interests (COPS)

Accessible COPS Interest Inventory Information

Your interest scores on the COPS are reported in terms of 14 copsystem career clusters. A raw score is listed with a percentile score for each career cluster. The percentile score is your approximate position on each scale as compared to other people at your education level that have taken the COPS. If your percentile score is near 50, about half (50%) of others fall below you. The higher your score the greater your interest is compared to others

Accessible COPS Interest Inventory Results

| Career Cluster | Raw Score | Percentile Score |
|-------------------------|------------------|-------------------------|
| Science Professional | 18 | 91 |
| Science Skilled | 5 | 24 |
| Technology Professional | 19 | 94 |
| Technology Skilled | 2 | 32 |
| Consumer Economics | 11 | 43 |
| Outdoor | 24 | 96 |
| Business Professional | 11 | 57 |
| Business Skilled | 7 | 36 |
| Clerical | 7 | 38 |
| Communication | 23 | 96 |
| Arts Professional | 17 | 73 |
| Arts Skilled | 22 | 88 |
| Service Professional | 23 | 88 |
| Service Skilled | 17 | 89 |

Your Highest Career Groups on the COPS are:

Technology Professional; Outdoor; Communication;

COPS Interest Inventory Information

The following results are for sighted individuals.

Your interest profile is plotted below. A percentile number is printed inside the bars. Each number shows your approximate position on each scale as compared to other people at your educational level who have taken the COPS. If your score is near 50, about half (50%) of others fall below you. The higher your score the greater your interest is compared to others

Your Highest Career Groups on the COPS are:

Technology Professional; Outdoor; Communication;

Abilities (CAPS)

Accessible CAPS Career Profile Information

The CAPS Career Profile compares your ability scores to the 14 copsystem career clusters. You will hear the name of each career cluster followed by a cutoff score and your score. You receive a plus if your score is above the cutoff score. The plus indicates that your measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success it is necessary that you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the scores with pluses that are the farthest above the cutoff score. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may not have pluses. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills

Accessible CAPS Career Profile Results

| Career Cluster | Cutoff Score | Your Score | Plus |
|-------------------------|--------------|------------|-------|
| Science Professional | 52 | 2 | false |
| Science Skilled | 30 | 13 | false |
| Technology Professional | 40 | 3 | false |
| Technology Skilled | 8 | 28 | true |
| Consumer Economics | 8 | 26 | true |
| Outdoor | 4 | 57 | true |
| Business Professional | 40 | 2 | false |
| Business Skilled | 20 | 3 | false |
| Clerical | 30 | 10 | false |
| Communication | 40 | 3 | false |
| Arts Professional | 40 | 18 | false |
| Arts Skilled | 30 | 38 | true |
| Service Professional | 40 | 2 | false |
| Service Skilled | 4 | 26 | true |

CAPS Career Profile Information

The following is for sighted individuals.

Your score is marked with a plus if it is in the solid green portion or at the upper edge of the lightest shaded portion of each career cluster. The plus indicates that your measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success it is necessary that you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the distance of your scores from the dark shaded area. Peaks in the profile may not be significant because the shaded areas are different heights. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may appear in the darker green portion of the Career Profile. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills. Your COPSsystem Comprehensive Career Guide will help you in these choices.

Accessible CAPS Ability Profile Information

The CAPS Ability Profile lists your scores in each individual CAPS tests. You will hear a list of each test followed by your score. Values range from one to nine. This score relates your abilities as compared to others at your educational level. If your score is 5 or near the 50th percentile, about half of others fall below you. The higher your score, the greater your ability.

Accessible CAPS Ability Profile Results

| Ability | Your Score |
|-------------------------------|-------------------|
| Mechanical Reasoning | 4 |
| Spatial Relations | 4 |
| Verbal Reasoning | 2 |
| Numerical Ability | 2 |
| Language Usage | 2 |
| Word Knowledge | 1 |
| Perceptual Speed and Accuracy | 3 |
| Manual Speed and Dexterity | 7 |

CAPS Ability Profile Information

Your scores are represented by a bar that shows your abilities compared to others at your educational level. If your score is near 50, about half (50%) of others fall below you. The higher your score, the greater your ability. See your COPSsystem Comprehensive Career Guide for a further description of your results.

Work Values (COPES)

Accessible COPES Work Values Information

The COPES results compare your work values scores to others who have taken the COPES. Each work value scale consists of two pairs, one of which is more important to you. Your scores are listed according to the value that is more important to you. Your three most extreme scores are listed at the end of the COPES results. These three highest values areas are related to the 14 copsystem career clusters in the summary section.

Accessible COPES Work Values Results

- You are more toward Accepting than Investigative.
- You are more toward Carefree than Practical.
- You are more toward Conformity than Independence.
- You are more toward Supportive than Leadership.
- You are more toward Orderliness than Flexibility.
- You are more toward Privacy than Recognition.
- You are more toward Aesthetic than Realistic.
- You are more toward Reserved than Social.

COPES Work Values Information

Your scores are represented by a bar that shows your work values as compared to others who have taken the COPES. Scores to the left of the center show a preference for values listed on the left of your profile. Scores to the right of the center show a preference for values listed on the right of your profile. The closer a score is to either end of the profile, the more important that work value probably is to you. Your three most important scores are marked with a darker bar. If your score on one of the scales falls at or close to the center, you are moderately concerned with that work value. Select the 'Read More' button for a description of these values.

Needs Assessment Summary

You indicated that you are enrolled in an occupational training course.

You have indicated that you need additional help in the following areas:

Academics

- reading skills
- language skills
- math skills
- study skills
- decision-making skills
- interpersonal skills

Job Skills

- how to interview for a job
- obtaining entry level job skills
- upgrading of existing job skills

Planning Skills

- career planning skills
- educational planning skills
- how to find college information
- applying to a college or university
- applying for financial assistance

Summary

Those career groups below where your interests, abilities, and values match are marked in gold and show you the clusters you may wish to explore. First consider those clusters where your interests, abilities, and values are high and all three are gold. Next, consider those groups where you have silver icons where interests and values or where interests and abilities match. The bronze icons indicate one match either for interest, abilities, or values in a particular cluster. Your COPSsystem Comprehensive Career Guide will help you in your career exploration.

APPENDIX C

OASYS



Report produced from SkillTRAN Online Services - by SkillTRAN LLC - www.skilltran.com

SELECTED OCCUPATION

Occupation selected for the search of: Janitor

| DOT | Title | Industry | SVP | Strength | O*NET |
|-------------|---------|--------------|-----|----------|------------|
| 382.664-010 | Janitor | Any Industry | 3 | M | 37-2011.00 |

**382.664-
010**

Janitor

Details for selected title: Janitor

DESCRIPTION

DOT Code: 382.664-010 Janitor

Alternate Titles: Maintenance Engineer, Superintendent, Building

May reside on property and be designated Manager, Resident (any industry).

Keeps hotel, office building, apartment house, or similar building in clean and orderly condition and tends furnace, air-conditioner, and boiler to provide heat, cool air, and hot water for tenants, performing any combination of following duties: Sweeps, mops, scrubs, and vacuums hallways, stairs and office space. Regulates flow of fuel into automatic furnace or shovels coal into hand-fired furnace. Empties tenants' trash and garbage containers. Maintains building, performing minor and routine painting, plumbing, electrical wiring, and other related maintenance activities, using hand tools. Replaces air-conditioner filters. Cautions tenants regarding complaints about excessive noise, disorderly conduct, or misuse of property. Notifies management concerning need for major repairs or additions to lighting, heating, and ventilating equipment.

OCCUPATIONAL REQUIREMENTS

Specific Vocational Preparation (SVP)

Level 3 (30-90 days)

| GED | Level |
|-------------|--------------|
| Reasoning | Level 3 |
| Mathematics | Level 2 |
| Language | Level 3 |

| Aptitudes | Level |
|----------------------------|--------------|
| General Learning Ability | Level 3 |
| Verbal Aptitude | Level 4 |
| Numerical Aptitude | Level 3 |
| Spatial Aptitude | Level 3 |
| Form Perception | Level 4 |
| Clerical Perception | Level 4 |
| Motor Coordination | Level 3 |
| Finger Dexterity | Level 4 |
| Manual Dexterity | Level 3 |
| Eye-Hand-Foot Coordination | Level 4 |
| Color Discrimination | Level 4 |

| Physical Demands | Level * |
|-------------------------|----------------|
| Strength | Medium |
| Climbing | Occasionally |
| Balancing | Occasionally |
| Stooping | Occasionally |
| Kneeling | Occasionally |
| Crouching | Occasionally |
| Reaching | Frequently |
| Handling | Frequently |
| Fingering | Frequently |

| | |
|------------------|--------------|
| Talking | Occasionally |
| Hearing | Occasionally |
| Near Acuity | Occasionally |
| Depth Perception | Occasionally |
| Color Vision | Occasionally |

Environmental Conditions Level *

| | |
|-----------------------|--------------|
| Noise Intensity Level | Moderate |
| Exposure to Weather | Occasionally |
| Extreme Heat | Occasionally |

Work Situations

V Performing a Variety of duties

T Attaining precise set limits, Tolerances, and standards

Data-People-Things

| | |
|--------|------------------------|
| Data | 6 - Comparing |
| People | 6 - Speaking-Signaling |
| Things | 4 - Manipulating |

SKILLS/COMPETENCIES

WORK Field - 021 - STATIONARY ENGINEERING

Producing and distributing heat, power, and conditioned air.

Compressing (air), Cooling, Firing, Generating, Humidifying, Purifying, Refrigerating, Ventilating

WORK Field - 031 - CLEANING

Cleaning objects and premises by methods such as washing with water, steam, and cleaning agents; brushing, wiping, sweeping, raking, and scraping; using suction, compressed air, and ultrasonic equipment.

Agitating, Beating, Blowing, Chipping, Dusting, Filtering, Fluffing, Flushing, Hosing, Immersing, Mopping, Scalding, Scrubbing, Shaking, Shoveling, Sopping, Sponging, Spotting, Steaming, Staining, Tumbling

GOE Work Group - 05.12 - Elemental Work: Mechanical

Occupations contained in this four-digit Work Group are concerned with performing a wide variety of unskilled tasks to move materials, clean work areas, run simple machines, or to assist skilled workers. Settings are generally non-factory, occurring in construction, mines, logging camps, hotels, and small shops.

Skills and abilities required include: Using hands to carry and pull objects of varying weights; performing routine work repeatedly; following simple instructions; working outside; using an assortment of tools and equipment to shovel materials, clean work areas, and oil machinery; working under hazardous conditions; and being in good physical condition.

OCCUPATIONAL REQUIREMENTS FOR JANITORS

DOT Code: 382.664-010 - Janitor

Specific Vocational Preparation (SVP)

Level 3:(Between 1 month and 3 months)

Semi-Skilled Work. The usual amount of time spent by the typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job. Includes vocational education, apprenticeship, in-plant training, on-the-job training, and essential experience gained on other jobs.

General Education Development (GED)

Reasoning Development - level 3:

Apply commonsense understanding to carry out instructions furnished in written, oral or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development - level 2:

Add, subtract, multiply and divide all units of measure. Perform the four operations with like or common decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language Development - level 3:

Reading: Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work.

Writing: Write reports and essays with proper format, punctuation, spelling and grammar, using all parts of speech.

Speaking: Speak before audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Physical Requirements

Strength: Medium Work

Lifting, Carrying, Pushing, Pulling 20 - 50 Lbs. occasionally, 10 - 25 Lbs. frequently or up to 10 Lbs. constantly.

Climbing: Occasionally

Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like, using feet, and legs or hands and arms. Body agility is important.

Balancing: Occasionally

Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery, or erratically moving surfaces. Maintaining body equilibrium when performing gymnastic feats.

Stooping: Occasionally

Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.

Kneeling: Occasionally

Bending legs at knees to come to rest on knee or knees.

Crouching: Occasionally

Bending body downward and forward by bending legs and spine.

Reaching: Frequently

Extending hand(s) or arm(s) in any direction.

Handling: Frequently

Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch or shift automobile gears.

Fingering: Frequently

Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Occasionally

Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or to the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.

Hearing: Occasionally

Perceiving the nature of sounds by ear.

Near Acuity: Occasionally

Clarity of vision at 20 inches or less.

Depth Perception: Occasionally

Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are.

Color Vision: Occasionally

Ability to identify and distinguish colors.

Environmental Conditions

Noise Intensity Level: Moderate

Such as a business office; department store; grocery store; light traffic.

Exposure to Weather: Occasionally

Exposure to outside atmospheric conditions.

Extreme Warm: Occasionally
Exposure to nonweather-related hot temperatures.

Work Situations (Temperaments)

V Performing a variety of duties.

Work situations that involve frequent changes of tasks using different techniques, procedures, or degrees of attentiveness without loss of efficiency or composure.

T Attaining precise set limits, tolerances, and standards.

Work situations that involve adhering to and achieving exact levels of performance, using precision measuring instruments, tools, and machines to attain precise dimensions. Preparing exact verbal and numerical records. Complying with precise instruments and specifications for materials, methods, procedures, and techniques to attain specified standards.

DOT Aptitudes

General Learning Ability Level 3 (Average, Middle Third)

The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

Verbal Aptitude Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to understand meanings of words and to use them effectively; to comprehend language, understand relationships between words and to understand meanings of whole sentences and paragraphs.

Numerical Aptitude Level 3 (Average, Middle Third)

The ability to perform arithmetic operations quickly and accurately.

Spatial Aptitude Level 3 (Average, Middle Third)

The ability to think visually of geometric forms & to comprehend two dimensional representations of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

Form Perception Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination Level 3 (Average, Middle Third)

The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly.

Finger Dexterity Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to move fingers, and manipulate small objects with fingers, rapidly or accurately.

Manual Dexterity Level 3 (Average, Middle Third)

The ability to move hands easily and skillfully. The ability to work with hands in placing and turning motions.

Eye-Hand-Foot Coordination Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Color Discrimination Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to match or discriminate between colors in terms of hue, saturation, and brilliance, identify a particular color or color combination from memory and be able to perceive harmonious or contrasting color combinations.

Work Functions (Data People Things)

Data: 6 - Comparing

Judging the readily observable functional, structural, or compositional characteristics (whether similar to, or divergent from obvious standards) of data, people, or things.

People: 6 - Speaking-Signaling

Talking with or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

Things: 4 - Manipulating

Using body members, tools or special devices to work, move, guide, or place objects or materials. Some latitude for judgment with regard to precision attained and selecting appropriate tool, object or material, although this is readily apparent.

Work Fields

Stationary Engineering 021

Producing and distributing heat, power, and conditioned air.

Cleaning 031

Cleaning objects and premises by methods such as washing with water, steam, and cleaning agents; brushing, wiping, sweeping, raking, and scraping; using suction, compressed air, and ultrasonic equipment.

Materials, Products, Subjects Matter, and Services

Janitorial and Portering Services 905

Building cleaning, baggage handling, window cleaning, chimney cleaning, floor waxing, e

RELATED CODES

Work Fields (Skills)

- **Work Field:**
 - 021 Stationary Engineering
 - 031 Cleaning

Materials, Products, Subject Matter & Services (Job Knowledge)

- **MPSMS:**
 - 905 Janitorial and Portering Services

DOT Codes for the SOC: 37-2011 Janitors and Cleaners, Except Maids, Housekeeping Cleaners

| DOT Code | Title | Industry | SVP | Str | O*NET |
|-------------|--------------------------------------|-------------------------|-----|-----|------------|
| 358.687-010 | Change-House Attendant | Any Industry | 2 | M | 37-2011.00 |
| 381.687-014 | Cleaner, Commercial or Institutional | Any Industry | 2 | H | 37-2011.00 |
| 381.687-018 | Cleaner, Industrial | Any Industry | 2 | M | 37-2011.00 |
| 381.687-022 | Cleaner, Laboratory Equipment | Any Industry | 2 | M | 37-2011.00 |
| 381.687-026 | Cleaner, Wall | Any Industry | 2 | M | 37-2011.00 |
| 381.687-030 | Patch Worker | Agriculture | 2 | L | 37-2011.00 |
| 381.687-034 | Waxer, Floor | Any Industry | 2 | M | 37-2011.00 |
| 382.664-010 | Janitor | Any Industry | 3 | M | 37-2011.00 |
| 389.664-010 | Cleaner, Home Restoration Service | Any Industry | 3 | H | 37-2011.00 |
| 389.667-010 | Sexton | Nonprofit Organizations | 2 | M | 37-2011.00 |
| 389.683-010 | Sweeper-Cleaner, Industrial | Any Industry | 2 | M | 37-2011.00 |
| 389.687-014 | Cleaner, Window | Any Industry | 2 | M | 37-2011.00 |
| 891.684-018 | Swimming-Pool Servicer | Any Industry | 4 | M | 37-2011.00 |
| 891.687-010 | Chimney Sweep | Any Industry | 3 | M | 37-2011.00 |
| 891.687-018 | Project-Crew Worker | Any Industry | 3 | M | 37-2011.00 |

Estimated May 2019 Employment for:

OES-SOC Group 37-2011 Janitors and Cleaners, Except Maids, Housekeeping Cleaners

This OES-SOC Group includes 15 DOT occupation(s)

| | Occupational Employment Survey (OES) | National | California | MSA 31080 Los Angeles-Long Beach-Anaheim, CA |
|-------------|--------------------------------------|-----------|------------|--|
| Employed | Estimated OES Group Employment | 2,145,450 | 232,970 | 85,160 |
| Mean Wage | Mean Annual Wage | \$30,010 | \$34,870 | \$34,090 |
| Annual Wage | Annual Wage - 10th percentile | \$19,620 | \$24,230 | \$24,030 |
| | Annual Wage - 25th percentile | \$23,050 | \$26,580 | \$25,980 |
| | Annual Wage - 50th percentile | \$27,430 | \$31,700 | \$30,600 |
| | Annual Wage - 75th percentile | \$34,950 | \$40,200 | \$38,720 |
| | Annual Wage - 90th percentile | \$44,880 | \$51,240 | \$51,300 |

**Current Population Survey (CPS) for:
 Census Group 4220 - Janitors and building cleaners
 This Census Group includes 18 DOT occupations**

| | All | Female | Male |
|----------------------------|------------------|-------------------|-------------------|
| Estimated Group Employment | 1,000 | 494,000 | 1,000 |
| Hourly | \$14.55 | \$12.75 | \$15.25 |
| Weekly | \$582 | \$510 | \$610 |
| Monthly | \$2,522 | \$2,210 | \$2,643 |
| Annual | \$30,264 | \$26,520 | \$31,720 |
| Mean | \$658 +/- \$9.48 | \$550 +/- \$13.18 | \$708 +/- \$11.98 |
| Median | \$582 +/- \$5.63 | \$510 +/- \$8.22 | \$610 +/- \$6.59 |

**2021 DOT EMPLOYMENT ESTIMATE: MSA 31080 Los Angeles-Long Beach-Anaheim, CA
 FOR: 382.664-010 Janitor
 SOC/OES: 37-2011 Janitors and Cleaners, Except Maids, Housekeeping Cleaners**

NAICS Industries likely for this DOT Occupation

| NAICS | Level | NAICS Title | OES Group Estimate | | DOT Estimate within this OES Group | | | |
|--------|-------|---|---------------------|----|------------------------------------|------|----------------|----|
| | | | % of this OES Group | N | N | DOTs | % for this DOT | N |
| 113000 | L | Forestry and logging | 0.004% | 3 | 2 | WT | 0.002% | 2 |
| 115000 | L | Support activities for agriculture and forestry | 0.046% | 39 | 3 | WT | 0.015% | 13 |
| 237000 | L | Heavy and civil engineering construction | 0.038% | 32 | 2 | WT | 0.019% | 16 |
| 237100 | L | Utility system construction | 0.013% | 11 | 4 | WT | 0.003% | 3 |
| 237200 | L | Land subdivision | 0.016% | 14 | 4 | WT | 0.004% | 3 |
| 237300 | L | Highway, street, and bridge construction | 0.004% | 3 | 4 | WT | 0.001% | 1 |
| 237900 | L | Other heavy and civil engineering construction | 0.004% | 3 | 4 | WT | 0.001% | 1 |
| 238200 | L | Building equipment contractors | 0.085% | 73 | 2 | WT | 0.043% | 36 |
| 238300 | L | Building finishing contractors | 0.046% | 39 | 2 | WT | 0.023% | 20 |
| 238900 | L | Other specialty trade contractors | 0.08% | 68 | 3 | WT | 0.027% | 23 |

**Total Industry Employment Estimate for: 382.664-010 Janitor
Full-Time (62%) and Part-Time (38%)**

| Selected Geographic Area | All Employment in this OES Group | Industry Employment in this OES Group | Employment Estimated for this DOT Occupation |
|---|----------------------------------|---------------------------------------|--|
| US National 2019 | 2,145,450 | 1,700,375 | 339,591 |
| Employment RSE * | 0.5% | 0.5% | 0.5% |
| 90% Confidence Interval * | 2,127,857 - 2,163,043 | 1,686,432 - 1,714,318 | 336,806 - 342,375 |
| State: California | 232,970 | 184,640 | 36,875 |
| Employment RSE * | 1.6% | 1.6% | 1.6% |
| 90% Confidence Interval * | 226,857 - 239,083 | 179,795 - 189,485 | 35,908 - 37,843 |
| Regional: MSA 31080 Los Angeles-Long Beach-Anaheim, CA | 85,160 | 67,493 | 13,479 |
| Employment RSE * | 2.6% | 2.6% | 2.6% |
| 90% Confidence Interval * | 81,529 - 88,791 | 64,616 - 70,371 | 12,905 - 14,054 |

Outlook - Long Term Employment Projections for:

SOC 37-2011 Janitors and Cleaners, Except Maids, Housekeeping Cleaners

Data for: California, Anaheim-Santa Ana-Irvine Metropolitan Division (2012 - 2022)

This SOC/OES Group includes 15 DOT occupation(s)

| Long Term Employment Projections | Number | Percent Change |
|--|----------------|----------------|
| 2018 Base National Employment | 2,404,400 | |
| 2018 Self Employment | 103,389 (4.3%) | |
| 2028 Projected National Employment | 2,564,200 | 6.6% |
| Annual Average Job Openings - National Total | 343,100 | |
| 2012 Base Area Employment | 25,260 | |
| 2022 Projected Area Employment | 30,920 | 22.4% |

DATA SOURCES

| Source | Publication | Year | Web Link |
|--|--|------------------------------|--|
| U.S. Dept. of Labor | Revised 4th Edition of the Dictionary of Occupational Titles | 1991 | |
| U.S. Dept. of Labor | Errata corrections and subsequent revisions to the DOT | 1992-1998 | www.skilltran.com/index.php/support-area/documentation/161-dot-changes |
| U.S. Dept. of Labor | Revised Handbook for Analyzing Jobs | 1991 | www.skilltran.com/index.php/support-area/documentation/1991rhaj |
| U.S. Dept. of Labor | Selected Characteristics of Occupations (SCO) | 1993 | |
| U.S. Dept. of Labor | Guide for Occupational Exploration (GOE) | 1979 | Guide for Occupational Exploration |
| U.S. Dept. of Labor - Bureau of Labor Statistics | Standard Occupational Classification (SOC) | 2010/2018 | Standard Occupational Classification |
| U.S. Dept. of Labor - Bureau of Labor Statistics | Occupational Employment Survey (OES) | May 2019 | Occupational Employment Survey |
| U.S. Dept. of Labor - Employment and Training Administration | O*NET Online (O*NET) | Current | O*NET Online |
| U.S. Dept. of Labor - Bureau of Labor Statistics | Employment Projections - National | Sept 2019 for 2018 -- > 2028 | Employment Projections |
| U.S. Dept. of Labor - Bureau of Labor Statistics | Employment Projections - State/SubState | Various | Employment Projections - State/SubState and various state-specific projections sites |

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| U.S. Dept. of Labor | Labor Force Statistics from the Current Population Survey (CPS) | Current | Current Population Survey |
| U.S. Dept. of Education - Institute of Education Sciences - National Center for Education Statistics | College Navigator | Current | College Navigator |
| U.S. Dept. of Labor | Occupational Outlook Handbook (OOH) | Current | Occupational Outlook Handbook |
| U.S. Dept. of Labor | Current Employment Statistics (CES) | Current | Current Employment Statistics |
| U.S. Dept. of Labor | Occupational Requirements Survey (ORS) | 2018 | ORS Survey |
| U.S. Dept. of Census | County Business Patterns (CBP) | 2018 | County Business Patterns - Documentation |
| U.S. Dept. of Census | North American Industry Classification System (NAICS) | 2017 | North American Industry Classification System |
| U.S. Dept. of Census | Public Use Microdata sample (PUMS) | 2014-2018 | American Community Survey (ACS) |
| SkillTRAN LLC | Various Alternate Titles Contributed by SkillTRAN Staff and Customers | 1982-present | SkillTRAN Data Resources |
| SkillTRAN LLC | Proprietary Crosswalk between NAICS and DOT | 1985-present | SkillTRAN Data Resources |