Appendix D: Language Assistance Plan

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Language Assistance Plan

Updated February 2026

Pursuant to Title VI of the Civil Rights Act of 1964, Department of Transportation's implementing regulations, and Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency" (65 FR 50121, Aug. 11, 2000), Federal Transit Administration (FTA) funding recipients shall take reasonable steps to ensure meaningful access to benefits, services, information, and other important portions of their programs and activities for individuals who have Limited-English Proficiency (LEP).

SacRT provides essential mobility for LEP populations. SacRT takes steps to ensure access to the benefits, services, information, and other important portions of SacRT programs and activities for LEP populations. This Language Assistance Plan (LAP) includes a Four Factor analysis, which is used to determine the language assistance needs of the public and to ensure access for LEP populations to SacRT's programs, activities, and services. This plan works in concert with the SacRT Public Participation Plan (PPP), which allows all people to effectively participate in SacRT's decision-making process. Combined with this LAP, these plans constitute SacRT's policy and evidence of compliance with FTA directives on language assistance and public participation.

Four Factor Analysis

To ensure meaningful access to SacRT programs, services, and activities for LEP populations, SacRT conducted a Four Factor Analysis as suggested in federal guidance to assist with LAP program development. This report updates the May 2023 report. The updated analysis includes research and data collection from multiple sources, telephone, and staff interviews, as well as passenger surveys conducted on bus and light rail service between March and May 2025. The following four factors were used in developing the Language Assistance Plan:

- **Factor 1 -** Estimate the number or proportion of LEP individuals served or encountered in the eligible service population.
- **Factor 2 -** Assess the frequency with which LEP individuals encounter SacRT programs, activities, or services.
- **Factor 3 -** Assess the importance of SacRT's programs, activities and services to LEP individuals.
- **Factor 4 -** Evaluate the resources available to SacRT and overall cost to provide LEP assistance.

FACTOR 1:

Estimate the number or proportion of LEP individuals served or encountered in the eligible service population.

The guidance states: "the greater the number or proportion of LEP individuals from a particular language group served or encountered in the eligible service population, the more likely language services are needed." SacRT utilized the following data sources to obtain information in determining the most common languages spoken in the SacRT service area by LEP individuals:

- US Census Bureau's 2024 American Community Survey (ACS) One-Year Estimate Table B16001[1]; and
- California Department of Education English Learner Data 2024-2025.

FTA describes limited English proficiency as having a limited ability to read, write, speak, or understand English. Data from the 2024 ACS one -year estimate were used to analyze the number of LEP persons living in Sacramento County. The US Census Table B16001, "Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over" was used to estimate the number of LEP people for all census tracts within the county. To calculate the number of people with limited English proficiency, the counts of people who self-reported to speak English less than "very well" were summed.

The total LEP population in Sacramento County is 231,298 people, or approximately 15.2% percent of the total population above the age of five. The largest single group of LEP persons is comprised of Spanish speakers, which represent 33.5% of the LEP population of Sacramento County; approximately 77,623 people in Sacramento County area are limited-English Spanish speakers. The top five language groups shown in Table 1 are the LEP persons within Sacramento County, making up 64.8% percent of the total LEP population.

Table 1: Top Five Language Groups in Sacramento County Who Speak English Less than "Very Well" at Home

Language Spoken at Home	#Persons	Percent of Total Population	Percent of LEP Population
Spanish	77,623	5.1%	33.5%
Chinese (incl. Mandarin, Cantonese)	25,736	1.7%	11.1%
Russian	20,477	1.3%	8.8%
Vietnamese	13,204	0.9%	5.7%
Ukrainian or other Slavic languages:	12,802	0.8%	5.5%
Total	149,842	9.9%	64.8%

[1] One-year ACS data was used instead of five-year ACS data because the 2022 five-year data did not provide a comprehensive list of languages and language groups

USDOT "safe harbor" guidance from FTA C 4702.1B states that a recipient of FTA funds should provide "written translation of vital documents for each eligible LEP language group that constitutes five percent (5%) or 1,000, whichever is less, of the population of persons eligible to be served or likely to be affected or encountered." The total population age 5 years and older estimated by the 2024 ACS for Sacramento County area is 1,518,947. Table 2 shows 20 languages or language groups with more than 1,000 estimated LEP persons.

Table 2: Safe Harbor Languages

	Language	LEP Population Estimate	Percent of Sacramento County Population
1	Spanish	77,623	5.1%
2	Chinese (incl. Mandarin, Cantonese)	25,736	1.7%
3	Russian	20,477	1.3%
4	Vietnamese	13,204	0.9%
5	Ukrainian or other Slavic languages	12,802	0.8%
6	Punjabi	12,472	0.8%
7	Tagalog (incl. Filipino)	11,116	0.7%
8	Persian (incl. Farsi, Dari)	9,709	0.6%
9	Hmong	9,471	0.6%
10	Hindi	6,794	0.4%
11	Other Indo-European languages	5,338	0.4%
12	Other languages of Asia	2,931	0.2%
13	Arabic	2,249	0.1%
14	Amharic, Somali, Afro-Asiatic languages	2,202	0.1%
15	Korean	2,196	0.1%
16	Ilocano, Samoan, Hawaiian, or other Austronesian languages	2,099	0.1%
17	Thai, Lao, or other Tai-Kadai languages	2,003	0.1%
18	Urdu	1,697	0.1%
19	Gujarati	1,417	0.1%
20	Japanese	1,212	0.1%
Total		222,748	15.2%

Overall, the ACS one-year data reported 42 different languages or language groups spoken in the service area. Figure 1 shows the percentage of LEP persons based on the ACS data.

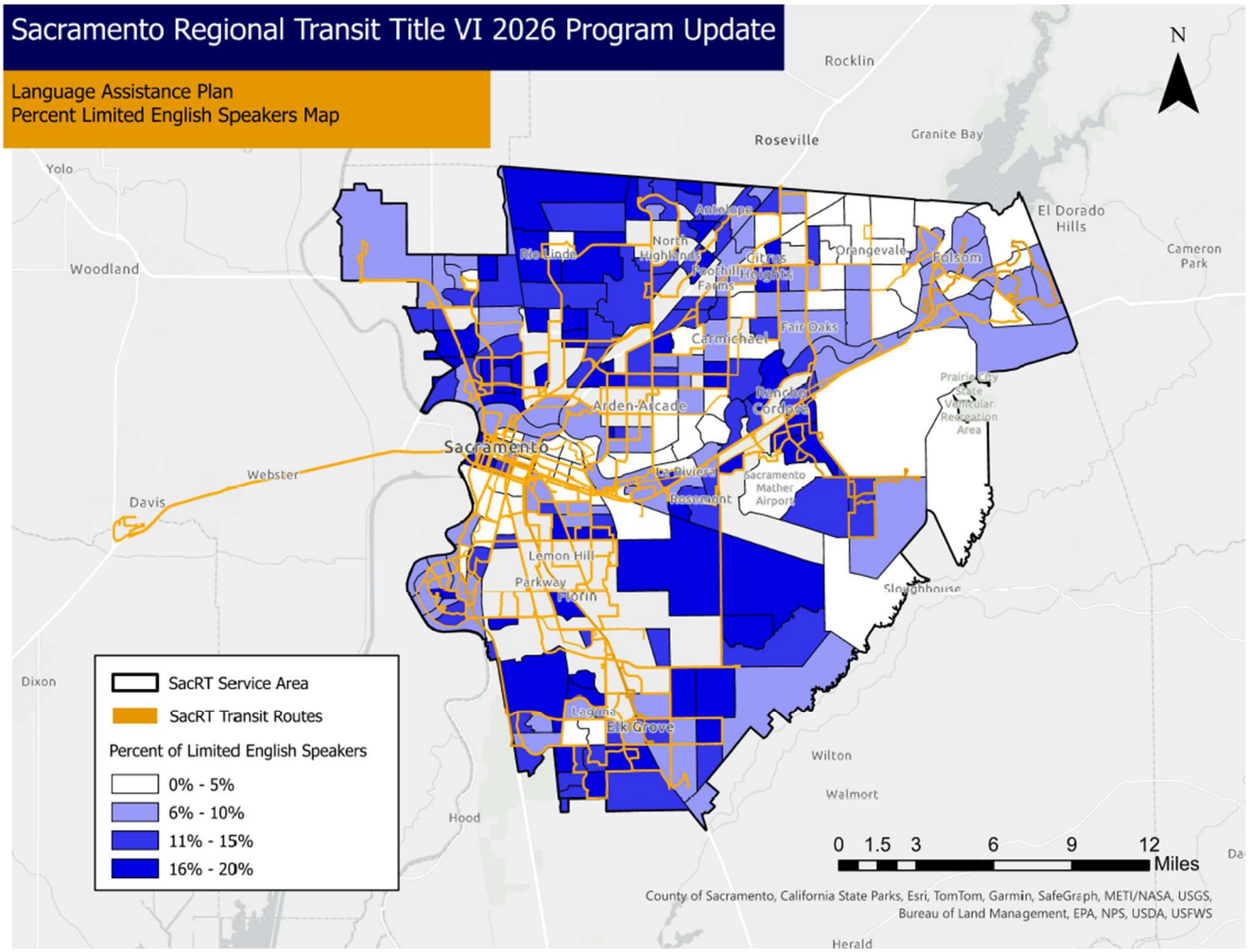


Figure 1: Map of Limited English Speakers

Figure 2 through 8 are maps of four of the top five language groups based on ACS data: Spanish, Chinese (includes Mandarin and Cantonese), Vietnamese, and Russian.

Spanish-speaking populations reside in many Sacramento area neighborhoods, including North Sacramento just north of downtown, Natomas, Del Paso Heights, Northgate, Foothill Farms, and North Highlands, as well as South Sacramento along Franklin Boulevard, and Florin Road, and in areas within Elk Grove, Rancho Cordova, and Citrus Heights.

Chinese-speaking populations include both Mandarin and Cantonese languages. Many Chinese-speaking LEPs reside in and around the South Sacramento area, between Stockton Boulevard and Power Inn Road and the Greenhaven-Pocket area, and in areas within Elk Grove and Folsom.

Sacramento's largest Vietnamese population is in South Sacramento. This community includes a two-mile stretch between Fruitridge Road and Florin Road on Stockton Boulevard, and continues several miles to the east, and a large population in the Greenhaven-Pocket area.

Many Russian speaking neighborhoods are located near Greenback Lane, Auburn, Antelope Road, and North Highlands, as well as Rancho Cordova and Carmichael areas.

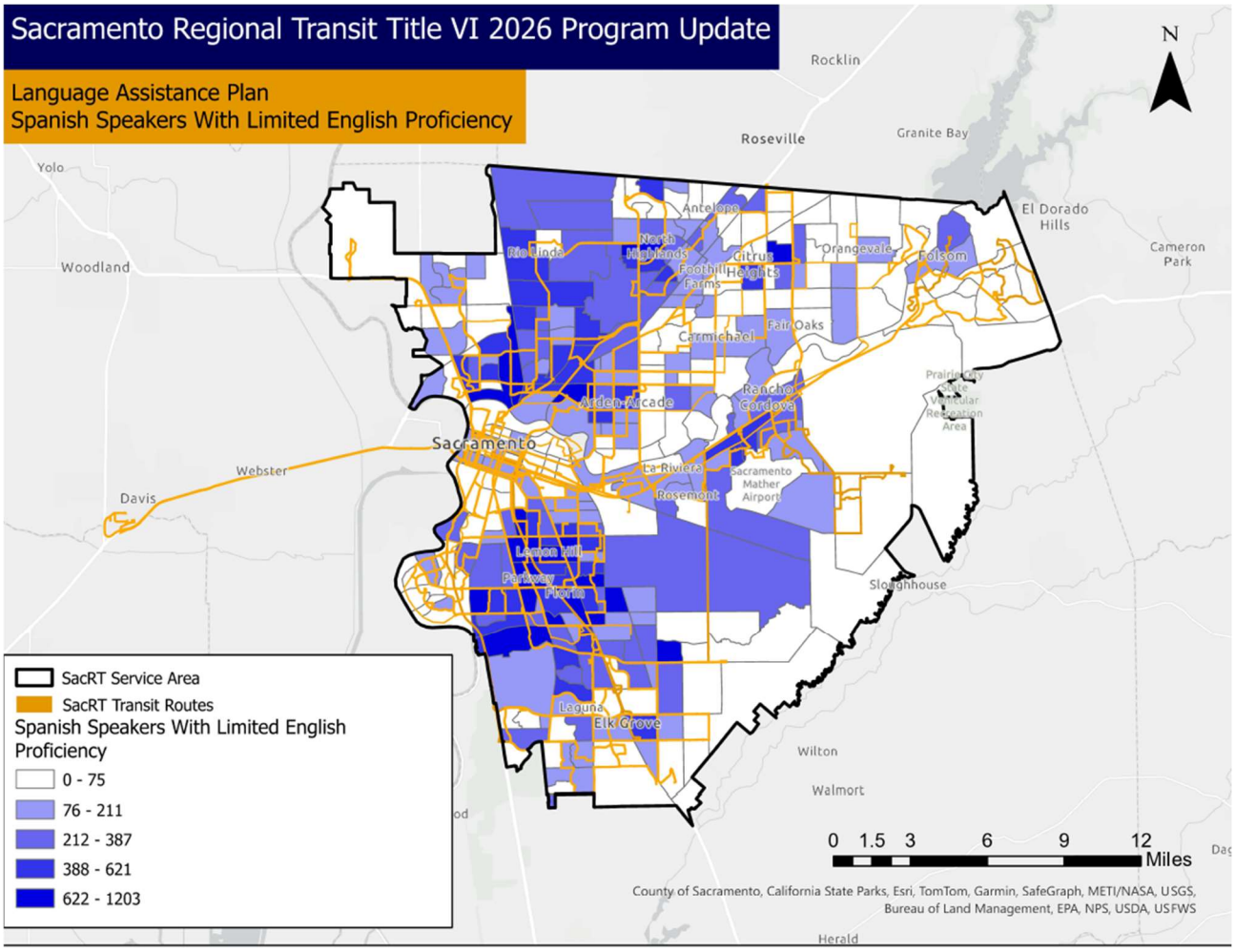


Figure 2: Spanish Speakers with Limited English Proficiency

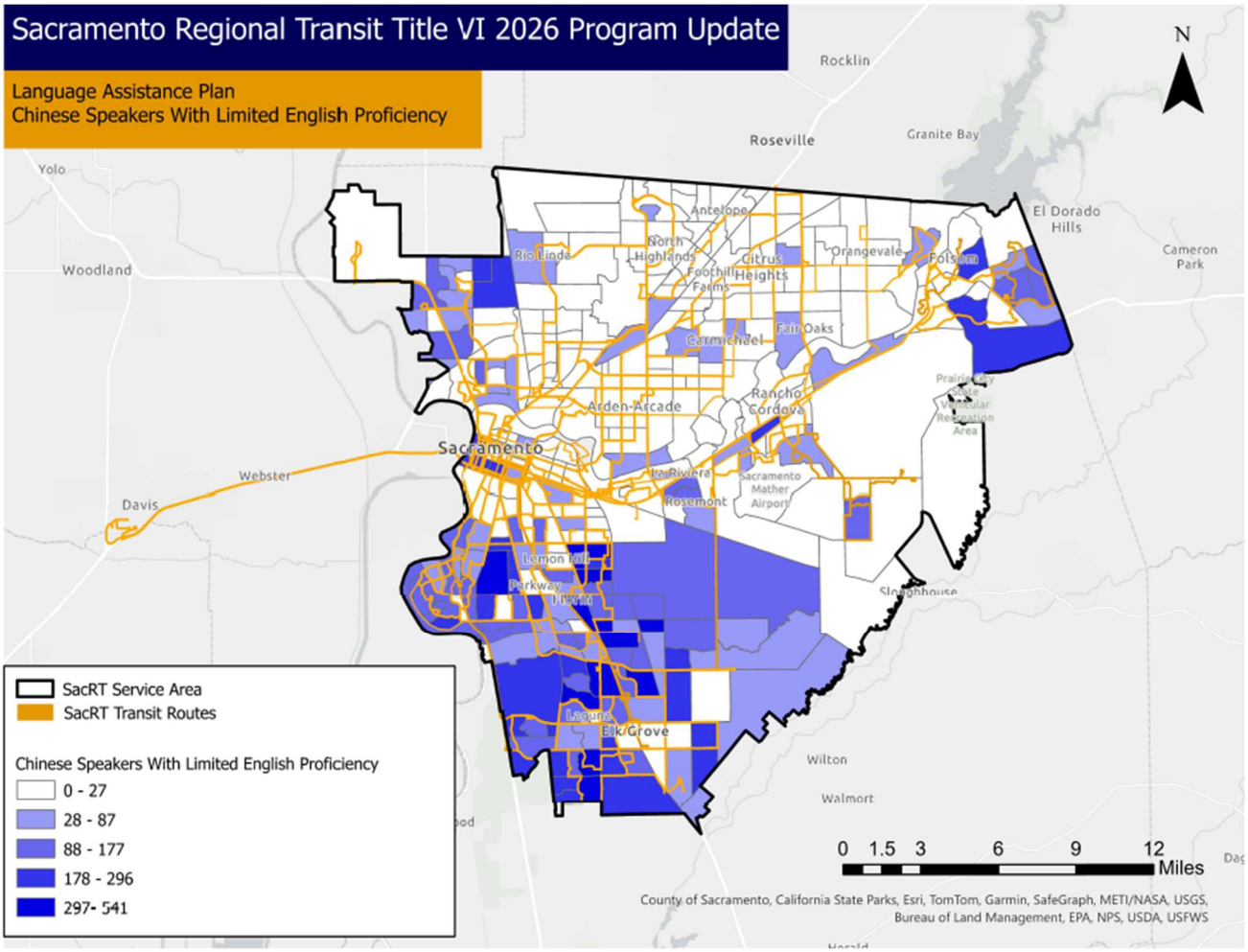


Figure 3: Chinese (Mandarin, Cantonese) Speakers with Limited English Proficiency

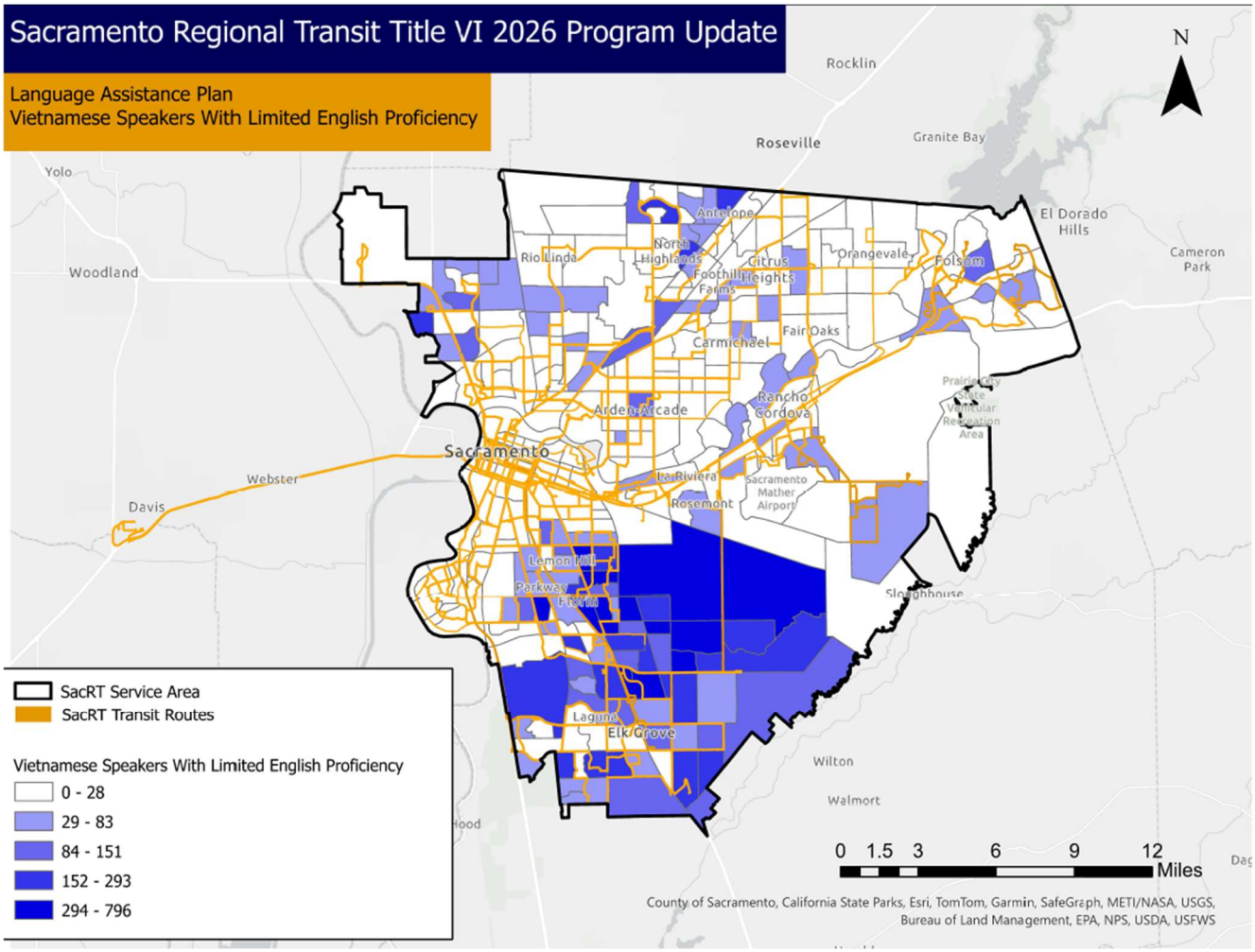


Figure 4: Vietnamese Speakers with Limited English Proficiency

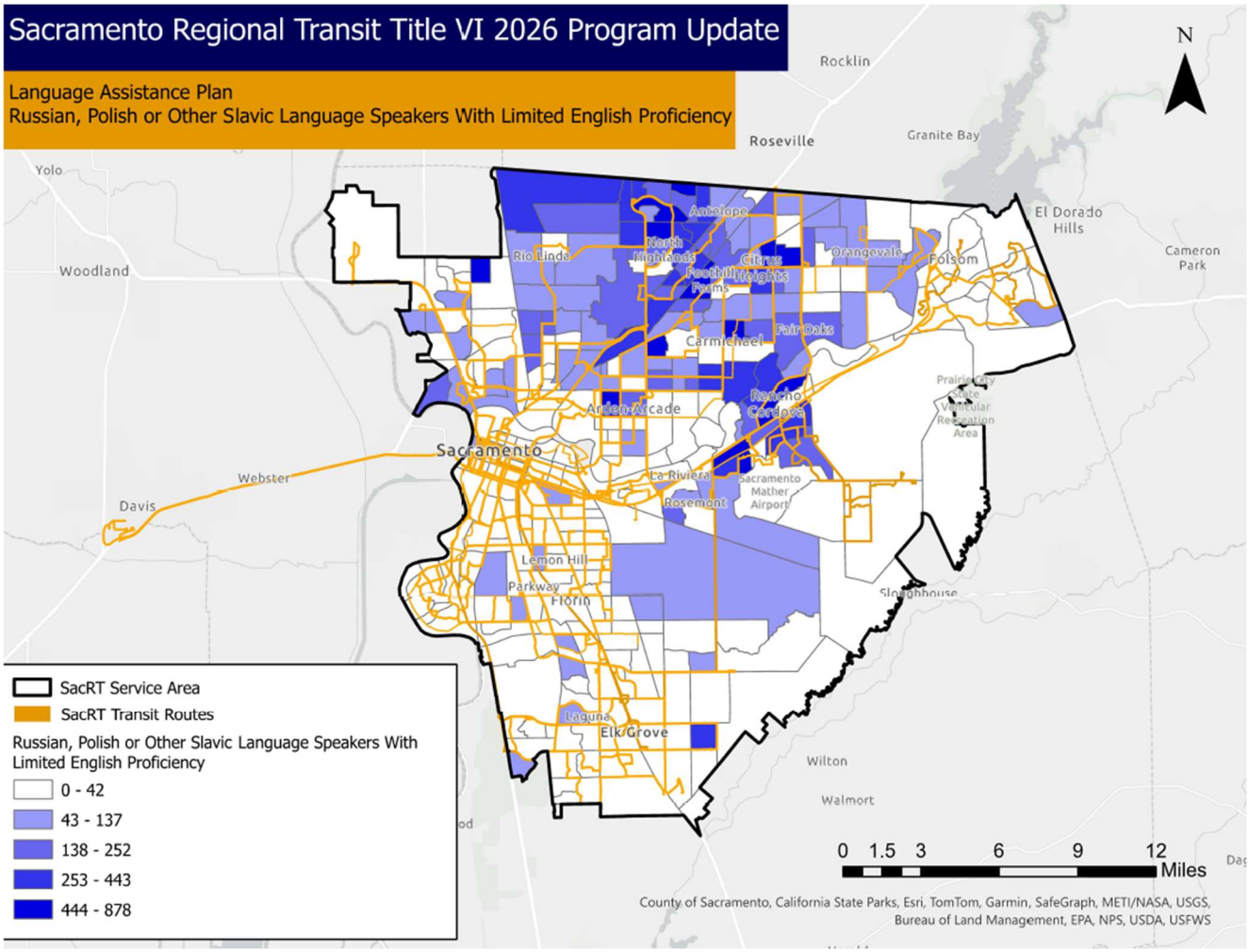


Figure 5: Russian, Polish or Other Slavic Language Speakers with Limited English Proficiency

In addition to the ACS 2024 One-year estimates, the Factor 1 analysis considered language data from the 2024-2025 school year from California Department of Education (CDE) English Language Learners Database (ELL). The state's ELL Database is another tool for identifying potential LEP populations based on recent public school enrollment data.

This data includes statistics on the language spoken at home by primary and secondary school students (kindergarten to high school) who are English learners. It is assumed that if children are identified as speaking a language other than English and are considered "English Learners," then their parents or adult guardians are likely to speak the same language at home.

Table 3 shows the breakdown for the languages with more than 1,000 English learners. The CDE language data reported 98 separate languages and language groups spoken by students in the service area. Like the 2024 One-year ACS data, Spanish, Russian, Chinese, Vietnamese, Hmong and Persian (Farsi) are prevalent in

the ELL database. Pashto is evident in the ELL data but was not identified as an individual language in the ACS results.

Table 3: English Language Learners in Sacramento County K-12 Schools

Language	Total ELL Students	Percent of Total ELL Students
Spanish	19,306	41.51%
Persian (Farsi)	4,800	10.32%
Russian	4,022	8.65%
Pashto	3,479	7.48%
Other non-English languages	2,732	5.87%
Hmong	1,885	4.05%
Chinese	1,649	3.55%
Ukrainian	1,638	3.52%
Vietnamese	1,275	2.74%
Punjabi	1,207	2.60%

** Mandarin and Cantonese have been combined into "Chinese" for comparability with U.S. Census Bureau data.*

FACTOR 2

The frequency with which LEP persons encounter SacRT programs, activities, or services.

SacRT utilized the following data sources to obtain information to determine the frequency in which LEP persons encounter SacRT programs, activities and services, and the importance to LEP persons of SacRT's program, activities and services:

- SacRT On-Board Survey
- SacRT Operator Survey
- SacRT Customer Service Representative Survey
- Language Interpretation Service statistics
- Community organizations serving LEP constituents

SacRT On-Board Survey data

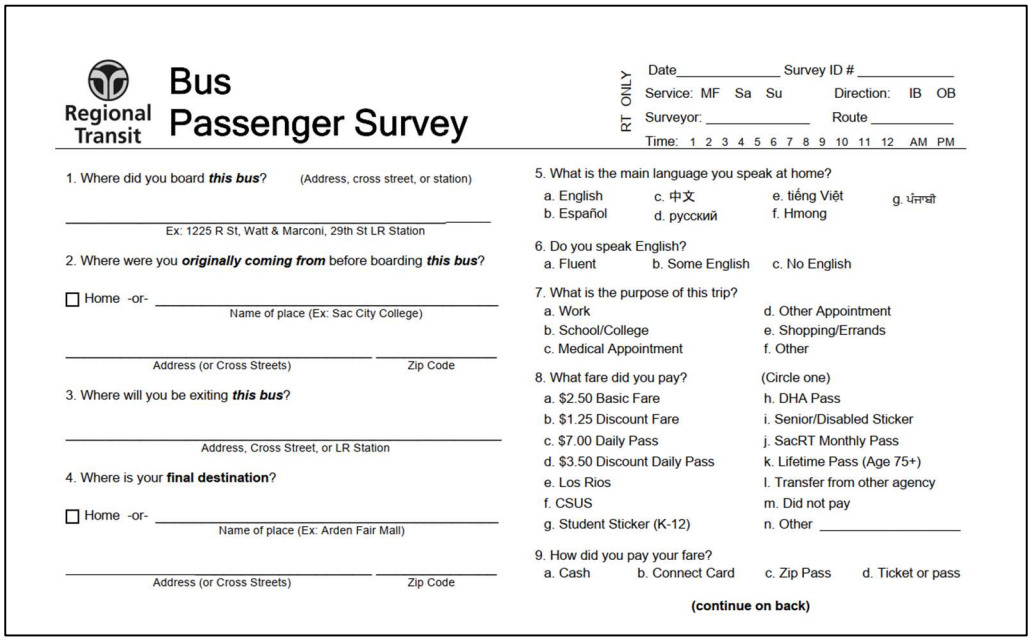
An on-board survey of bus and light-rail passengers was conducted between March and May 2025, to collect origin-destination (OD) data. The survey identifies the purpose, duration, and time of day of the trip, as well as key demographic information of the survey respondent.

Weekday bus sampling was set up to cover all routes, with an emphasis on routes with higher passenger loadings (based on 2023 data). All times of day were

addressed, with a focus on AM peak hours. Weekday light rail surveying was split evenly between the Blue and Gold Lines. Returns were secured for all routes through Route 161, except for Route F20, and a scatter of returns for Routes 175 through 255. This yielded a total of 5,429 surveys across both modes.

Weekend surveying consisted of seven (7) surveying shifts each day for Bus and four (4) surveying shifts each day for Rail, yielding a total of 783 surveys.

Figures 9 and 10 show the front of the bus and light rail survey form, respectively. Questions 5 and 6 on both questionnaires were used to collect information on passengers' language and ability to speak English.



Regional Transit

Bus Passenger Survey

RT ONLY

Date_____ Survey ID # _____
Service: MF Sa Su Direction: IB OB
Surveyor: _____ Route _____
Time: 1 2 3 4 5 6 7 8 9 10 11 12 AM PM

1. Where did you board ***this bus***? (Address, cross street, or station)

_____
Ex: 1225 R St, Watt & Marconi, 29th St LR Station

2. Where were you ***originally coming from*** before boarding ***this bus***?

☐ Home -or- _____
Name of place (Ex: Sac City College)

_____ _____
Address (or Cross Streets) Zip Code

3. Where will you be exiting ***this bus***?

_____
Address, Cross Street, or LR Station

4. Where is your **final destination**?

☐ Home -or- _____
Name of place (Ex: Arden Fair Mall)

_____ _____
Address (or Cross Streets) Zip Code

5. What is the main language you speak at home?
a. English c. 中文 e. tiếng Việt g. ਪੰਜਾਬੀ
b. Español d. русский f. Hmong

6. Do you speak English?
a. Fluent b. Some English c. No English

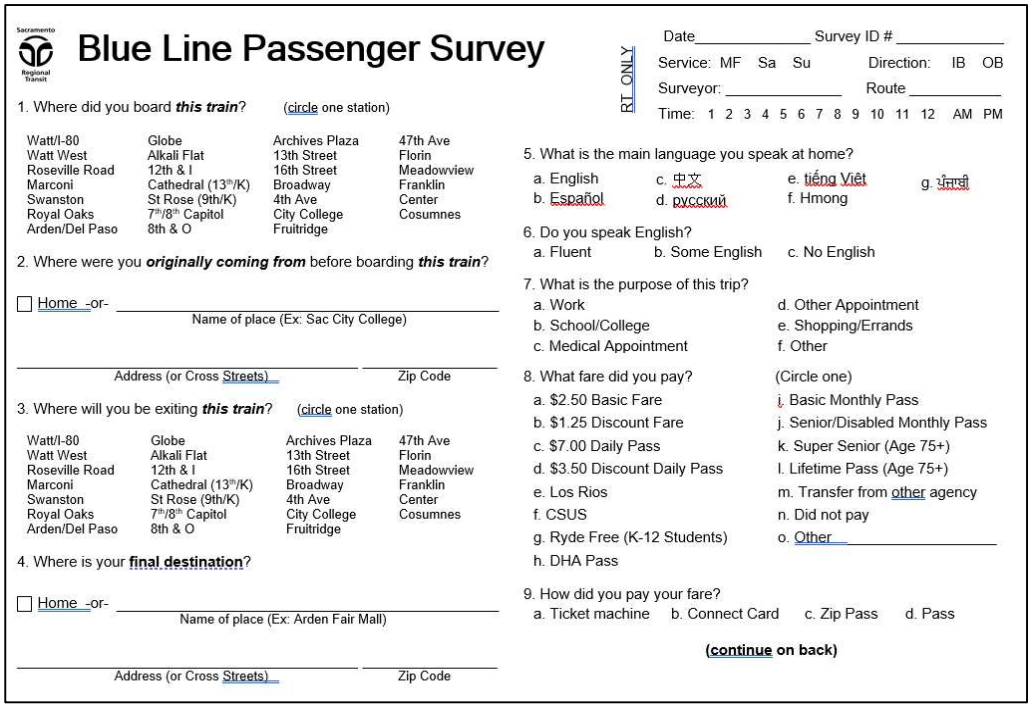
7. What is the purpose of this trip?
a. Work d. Other Appointment
b. School/College e. Shopping/Errands
c. Medical Appointment f. Other

8. What fare did you pay? (Circle one)
a. $2.50 Basic Fare h. DHA Pass
b. $1.25 Discount Fare i. Senior/Disabled Sticker
c. $7.00 Daily Pass j. SacRT Monthly Pass
d. $3.50 Discount Daily Pass k. Lifetime Pass (Age 75+)
e. Los Rios l. Transfer from other agency
f. CSUS m. Did not pay
g. Student Sticker (K-12) n. Other _____

9. How did you pay your fare?
a. Cash b. Connect Card c. Zip Pass d. Ticket or pass

(continue on back)

Figure 9: Bus Passenger Survey Form



Sacramento Regional Transit

Blue Line Passenger Survey

RT ONLY

Date_____ Survey ID # _____
Service: MF Sa Su Direction: IB OB
Surveyor: _____ Route _____
Time: 1 2 3 4 5 6 7 8 9 10 11 12 AM PM

1. Where did you board ***this train***? (circle one station)

Watt/I-80	Globe	Archives Plaza	47th Ave
Watt West	Alkali Flat	13th Street	Florin
Roseville Road	12th & I	16th Street	Meadowview
Marconi	Cathedral (13th/K)	Broadway	Franklin
Swanston	St Rose (9th/K)	4th Ave	Center
Royal Oaks	7th/8th Capitol	City College	Cosumnes
Arden/Del Paso	8th & O	Fruitridge	

2. Where were you ***originally coming from*** before boarding ***this train***?

☐ Home -or- _____
Name of place (Ex: Sac City College)

_____ _____
Address (or Cross Streets) Zip Code

3. Where will you be exiting ***this train***? (circle one station)

Watt/I-80	Globe	Archives Plaza	47th Ave
Watt West	Alkali Flat	13th Street	Florin
Roseville Road	12th & I	16th Street	Meadowview
Marconi	Cathedral (13th/K)	Broadway	Franklin
Swanston	St Rose (9th/K)	4th Ave	Center
Royal Oaks	7th/8th Capitol	City College	Cosumnes
Arden/Del Paso	8th & O	Fruitridge	

4. Where is your **final destination**?

☐ Home -or- _____
Name of place (Ex: Arden Fair Mall)

_____ _____
Address (or Cross Streets) Zip Code

5. What is the main language you speak at home?
a. English c. 中文 e. tiếng Việt g. ਪੰਜਾਬੀ
b. Español d. русский f. Hmong

6. Do you speak English?
a. Fluent b. Some English c. No English

7. What is the purpose of this trip?
a. Work d. Other Appointment
b. School/College e. Shopping/Errands
c. Medical Appointment f. Other

8. What fare did you pay? (Circle one)
a. $2.50 Basic Fare i. Basic Monthly Pass
b. $1.25 Discount Fare j. Senior/Disabled Monthly Pass
c. $7.00 Daily Pass k. Super Senior (Age 75+)
d. $3.50 Discount Daily Pass l. Lifetime Pass (Age 75+)
e. Los Rios m. Transfer from other agency
f. CSUS n. Did not pay
g. Ryde Free (K-12 Students) o. Other _____
h. DHA Pass

9. How did you pay your fare?
a. Ticket machine b. Connect Card c. Zip Pass d. Pass

(continue on back)

Figure 60: Light Rail Passenger Survey Form

About eight percent of bus survey respondents indicated that they speak some English and two percent do not speak English. Spanish was the main non-English language spoken by survey respondents, at seven percent.

All-day bus routes with more than ten percent of respondents indicating Spanish as primary language are 15, 26, 62, 81, 93, and 138. At least eight percent of respondents on Route 102 and 103 reported Chinese as their primary language. Eight percent of respondents on F10 reported Punjabi, five percent on Route 21 reported Russian, and one percent on Route 26 reported Vietnamese.

A full report on the bus and light rail survey is included in Customer Demographics (Appendix F).

SacRT Operator Survey data

To obtain information about SacRT's LEP passengers, staff provided an optional survey for bus operators between December 2025 and January 2026, as shown in Figure 1. The survey collected information pertaining to SacRT's LEP passengers directly from a first point of contact.

Regional Transit

Voluntary Operator Survey – Limited English Passengers

PL STAFF ONLY

Survey ID # _____

1. Please indicate your frequency of contact with limited-English persons (LEP) passengers.

a. Multiple times a day
b. Once or twice a day
c. Weekly
d. Monthly
e. Less frequently than monthly
f. I don't have contact

2. On which routes have you most often had LEP passengers ask you for information? *(List all)*

Route:_____ Language (if known): _____

Route:_____ Language (if known): _____

Route:_____ Language (if known): _____

Route:_____ Language (if known): _____

3. On the route(s) mentioned above, are there any major destinations that LEP passengers may frequently travel to?

_____

_____

_____

4. Generally speaking, how easy or difficult is it for you to communicate with LEP passengers?

a. Very difficult
b. Somewhat difficult
c. Somewhat easy
d. Very easy
e. I don't communicate

5. Do you speak another language besides English? No 0 Yes 1

6. If yes, what language?

_____

Are you:
Fluent ☐ Limited ☐

7. How long have you been driving for SacRT? _____

8. What type of question do you get asked the most from LEP passengers? *(Circle all that apply)*

a. Fare
b. Where their stop is
c. How to get to their destination
d. Don't get asked questions
e. Other

9. When you need to speak to LEP passengers, how do you do it? *(Circle all that apply)*

a. Alert them to their stop
b. Use diagrams or maps
c. Point to fare signage
d. How-to-Ride Brochure
e. Ask other passengers for help
f. I do not communicate
g. Other

10. Are you aware of any materials that SacRT uses to communicate with LEP passengers? No 0 Yes 1 Don't Know 2

11. If yes, what are those materials, services, or tools?

_____

12. Is there something SacRT can do to help you communicate with LEP passengers? No 0 Yes 1 Don't Know 2

13. If yes, what can SacRT do?

_____

14. Have you had any training on how to communicate with LEP passengers? No 0 Yes 1 Don't Remember 2

15. If yes, please describe the training:

_____

16. Considering all the issues you face in your job, how difficult is communicating with LEP passengers compared to the rest of the issues? Please answer using a scale of 1 to 10, where 1 is not at all difficult, and 10 is very difficult.

Not at all difficult 1 2 3 4 5 6 7 8 9 10 Very difficult

Figure 11: Operator Survey

Operators were asked how long they have been driving for SacRT and respondents showed an average score of 6.32 years at the agency with the newest operator in training and the most veteran operator having 26 years at the agency. 47 percent of operators surveyed identified as bilingual.

69 percent of operators reported having contact with LEP individuals daily, with the most common languages being Spanish, Russian, American Sign Language, and Farsi. Approximately 59 percent of the operators surveyed reported that it is somewhat or very difficult to communicate with LEP passengers, while the remaining operators indicated that it was somewhat or very easy to communicate with LEP passengers. On a scale of 1 to 10, with 1 being not difficult at all and 10 being very difficult, operators showed an average score of 4.52 in the difficulty of communicating with LEP passengers compared to other issues they face.

According to the survey, the most common questions asked by LEP individuals are how to get to their destination (37 percent), which stop corresponds to their destination (29 percent), and regarding fares (26 percent). Operators communicate in various ways with these individuals depending on the question asked. For questions regarding fares, they point to the fare signage; maps and diagrams are used to show them how to get to their location; and operators will alert LEP passengers when they arrive at their desired stop. Some operators also reported signing gestures, writing down their responses, and using Google Translate to communicate with LEP passengers. Seven percent of operators indicated that they ask other passengers on board to help translate when possible.

The top routes reported by SacRT bus operators that serve many LEP passengers include:

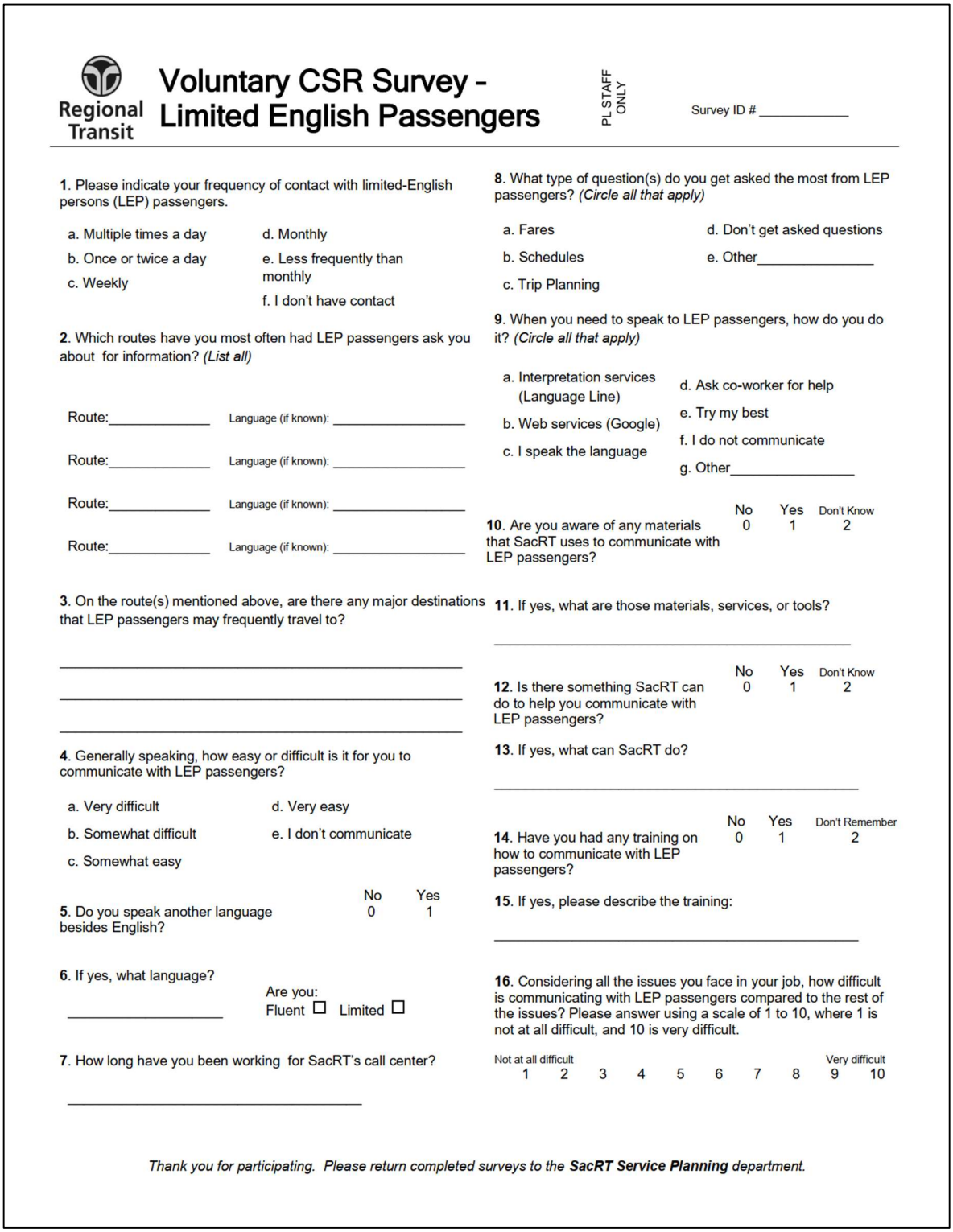
- Route 25: Marconi
- Route 26: Fulton
- Route 51: Stockton/Broadway
- Route 84: Watt
- Route 23: El Camino
- Route 68: Oak Park
- Route 81: Florin
- Route E110: Elk Grove Local

SacRT Customer Service Representative Survey data

In addition to SacRT operator feedback, the SacRT Customer Service Representatives (CSRs) were also provided with an optional survey about the importance of SacRT's programs, activities, and services to LEP persons, as shown in Figure 72.

Approximately 66 percent of the CSRs have daily or weekly contact with a LEP passenger via telephone. The remaining CSRs reported having monthly or less frequently than monthly contact with LEP passengers. During these telephone contacts, the most common language they encounter is Spanish. When needing to

speak to LEP passengers, 83 percent of CSRs report using external interpretation services.



Regional Transit

Voluntary CSR Survey – Limited English Passengers

PL STAFF ONLY

Survey ID # _____

1. Please indicate your frequency of contact with limited-English persons (LEP) passengers.

a. Multiple times a day
b. Once or twice a day
c. Weekly
d. Monthly
e. Less frequently than monthly
f. I don't have contact

2. Which routes have you most often had LEP passengers ask you about for information? *(List all)*

Route:_____ Language (if known): _____
Route:_____ Language (if known): _____
Route:_____ Language (if known): _____
Route:_____ Language (if known): _____

3. On the route(s) mentioned above, are there any major destinations that LEP passengers may frequently travel to?

_____
_____
_____

4. Generally speaking, how easy or difficult is it for you to communicate with LEP passengers?

a. Very difficult
b. Somewhat difficult
c. Somewhat easy
d. Very easy
e. I don't communicate

5. Do you speak another language besides English? No 0 Yes 1

6. If yes, what language?

_____ Are you: Fluent ☐ Limited ☐

7. How long have you been working for SacRT's call center?

_____

8. What type of question(s) do you get asked the most from LEP passengers? *(Circle all that apply)*

a. Fares
b. Schedules
c. Trip Planning
d. Don't get asked questions
e. Other_____

9. When you need to speak to LEP passengers, how do you do it? *(Circle all that apply)*

a. Interpretation services (Language Line)
b. Web services (Google)
c. I speak the language
d. Ask co-worker for help
e. Try my best
f. I do not communicate
g. Other_____

10. Are you aware of any materials that SacRT uses to communicate with LEP passengers? No 0 Yes 1 Don't Know 2

11. If yes, what are those materials, services, or tools?

_____

12. Is there something SacRT can do to help you communicate with LEP passengers? No 0 Yes 1 Don't Know 2

13. If yes, what can SacRT do?

_____

14. Have you had any training on how to communicate with LEP passengers? No 0 Yes 1 Don't Remember 2

15. If yes, please describe the training:

_____

16. Considering all the issues you face in your job, how difficult is communicating with LEP passengers compared to the rest of the issues? Please answer using a scale of 1 to 10, where 1 is not at all difficult, and 10 is very difficult.

Not at all difficult 1 2 3 4 5 6 7 8 9 10 Very difficult

*Thank you for participating. Please return completed surveys to the **SacRT Service Planning** department.*

Figure 72: Customer Service Representative Survey

Language Interpretation Service Statistics

When translation is requested through the call center, SacRT's CSRs utilize a third-party telephone interpretation service called Language Line. Through this service, the CSRs can provide route, fare, and schedule information to LEP callers. In addition to Language Line, there are CSRs on staff who are fluent in Spanish.

During the ten-month period of January 1, 2023, and October 31, 2025, the CSRs took 880 calls that required the use of Language Line service. Table 4 presents a breakdown of those calls by language. 73 percent of all requests are for Spanish, with eight other languages accounting for about 23 percent, and 11 languages making up the remaining four percent of requests.

Table 4: Language Line Use by Language (January 1, 2023 - October 31, 2025)

Language	Requests	Percent
Spanish	639	72.6%
Russian	59	6.7%
Arabic	52	5.9%
Chinese Toisanese	36	4.1%
Mandarin	14	1.6%
Vietnamese	13	1.5%
Cantonese	11	1.3%
Farsi	10	1.1%
Punjabi	10	1.1%
Ukrainian	8	< 1%
Dari	7	< 1%
Hindi	4	< 1%
Chinese (simplified)	3	< 1%
Japanese	3	< 1%
Korean	3	< 1%
Tagalog	3	< 1%
Pashtu	2	< 1%
Albanian	1	< 1%
Hakka-Chinese	1	< 1%
Taishan	1	< 1%
TOTAL	880	100%

SacRT utilizes third-party translators when translation is requested in advance of an in-person outreach event, including Hummble Translations, Cal Interpreting, and Language World.

FACTOR 3

The importance to LEP Persons of SacRT's program, activities, and services

To understand the importance of SacRT's programs, activities, and services, telephone interviews were conducted in January and February 2026 with members of community organizations that serve LEP constituents. The agencies that were contacted and/or participated provide services including, but not limited to, translation and interpretation services, immigration services, refugee resettlement, foreign-language media, English as a second language classes, job training, etc.

Interviewees and those completing the questionnaire were asked about the LEP populations they serve, including languages spoken; trends in age, education, and economic status; areas of familiarity; popular destinations and neighborhoods; as well as where the demand for public transit services exists.

Error! Reference source not found. through **Error! Reference source not found.**5 provide a summary for each organization contacted, and results from interviews conducted, with information including the languages they serve, LEP populations, transit usage and the best way to communicate with LEP populations.

Table 9: Asian Resources Inc. (ARI) Outreach Summary

Organization & Description	ARI has served the Sacramento community for over 40 years providing multiple social services, including ESL classes, financial literacy/education, career readiness workshops, youth programs, senior social programs, VITA tax, citizenship classes, expungement clinics, job placement, enrollment into CalFresh, Medical and Covered CA, and translation/interpretation services.
Languages Served	ARI provides support to a variety of language communities including Chinese, Vietnamese, Hmong, Mien, Laos, Thai, Tagalog, Spanish, Urdu, Hindi, Panjabi, Russian, Dari, Farsi, Pashto, Turkish, and Ukrainian.
English Proficiency	Approximately 25 percent of community members that ARI interacts with have limited English language skills.
Services Provided	Translation, assistance with applying for benefit programs, and citizenship classes. Programs include: • Refugee support services • Youth development initiatives • Health equity/advocacy program • Job center services

Where LEP Groups Live	Sacramento ZIP codes: 95823, 95824 and 95828; Little Saigon and Freeport Blvd area.
SacRT Usage	Staff estimate about 25 percent of their clients use transit.
Best Ways to Communicate	In-person meetings and via telephone.
Ineffective Communications	Email or printed materials in English.
Transportation Trends in Past Three Years	More people are driving themselves.
Transit Obstacles	Language, cost, and safety barriers are challenges.
Other Notes	ARI would like to receive translated transit materials, primarily schedules and maps.

Table10: California Hispanic Resource Council (CHRC) Outreach Summary

Organization	CHRC has provided services to the Sacramento Spanish-speaking community for 34 years. CHRC provides consumer fraud awareness programs, immigration, and naturalization assistance, as well as referrals to other organizations or governmental agencies. Community involvement for families and youths also provided.
Languages Served	Spanish speaking is about 90% of their clientele, with the other 10 percent being English speaking.
English Proficiency	About 70 percent of clientele have limited English language skills.
Services Provided	• Immigration and naturalization assistance • Consumer fraud awareness
Where LEP Groups Live	Large population lives in South Sacramento and Fruitridge area; however, many have spread out over the last several years to areas like Natomas, Del Paso, Arden, Citrus Heights, and Rancho Cordova.
SacRT Usage	A very small percentage (5-10 percent) of clientele use transit; most get transportation from family and friends.
Best Ways to Communicate	Word of mouth include referring family and friends, interpreters.
Ineffective Communications	Social media
Transportation Trends in Past Three Years	Most clients either drive themselves or get rides from family members and friends.
Transit Obstacles	Most clients do not use transit because they have other options and view transit as a “last resort”.

Other Notes	Translated materials are not in high demand and not requested due to the small number of transit users.

Table11: Crossings TV Outreach Summary

Organization	Crossings TV Provides locally oriented, produced and marketed multi-cultural programming and content in Mandarin, Cantonese, Vietnamese Hmong, Hindi, Punjabi, Korean, Tagalog and Japanese efficiently linking its targeted audiences and commercial, non-commercial and governmental entities.
Languages Served	Mandarin, Cantonese, Vietnamese Hmong, Hindi, Punjabi, Korean, Tagalog and Japanese.
English Proficiency	Chinese 40 percent, Filipino 18 percent, Hmong 30 percent, Japanese 21 percent, Korean 43 percent, South Asian 16 percent, Vietnamese 49 percent.
Services Provided	Crossings TV is an Asian language television which broadcasts programming in Mandarin, Cantonese, Vietnamese, Filipino, Korean, Hmong, Japanese, Hindi and Punjabi. Broadcast in 60+ DMAs but provides local ad insertion in Central Valley (Sacramento-Fresno), San Francisco Bay Area, Los Angeles, Seattle, New York City/NJ, Chicago/ Minneapolis, Dallas and Houston. Also use website and social media to communicate.
Where LEP Groups Live	South Sacramento, Downtown, Elk Grove, Roseville and Rancho Cordova.
SacRT Usage	Unsure (does not have direct contact)
Best Ways to Communicate	Using a mix of in-language radio, print, television and through community-based organizations that serve the specific Asian groups. Suggests getting involved with community-based organizations, and importance of messaging in language specific to the community being served.
Ineffective Communications	Phone calls and text messaging.
Transportation Trends in Past Three Years	Safety may be a factor. Hate crimes against Asian communities may have impacted ow these communities use public transportation.
Transit Obstacles	N/A
Other Notes	Members do not tend to use translated materials SacRT provides, nor do they ask for translated materials. People are referred to SacRT website for route and schedule information. Participating in community events that are specific to these communities with limited English language skills is a useful way to engage.

Table12: Hmong Youth and Parents United Outreach Summary

Organization	Established in 2008, the Hmong Youth and Parents United provide youth and family-related services, internships, health and wellness services, and family-friendly events. Its Health and Social Services Department addresses health disparities, health injustices and the elderly community. Its Health Equality Initiative program offers services and hosts pop-up clinics.
Languages Served	Hmong and English
English Proficiency	Approximately 25 percent (mostly seniors).
Services Provided	Services provided include youth and family-related services such as youth development, social services, senior day programs, cultural outreach activities, internships and health services.
Where LEP Groups Live	North Sacramento, Del Paso area.
SacRT Usage	10-20 percent
Best Ways to Communicate	Face-to-face assistance, word-of-mouth communications.
Ineffective Communications	Word documents, posters and flyers.
Transportation Trends in Past Three Years	Many members have their own transportation, i.e., personal vehicles
Transit Obstacles	Language barriers, fear and inability to navigate the system, time, and safety concerns.
Other Notes	Would be open to receiving translated materials in Hmong.

Table13: Iu Mien Community Services Outreach Summary

Organization	Iu Mien serves the Mien-speaking communities. They help with education and English learning, socialization services and group activities, and communicate to their members primarily through verbal communications and via limited social media and in-person activities.
Languages Served	Mien.
English Proficiency	Approximately 95 percent (seniors).
Services Provided	Agency provides translation assistance (no medical or legal advice), access to community resources such as health information, housing, and transportation, case management including primary care services, mental health assistance and other community resources,

	socialization services, group activities, after-school programs for youth, and citizenship assistance.
Where LEP Groups Live	South Sacramento, ZIP codes 95824, 95823 and 95820
SacRT Usage	Estimates a very low number.
Best Ways to Communicate	In-language verbal communications, over the phone or in person, in-language social media and news channels, and word-of-mouth.
Ineffective Communications	Printed materials and websites.
Transportation Trends in Past Three Years	Anti-Asian hate movement still makes people feel unsafe while out in the community, so many choose to stay indoors.
Transit Obstacles	Fear of getting lost, inability to read signage, communicate with drivers to get directions, and public safety.
Other Notes	No Mien-language materials available, but they would like to receive translated route and schedule information. Many members avoid public transit due to fear and safety concerns.

Table14: La Familia Counseling Center (LFCC) Outreach Summary

Organization	LFCC has served the Sacramento Spanish speaking community for over 47 years and has extensive experience connecting with unserved and underserved populations. They have established themselves as a trusted community partner by providing free high-quality services in five key areas: Education and Youth development, Early Childhood Family Support, Behavioral Health, Health Navigation Services and Employment Services
Languages Served	Spanish, English, Dari, Farsi, and Hmong
English Proficiency	Approximately 25 percent have limited English skills
Services Provided	Services include programs in behavioral and physical health, employment and adult education, youth and family services, and community events.
Where LEP Groups Live	South Sacramento, Elk Grove, Walnut Grove, Isleton, and Galt.
SacRT Usage	Unknown.
Best Ways to Communicate	Website and social media.
Ineffective Communications	Printed flyers and email.

Transportation Trends in Past Three Years	Transportation needs have changed since pandemic and people have adapted to hybrid options, and minimal travel.
Transit Obstacles	Seniors have issues with navigating transit due to language barriers and cost.
Other Notes	Members use translated materials, and ask about maps and routes, especially students. No bus service on Franklin Blvd. segments.

Table15: Opening Doors, Inc. Outreach Summary

Organization	For 33 years, Opening Doors has provided refugee resettlement, immigration legal services, support for survivors of human trafficking, English language development, and economic development services to the Spanish, Tagalog, Mandarin, Urdu, Pashto, and Dari- speaking communities of Sacramento.
Languages Served	Spanish, Dari, Farsi, Pashto and Ukrainian.
English Proficiency	Approximately 75 percent
Services Provided	Agency provides refugee resettlement services including housing assistance, physical and mental health wellness services, and education access. Agency also assists immigrants with securing legal status, provides pro bono legal representation to individuals and families, and provides services and support to survivors of trafficking.
Where LEP Groups Live	All over Sacramento.
SacRT Usage	Estimate between 10-40 percent
Best Ways to Communicate	In-person meetings and telephone conversations
Ineffective Communications	Materials in English and meetings without interpretation.
Transportation Trends in Past Three Years	None mentioned; unsure since most of the clientele have perceived safety concerns related to public transit.
Transit Obstacles	Cost.
Other Notes	Open to receiving translated transit materials, i.e., schedules and maps.

From these interviews and surveys, staff will be able to identify specific communities of the service area and match them to bus routes and rail stations to provide more focused outreach when and where it is needed. The interview results demonstrate how SacRT can customize the assistance approach for each LEP group by having

identified the LEP groups and how frequently they encounter SacRT programs, activities, and/or services.

Table 156 is a summary by language group outlining where these population groups live and the best ways to communicate based on CBO interviews, and SacRT front-line staff survey responses.

Table 156: LEP Summary by Language

Language	Where Individuals Reside	Best Way to Communicate
Spanish	Natomas, South Sacramento, North Sacramento, Citrus Heights, Oak Park, Galt, Elk Grove, Rancho Cordova, Arden	In-person (one-on-one), word-of-mouth (referrals from friends), flyers, videos/TV, radio
Russian	West Sacramento, Rancho Cordova, Carmichael, Citrus Heights, Antelope, Fair Oaks, North Highlands	Organization newsletters, social media, radio, in-person (one-on-one), TV, and community events -
Vietnamese	Little Saigon (Stockton Blvd. between Fruitridge and Florin)	In-person (one-on-one), TV, community events
Chinese	Citrus Heights, South Sacramento, Oak Park, Rancho Cordova, Carmichael, Arden-Arcade, Elk Grove	In-person (one-on-one), flyers, radio, TV, community events
Arabic	Fulton Ave, Myrtle Ave, Natomas	In-person (one-on-one), community events, flyers, social media, through the school system, texting
Dari, Farsi	South Sacramento, Walnut Grove, Isleton, Galt, Elk Grove	Website and social media, particularly Facebook and Instagram
Mien	South Sacramento	In-language verbal communications, in-language social media, news channels
Filipino/Tagalog	South Sacramento, Downtown, Elk Grove	In-language radio, print, television, and community-based organizations
Vietnamese	South Sacramento, Downtown, Elk Grove	In-language radio, print, television, and community-based organizations
Hmong	South Sacramento, Downtown, Elk Grove	In-language radio, print, television, and community-based organizations

Korean	South Sacramento, Downtown, Elk Grove	In-language radio, print, television, and community-based organizations
Hindi	South Sacramento, Downtown, Elk Grove	In-language radio, print, television, and community-based organizations

FACTOR 4

Evaluate the resources available to SacRT and overall cost to provide LEP assistance.

SacRT's operating budget includes the following language assistance aspects:

- Costs of translation into multiple languages
- Costs for live telephone interpretation services
- Costs for interpreters at Board meetings and hearings, when requested
- Additional printing costs for key documents
- Additional administrative and training costs and
- Additional costs for outreach labor and materials for potentially impactful construction projects in LEP areas.

Direct costs for the language assistance aspects listed above, including written translation, telephone interpretation, and in-person interpretation for public meetings total $40,899.53 from January year 2023 through December 2025. Since 2023, SacRT staff have been providing key notices for customers in English and eight additional languages:

- Spanish
- Chinese
- Vietnamese
- Russian
- Hmong
- Arabic
- Japanese
- Farsi

Implementation Plan for Language Assistance

This section describes SacRT's current methods and plans for providing language assistance to LEP persons.

Identifying LEP Persons Who Need Language Assistance

"Agencies would be well advised to ask LEP persons whether they are aware of the types of language assistance the agency provides, which of these forms are most beneficial, and what, if any, additional language assistance measures would be most beneficial." (DOT LEP Guidance Section V(4)).

The Four Factor analysis showed that there is frequent contact between LEP individuals and SacRT personnel. Language line calls, outreach interviews, the customer survey, and the employee survey all show a high degree of contact between persons with limited English proficiency and SacRT. Based on the feedback received throughout the extensive outreach and research effort conducted as part of this update, LEP customers can get information about SacRT services and programs and that language barriers are not strong inhibitors to accessing services.

To ensure that LEP customers can continue to get information on SacRT services and programs, SacRT will continue to undertake the current translation activities using a common tiered approach to determine thresholds for language translation. At each Title VI Program Update, SacRT will reevaluate thresholds based on its LEP tracking data so that it corresponds to the language groups frequently encountered within the tiered approach. In addition to language translations, SacRT will continue to use pictograms on all way-finding signage.

Providing Language Assistance

This section describes the current and future services that SacRT provides for enhancing the access of its system to LEP persons.

Existing LEP Programs and Services

The following is a summary of the language assistance, programs, and services currently provided in addition to the bilingual customer service staff and operators. Several of the documents have a statement on how to obtain information printed in each language stating, "For route, schedule and fare information, call 916-321-BUSS (2877)." SacRT customer service representatives can provide route, schedule, and fare information to callers in almost every language by connecting customers with a language interpreter.

Table 176: Existing Translation

Document/Program	Current Translation
Language Line	Many
Public Hearing Notices	Spanish, Russian, Chinese, Hmong, Vietnamese, Arabic, Japanese, and Farsi
Title VI Notice on Bus, Light Rail, SacRT Flex, and Paratransit Vehicles, including UZURV	Spanish, Russian, Chinese, Hmong, Vietnamese, Arabic, Japanese, and Farsi
Title VI Notice on Web Site	Safe Harbor Languages
Title VI Complaint Form on Web Site	Safe Harbor Languages
Public Notices Regarding Fare Change Proposals	Spanish, Russian, Chinese, Hmong, Vietnamese, Arabic, Japanese, and Farsi

Public Notices Regarding Service Change Proposals	Spanish, Russian, Chinese, Hmong, Vietnamese, Arabic, Japanese, and Farsi
Passenger Origin/Destination and Demographic Surveys	Spanish, Russian, Chinese, Hmong, Vietnamese, Arabic, Japanese, and Farsi
Public notice regarding upcoming service change	Spanish, Russian, Chinese, Hmong, Vietnamese, Arabic, Japanese, and Farsi
Potentially impactful construction project information	Varies based on LEP population in vicinity
Printed Pocket Timetables with statement on how to obtain information	Spanish, Russian, Chinese, Hmong, Vietnamese, Arabic, Japanese, and Farsi
How-to-Ride Guide with statement on how to obtain information	Spanish, Russian, Chinese, Hmong, Vietnamese, Arabic, Japanese, and Farsi
Station Wayfinding	Pictograms and Braille
Ticket Vending Machine Menus	Spanish
SacRT Web Site	Google Translation supports 243 languages
Safety Campaigns	Varies based on LEP population in vicinity
Promotional Campaigns	Spanish and additional languages based on LEP population in vicinity service being promoted
Neighborhood Targeted TV Commercial	Varies based on LEP population in vicinity
Community Partnerships	City Year, Crossing TV, Russian American Media Group, Asian Resources, Latino Roundtable, Sacramento Asian Chamber, Sacramento Hispanic Chamber

To assist operators with LEP customers, "We Speak Your Language" stickers are on board each vehicle. Drivers are instructed to point to the sticker to communicate with LEP passengers on how to obtain route, schedule, and fare information. Public notices regarding pending major route closures (over 200 boardings per day) will be translated into the languages of LEP population groups in the vicinity of the closure.

SacRT uses partnerships with LEP organizations as a network to send out toolkits with user information, and to disseminate information at the organizations' locations and through social media. On occasion, SacRT works with Spanish language TV and radio broadcast organizations to create commercials promoting new routes and services.

To ensure access to language assistance for LEP customers, SacRT uses the following four-tier translation guidelines for materials that contain information that is critical for obtaining services and/or benefits:

- **Tier 1:** essential information for accessing services and benefits and for safety. The narrow selection of languages in this tier recognizes limitations inherent in the communications media used, such as space constraints.
- **Tier 2:** documents that enhance access to services and programs or facilitate the customer's experience. The translation criteria for this tier recognize space and resource constraints for extensive translation.
- **Tier 3 Vital:** information concerning awareness of legal rights including the right to language assistance.
- **Tier 3 Targeted:** documents that enhance participation of LEP persons in decision-making. These documents can be long and technical so translation may be on a case-by-case basis; including whether a translated summary document is sufficient.
- **Tier 4 Technology-Dependent:** In many cases, technology has allowed for affordable, easy translation into multiple languages. In these instances, SacRT will continue to use these services for translation as allowed by the technology.

Language translations for each tier are determined as described below.

- **Tier 1** languages include those with more than 5% of the total population identified in the ACS as not speaking English well. The only Tier 1 Language is Spanish.
- **Tier 2** languages include seven in total, which include Tier 1 languages plus additional languages that:
    - Are nearly 1% of the LEP population in Sacramento County that have historically been included due to passenger demographics (Chinese, Vietnamese)
    - Utilized the Language Line service an average of at least once a month between 1/1/2023 and 10/31/2025 (Arabic)
    - Include Sacramento County K-12 English Language Learners greater than 5% (Russian, Farsi, Pashto)
- **Tier 3 Vital** includes Tier 2 languages *plus* the remaining Safe Harbor Languages. There are 16 Tier 3 languages identified.
- **Tier 3 Targeted** translations are on a case-by-case basis for construction projects and route-specific changes. SacRT, at its discretion, will translate documents into additional languages if the nature of the document and the character of the document's target audience justify additional translation. Additional languages will be determined by the frequency of encounters with language groups. If SacRT lacks data on encounters, additional languages may be determined by demographic data.

- **Tier 4 Technology-Dependent** includes 243 languages in Google Translate, available on the SacRT homepage. Changes in the affordability, ease, or availability of the technology could result in a change in translation activities.

Table 18: Language Tiers and Languages

Tier 1	Tier 2	Tier 3 Vital	Tier 3 Targeted	Tier 4 Tech	Communication Item
■					Fare information decal on bus farebox
■					Ticket vending machine
■					Promotional campaigns
■					Rider Alerts
	■				Title VI Notice in public-facing locations
	■				Public hearing notices
	■				Public notices for fare proposals
	■				Public notices for service proposals
	■				Passenger demographic surveys
	■				"We Speak Your Language" stickers
		■			Title VI Notice on website
		■			Title VI Complaint Form & Procedures
			■		Construction project information
			■		Safety campaigns
			■		Promotional campaigns
				■	Language Line
				■	SacRT website Google Translate
				■	Neighborhood targeted TV commercial
Languages into which Items are Translated					
Spanish	Spanish Chinese Vietnamese Russian Farsi Arabic Pashto	Spanish Chinese Vietnamese Russian Farsi Arabic Pashto Ukrainian Punjabi Tagalog Hmong Hindi Korean Urdu Gujarati Japanese	Varies	Many	

Staff Training

SacRT's existing staff training for better serving LEP transit customers includes the following elements.

For the Transit Ambassador (ticket inspectors) training, SacRT trains employees to assist passengers with hearing impairments by using writing tools, i.e., pen and paper. For LEP passengers, SacRT communicates via a translation app on District-issued smartphones. All new Ambassadors have 40 hours of classroom training where they learn about managing difficult/uncooperative passengers and LEP passengers. They also have 80 hours of in-field training where they apply the techniques learned in the classroom.

New bus operators undergo 48 hours of classroom training and 20 hours of behind-the-wheel training, during which time, as part of their overall customer service curriculum, they are instructed on language assistance, customers with disabilities, sensitivity training, etc. If an operator encounters a customer with Limited English Proficiency (LEP) having trouble using the system, they are trained to use common-sense methods to assist the customer and to look for visual cues that might indicate the nature of the question, especially if it is regarding frequent topics of confusion. (Example: A customer gesturing toward his/her wallet is likely confused about the fare. Hesitancy to board the bus in the first place may indicate uncertainty regarding the bus's destination and/or stops.) Practical measures are encouraged, including enlisting the assistance of other passengers who may speak the same language, referring to printed information on the fare structure displayed on the farebox, stating some of the key streets or destinations that the bus will serve (e.g., "Arden Mall"), or giving the customer the number for Customer Service, which can render assistance in any language.

Current bus operators are instructed in an ongoing basis in "Passenger Assistance Trainings" with techniques that cover various communications strategies, such as hand signals. Many drivers are bilingual and able to communicate with LEP passengers. There are also multilingual staff available to assist drivers during business hours, and all drivers are instructed to call into dispatch if additional assistance is needed.

Newly hired Customer Service Representatives go through a minimum of two weeks of training in the Customer Service Center. Over the course of their training, they meet with Supervisors/Managers for an overview and basic training on systems, procedures, and customer service expectations. During this time, they learn where to locate the number for language interpretation service, how to access it, and which codes to use when prompted. Additionally, much of their training consists of observations and hands-on experience with existing SacRT staff at their desks in the Call Center or at the registers in the Sales Center. During this side-by-side training and mentoring, new hires can see how interpretation calls are handled first-hand before they try them on their own.

Newly hired van drivers go through "Passenger Assistance Training" where they are trained in techniques to communicate with individuals who do not speak English, as well as those with speech, hearing, visual, or cognitive impairments. Throughout the course, drivers receive hands-on training with passengers covering a variety of scenarios. Correct visual leads or hand gestures (pointing for direction, use of the stairs, use of the lift, how are you paying) are often used in training and many are universal for any language. All drivers are trained to call into dispatch if they need additional assistance.

SacRT's contracted services (SacRT Flex and UZURV) provide support as drivers go through an on-boarding process and are instructed to use solutions like Google translate to communicate with LEP riders.

Providing Notice to LEP Persons

USDOT LEP guidance states: "Once an agency has decided, based on the four factors, that it will provide language service, it is important that the recipient notify LEP persons of services available free of charge. Recipients should provide this notice in languages LEP persons can understand."

SacRT currently provides notification through the public using the methods outlined in the Public Participation Plan.

Monitoring and Updating the LEP Plan

SacRT has designated the Marketing Department to provide oversight and coordination for the implementation of this Language Assistance Plan. The Marketing Department fulfills most of the duties specified in the LAP, with the Customer Satisfaction Department and Operations also playing key roles. The Planning Department coordinates SacRT's triennial program updates, including demographic analysis and stakeholder interviews. Every three years, SacRT will review the effectiveness of the LAP using strategies that may include, but are not limited to the following:

- Solicit direct feedback from community organizations by distributing a questionnaire or holding focus group sessions on communicating with LEP individuals
- Assess the demographic composition of Sacramento County using the most current census and California Department of Education data, and regularly update
- Conduct internal monitoring and random spot checks of LEP services; and
- Measure the actual frequency of contact by LEP persons by collecting information from Language Line usage, CSR interviews, and operator surveys.