BOND FEASIBILITY SURVEY
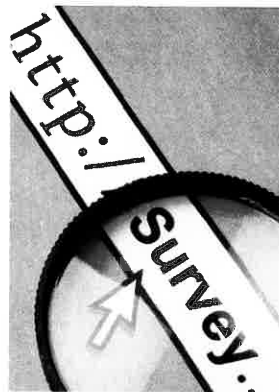SUMMARY RESEARCH REPORT

PREPARED FOR THE
SANTA CLARA UNIFIED SCHOOL DISTRICT

SEPTEMBER 4, 2017

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TABLE OF CONTENTS

L ɪ s t   o f   T ᴀ ʙ ʟ ᴇ s

LIST OF FIGURES

INTRODUCTION

Located in Santa Clara County, the Santa Clara Unified School District is committed to providing a well-balanced educational program that nurtures academic growth in a safe, modern learning environment. To this end, in 2014 the District asked voters for assistance in funding needed repairs and renovations to school facilities by passing a general obligation bond, Measure H. In addition to the $419 million raised by Measure H, the District has been able to leverage additional matching funds and make use of other District resources to complete the first phase of repairs and improvements.

Despite the substantial investments noted above, a variety of high priority facility and technology improvements remain for which the District does not have a funding source. In particular, the District has identified a clear need to upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in science, technology, engineering, arts and math (STEAM), construct additional facilities to relieve overcrowding, and improve older schools so they meet the same safety and academic standards as newer schools. To adequately fund the next phase of school facility repairs/improvements and access State matching funds, however, the District will need the financial support of the communities it serves through the passage of a local bond measure.

MOTIVATION FOR RESEARCH   The primary purpose of this study was to produce an unbiased, statistically reliable evaluation of voters' interest in supporting a local bond measure to fund the school facility repairs and improvements noted above. Additionally, should the District decide to move forward with a bond measure, the survey data provides guidance as to how to structure a measure so that it is consistent with the community's priorities and expressed needs. Specifically, the survey was designed to:

· Gauge current, baseline support for a local bond measure to fund the repair and improvement of school facilities and instructional technology,

· Identify the types of projects that voters are most interested in funding, should the measure pass,

· Expose voters to arguments in favor of—and against—the proposed bond measure to gauge how information affects support for the measure, *and*

· Estimate support for the measure once voters are presented with the types of information they will likely be exposed to during the election cycle.

It is important to note at the outset that voters' opinions about tax measures are often somewhat fluid, especially when the amount of information they initially have about a measure is limited. How voters think and feel about a measure today may not be the same way they think and feel once they have had a chance to hear more information about the measure in the months leading up to election day. Accordingly, to accurately assess the feasibility of passing a bond measure, it was important that in addition to measuring *current* opinions about the measure (Question 2), the survey expose respondents to the types of information voters are likely to encounter in future months—including arguments in favor (Question 8) and opposed (Question 10) to the measure—and gauge how this information ultimately impacts their voting decision (Questions 9 & 11).

OVERVIEW OF METHODOLOGY For a full discussion of the research methods and techniques used in this study, turn to *Methodology* on page 27. In brief, the survey was administered to a random sample of 698 registered voters in the Santa Clara Unified School District who are likely to participate in the November 2018 election, with a subset who are also likely to participate in the lower-turnout June 2018 primary. The survey followed a mixed-method design that employed multiple recruiting methods (telephone and email) and multiple data collection methods (telephone and online). Administered between August 15 and August 23, 2017, the average interview lasted 17 minutes.

ORGANIZATION OF REPORT This report is designed to meet the needs of readers who prefer a summary of the findings as well as those who are interested in the details of the results. For those who seek an overview of the findings, the sections titled *Just the Facts* and *Conclusions* are for you. They provide a summary of the most important factual findings of the survey in bullet-point format and a discussion of their implications. For the interested reader, this section is followed by a more detailed question-by-question discussion of the results from the survey by topic area (see *Table of Contents*), as well as a description of the methodology employed for collecting and analyzing the data. And, for the truly ambitious reader, the questionnaire used for the interviews is contained at the back of this report (see *Questionnaire & Toplines* on page 30) and a complete set of crosstabulations for the survey results is contained in Appendix A.

ACKNOWLEDGMENTS True North thanks the Santa Clara Unified School District for the opportunity to assist the District in this important effort. The collective expertise, local knowledge, and insight provided by District staff and representatives improved the overall quality of the research presented here. A special thanks also to Tom Clifford (CliffordMoss) and Lori Raineria (Government Financial Strategies) for contributing to the design of the study.

DISCLAIMER The statements and conclusions in this report are those of the authors (Dr. Timothy McLarney and Richard Sarles) at True North Research, Inc. and not necessarily those of the Santa Clara Unified School District. Any errors and omissions are the responsibility of the authors.

ABOUT TRUE NORTH True North is a full-service survey research firm that is dedicated to providing public agencies with a clear understanding of the values, perceptions, priorities and concerns of their residents and voters. Through designing and implementing scientific surveys, focus groups and one-on-one interviews, as well as expert interpretation of the findings, True North helps its clients to move with confidence when making strategic decisions in a variety of areas—such as planning, policy evaluation, performance management, establishing fiscal priorities, passing revenue measures, and developing effective public information campaigns.

During their careers, Dr. McLarney and Mr. Sarles have designed and conducted over 1,000 survey research studies for public agencies, including more than 300 revenue measure feasibility studies. Of the measures that have gone to ballot based on Dr. McLarney's recommendation, more than 94% have been successful. In total, the research that Dr. McLarney has conducted has led to over $29 billion in successful local revenue measures.

JUST THE FACTS

The following section is an outline of the main factual findings from the survey. For the reader's convenience, we have organized the findings according to the section titles used in the body of this report. Thus, if you would like to learn more about a particular finding, simply turn to the appropriate report section.

IMPORTANCE OF ISSUES

- When asked to rate the importance of six issues, maintaining the quality of education in our local public schools received the highest percentage of respondents indicating that the issue was either extremely or very important (90%), followed by maintaining local streets and roads (84%) and improving public safety (79%).

- Given the purpose of this study, it is instructive to note that preventing local tax increases (52%) was rated much lower in importance than maintaining the quality of education in our local public schools (90%) and somewhat lower than the narrower issue of repairing and upgrading aging school facilities (71%).

INITIAL BALLOT TEST

- With only the information provided in the ballot language, 70% of likely November 2018 voters surveyed indicated that they would support the proposed school bond, whereas 19% stated that they would oppose the measure, and approximately 11% were unsure or unwilling to share their vote choice.

- Among the minority of voters who initially opposed the bond measure (or were unsure), the most frequently mentioned specific reasons for their position were the need for more information about the measure, a belief that District money is/will be mismanaged or misspent, and a general concern that taxes are already too high.

TAX THRESHOLD

- At the highest tax rate tested ($60 per $100,000 of assessed valuation), 50% of voters indicated that they would support the bond. Incremental reductions in the tax rate resulted in incremental increases in support for the measure, with 66% of voters indicating that they would support the bond at the lowest tax rate tested ($29 per $100,000 of assessed valuation).

- When the highest tax rate of $60 per $100,000 of assessed valuation was translated to an annual cost for the median home owner (approximately $285 per year), 59% of those surveyed indicated that they would support the bond.

- When the lowest tax rate of $29 per $100,000 of assessed valuation was translated to an annual cost for the median home owner ($139 per year), 69% of those surveyed indicated that they would support the bond.

PROJECTS & PROGRAMS

When presented with a list of seventeen projects and improvements that could be funded by the bond, voters were most interested in using the money to:

- Repair or replace leaky roofs, old rusty plumbing, faulty electrical and air conditioning systems where needed.
- Upgrade science labs, engineering labs, and career technical education facilities so students are prepared for college and in-demand careers.
- Provide the facilities and technology needed to support high quality instruction in math, science, engineering, and technology.

POSITIVE ARGUMENTS

When presented with arguments in favor of the measure, voters found the following arguments to be the most persuasive overall:

- *Some schools have been upgraded to current standards, while others have not. This measure will provide students with equal access to modern, high-quality classrooms, educational facilities and instructional technology.*
- *All money raised by the measure will stay local to support our students. It cannot be taken away by the State or used for other purposes.*
- *Even if you do not have school-age children, supporting this school bond is a wise investment. Good schools improve the quality of life in our community and protect the value of our homes.*

INTERIM BALLOT TEST

- After presenting respondents with the wording of the proposed measure, potential tax rates associated with the bond, projects and improvements that could be funded, as well as positive arguments voters may encounter, overall support for the measure among likely November 2018 voters remained virtually unchanged at 69%, with 35% indicating that they would *definitely* vote yes. Approximately 22% of respondents opposed the measure at this point in the survey, and an additional 9% were unsure or unwilling to state their vote choice.

NEGATIVE ARGUMENTS

Of the arguments in opposition to the measure, voters found the following to be the most persuasive:

- *The District just passed a $419 million bond three years ago. Now they want more money? That's not fair to taxpayers.*
- *This measure is unfair to seniors and others on fixed incomes. There is no exemption for seniors.*
- *Don't be fooled. Including interest, this bond will cost taxpayers about $900 million/$1.8 billion and will take property owners 35 years to pay off.*

- After presenting the wording of the proposed measure, potential tax rates, projects that could be funded, as well as arguments in favor of and against the proposal, support for the bond measure was found among 61% of likely November 2018 voters, with 27% indicating that they would *definitely* support the measure. Approximately 28% of respondents opposed the measure at the Final Ballot Test, and 11% were unsure or unwilling to state their vote choice.

CONCLUSIONS

The bulk of this report is devoted to conveying the details of the study findings. In this section, however, we attempt to 'see the forest through the trees' and note how the collective results of the survey answer the key questions that motivated the research. The following conclusions are based on True North's and CliffordMoss' interpretations of the survey results and the firms' collective experience conducting revenue measure studies for public agencies throughout the State.

Is a bond measure to repair and improve Santa Clara USD schools feasible for a 2018 election?

Yes. Voters have a positive opinion of the quality of education provided by the Santa Clara Unified School District and they consider maintaining the quality of education in local public schools to be the *most* important issue facing the community—more important than maintaining local streets and roads, improving public safety, preventing local tax increases, and other benchmark issues. These sentiments translate into strong natural support (70%) for a bond measure to upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in math, science, engineering, technology, and the arts, acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding, and improve older schools so they meet the same safety and academic standards as newer schools.

The results of this study suggest that, if structured appropriately and combined with an effective public education effort and independent campaign, the proposed school bond measure has a good chance of passage if placed on the ballot in 2018.

Having stated that a bond measure is feasible, it is important to note that a recommendation to place a measure on the ballot comes with several qualifications and conditions. Indeed, although the results are promising, all revenue measures must overcome challenges prior to being successful. The proposed measure is no exception. The following paragraphs discuss some of the challenges and the next steps that True North and CliffordMoss recommend.

What projects do voters identify as priorities for a future bond?

One of the goals of this study was to identify voters' preferences with respect to how the proceeds of a successful bond should be spent. This information can be used to ensure that the resulting bond project list and the measure are consistent with voters' priorities.

Santa Clara voters clearly see a need for the proposed projects and improvements that could be funded by the bond. In fact, all but one of the seventeen projects tested were favored by at least two-thirds of voters surveyed. That said, voters expressed the *greatest* interest in using bond proceeds to repair or replace leaky roofs, old rusty plumbing, faulty electrical and air conditioning systems where needed, upgrade science labs, engineering labs, and career technical education facilities so students are prepared for college and in-demand careers, provide the

facilities and technology needed to support high quality instruction in math, science, engineering, and technology, improve older schools so they meet the same safety and academic standards as newer schools, and create flexible, multi-use classrooms to support hands-on science instruction and learning-by-doing.

How will the tax rate affect support for the measure?

Naturally, the willingness of voters to support a specific revenue measure is contingent, in part, on the tax rate associated with a measure. The higher the rate, all other things being equal, the lower the level of aggregate support that can be expected. It is important that the rate be set at a level that the necessary proportion of voters view as affordable.

One of the clear patterns in the survey data is that some voters are price sensitive with respect to the proposed school bond. A significant percentage of voters who were initially supportive of the bond, for example, later hesitated when presented with the individual tax rates that could be associated with the bond. Although voter sensitivity regarding the "price" of the measure was partially overcome when the tax rates were converted to an annual total tax for the average home owner, as well as once voters were exposed to additional information about what the measure would accomplish and why it is needed, it will nevertheless be important to keep the tax rate within voters' comfort zone.

True North, CliffordMoss, and Government Financial Strategies will work closely with the District in the coming months to advise the District as to the tax rate that best balances the District's need for revenue with the political challenges associated with passing a bond measure. Based on the survey results, we anticipate recommending a tax rate between $49 and $54 per $100,000 of assessed valuation.

How does the election date affect support for the proposed measure?

Different election dates have different turnouts, different electorates, and—by extension—different opportunities and challenges. When compared to the November 2018 election, for example, the June 2018 election turnout will be substantially smaller and have a somewhat different demographic profile. These demographic differences translate into somewhat different levels of support for the proposed bond measure.

Among the larger number of voters expected to participate in the November 2018 election, 70% supported the bond measure on the natural. By comparison, the corresponding figure among high propensity voters who are expected to participate in the lower-turnout June 2018 primary was approximately 3% lower at 67%. This gap in support for the bond between the two electorates remained fairly consistent throughout the interview, although at the Final Ballot Test there was just a 1% difference in support for the bond when comparing November 2018 and June 2018 voters.

The survey results indicate that a bond measure is feasible in both election scenarios (June 2018 and November 2018). Of course, there are other important factors to consider when selecting an election date beyond the survey results—including the number and nature of statewide and local ballot measures that may also qualify for the same ballot, how key candidate elections may shape the turnout profile, the difficulty in conveying messages given the 'noise' associated with other campaigns, the need to raise funds for an independent campaign, and opportunities for a campaign to run an effective get-out-the-vote effort. Given that *how* some of these additional considerations may vary between the June 2018 and November 2018 elections is currently uncertain, our recommendation at this point is to keep both June 2018 and November 2018 election dates open as possibilities. As we learn more information in the coming months about the respective June and November ballots/election environments, we can provide a more specific recommendation.

How might a public information campaign affect support for the proposed measure?

As noted in the body of this report, individuals' opinions about revenue measures are often not rigid, especially when the amount of information presented to the public on a measure has been limited. Thus, in addition to measuring current support for the measure, one of the goals of this study was to explore how the introduction of additional information about the measure may affect voters' opinions about the bond.

It is clear from the survey results that voters' opinions about the proposed school bond measure are somewhat sensitive to the nature—and amount—of information that they have about the measure. Information about the specific improvements that could be funded by the bond, as well as arguments in favor of the measure, were found by many voters to be compelling reasons to support the measure. Moreover, this information played an important role in limiting the erosion of support for the measure once respondents were exposed to the types of opposition arguments they will likely encounter during an election cycle.

Accordingly, one of the keys to building and *sustaining* support for the school bond measure will be the presence of an effective, well-organized public outreach effort, as well as an independent campaign that focuses on the need for the measure as well as the many benefits that it will bring.

How might the economic or political climate alter support for the measure?

A survey is a snapshot in time—which means the results of this study and the conclusions noted above must be viewed in light of the current economic and political climates. Despite concerns about the high cost of living, voter support for the proposed bond measure was strong, which speaks volumes about the value that Santa Clara voters place on having high quality schools. Nevertheless, should the economy and/or political climate improve, support for the measure could increase. Conversely,

negative economic and/or political developments, especially at the local level, could dampen support for the measure below what was recorded in this study.

IMPORTANCE OF ISSUES

The first substantive question of the survey presented respondents with several issues facing residents in the District and asked them to rate the importance of each issue. Because the same response scale was used for each issue, the results provide an insight into how important each issue is on a scale of importance *as well as* how each issue ranks in importance relative to the other issues tested. To avoid a systematic position bias, the order in which the issues were presented was randomized for each respondent.

Figure 1 presents the issues tested, as well as the importance assigned to each by survey participants, sorted by order of importance.[1] Overall, maintaining the quality of education in our local public schools received the highest percentage of respondents indicating that the issue was either extremely or very important (90%), followed by maintaining local streets and roads (84%) and improving public safety (79%). Given the purpose of this study, it is instructive to note that preventing local tax increases (52%) was rated much lower in importance than maintaining the quality of education in our local public schools (90%) and somewhat lower than the narrower issue of repairing and upgrading aging school facilities (71%).

Question 1 *To begin, I'm going to read a list of issues facing your community and for each one, please tell me how important you feel the issue is to you, using a scale of extremely important, very important, somewhat important or not at all important.*

FIGURE 1 IMPORTANCE OF ISSUES

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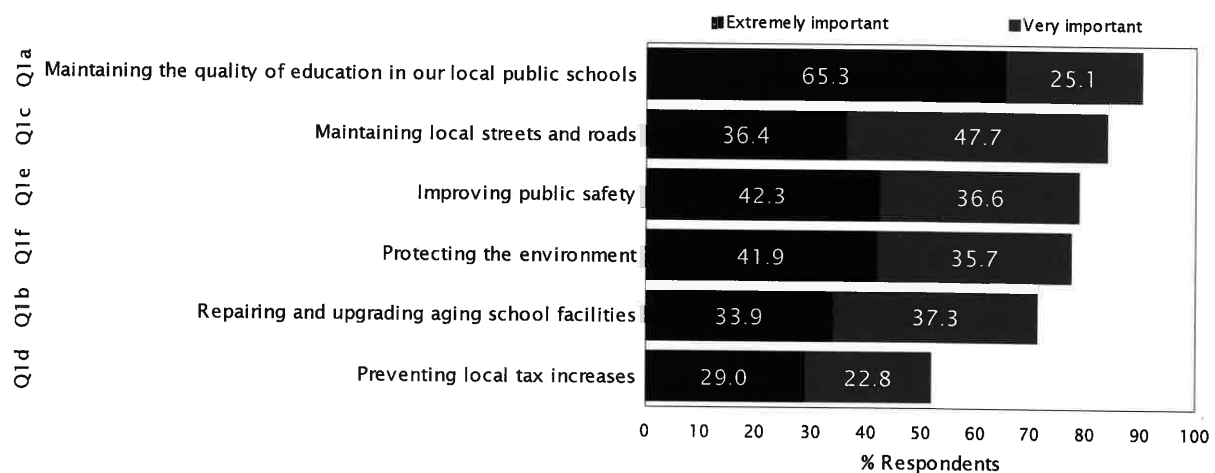
1. Issues were ranked based on the percentage of respondents who indicated that the issue was either *extremely* important or *very* important.

INITIAL BALLOT TEST

The primary research objective of this survey was to estimate voters' support for a bond measure that would raise funds to upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in math, science, engineering, technology, and the arts, acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding, and improve older schools so they meet the same safety and academic standards as newer schools. To this end, Question 2 was designed to take an early assessment of support for the proposed measure.

The motivation for placing Question 2 near the front of the survey is twofold. First, voter support for a measure can often depend on the amount of information they have about a measure. At this point in the survey, the respondent has not been provided information about the proposed measure beyond what is presented in the ballot language. This situation is analogous to a voter casting a ballot with limited knowledge about the measure, such as what might occur in the absence of an effective education campaign. Question 2—also known as the Initial Ballot Test—is thus a good measure of voter support for the proposed measure *as it is today*, on the natural. Because the Initial Ballot Test provides a gauge of natural support for the measure, it also serves a second purpose in that it provides a useful baseline from which to judge the impact of various information items conveyed later in the survey on voter support for the measure.

Question 2 *Your household is within the Santa Clara Unified School District. Next year, voters in the District may be asked to vote on a local ballot measure. Let me read you a summary of the measure. In order to upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in math, science, engineering, technology, and the arts; acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding; and improve older schools so they meet the same safety and academic standards as newer schools; shall the Santa Clara Unified School District issue <425/875> million dollars in bonds at legal interest rates, with independent citizen oversight, no money for administrator salaries, and all money staying local?*

FIGURE 2 INITIAL BALLOT TEST
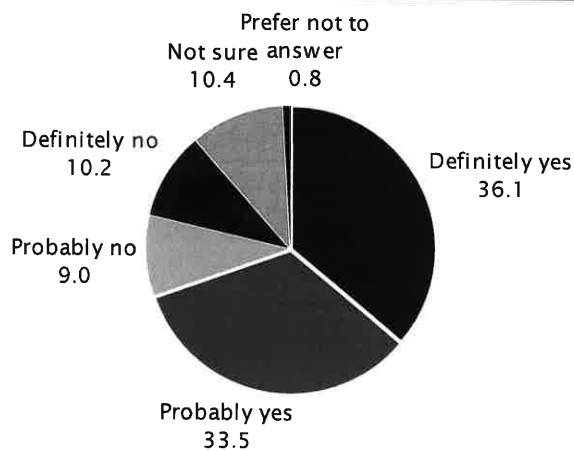
Figure 2 presents the results of the Initial Ballot Test among all respondents. Overall, 70% of likely November 2018 voters surveyed indicated that they would support the proposed school bond[2], whereas 19% stated that they would oppose the measure, and approximately 11% were unsure or unwilling to share their vote choice. For Proposition 39 school bonds in California, support at the Initial Ballot Test was approximately 15 percentage points above the 55% support level required for the measure to pass.

2. The survey tested a $425 million and $875 million bonds using a split-sample methodology. Voter support was virtually identical for the two bond amounts. For this reason, the results of all interviews are combined when summarizing the survey findings (rather than showing them separately for the two bond amounts).

SUPPORT BY SUBGROUPS   For the interested reader, Table 1 shows how support for the measure at the Initial Ballot Test varied by key demographic traits. The blue column (Approximate % of Likely Voter Universe) indicates the percentage of the electorate that each subgroup category comprises. Initial support for the proposed school bond measure was widespread, exceeding 55% in all but two identified subgroups: Republicans and those who live in single- and dual-Republican households. It is also worth noting that support among the subset of voters likely to participate in the June 2018 election was just slightly lower (67%) than that found among the larger group of November 2018 voters (70%).

TABLE 1 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT INITIAL BALLOT TEST

		Approximate % of Voter Universe	% Probably or Definitely Yes	% Not sure
Overall		100	69.6	10.4
Age	18 to 29	8	74.5	7.5
	30 to 39	14	75.9	9.4
	40 to 49	19	77.3	9.7
	50 to 64	30	58.1	11.2
	65 or older	28	71.9	11.6
Party	Democrat	53	80.3	7.8
	Republican	18	48.8	13.3
	Other / DTS	28	63.1	13.6
Household Party Type	Single dem	27	80.3	10.1
	Dual dem	16	79.5	2.9
	Single rep	8	50.3	16.1
	Dual rep	6	34.4	12.9
	Other	22	63.0	13.7
	Mixed	23	71.7	10.4
Current District Child in Hsld (QD1)	Yes	28	80.0	5.5
	No	72	69.7	11.4
Past District Child in Hsld (QD2)	Yes	36	71.6	9.7
	No	64	71.4	10.4
Registration Year	2017 to 2009	55	72.8	8.3
	Before 2009	45	65.7	13.0
Homeowner on Voter File	Yes	69	66.2	11.2
	No	31	77.0	8.8
Gender	Male	48	66.2	8.5
	Female	52	76.2	10.1
Likely to Vote by Mail	Yes	80	68.7	11.3
	No	20	73.0	7.2
Likely June 2018 Voter	Yes	55	67.4	9.6
	No	45	72.2	11.4
Likely Nov 2018 Voter	Yes, natural	96	69.2	10.6
	Yes, GOTV	4	78.7	7.7

REASONS FOR OPPOSING MEASURE   Respondents who did not support the measure at Question 2 were asked if there was a particular reason for their position. Question 3 was asked in an open-ended manner, allowing respondents to mention any reason that came to mind without being prompted by or restricted to a particular list of options. True North later reviewed the verbatim responses and grouped them into the categories shown on the next page in Figure 3.

Among specific reasons offered for not supporting the measure, the need for more information about the measure was the most common (24%), followed by a belief that District money is/will be mismanaged or misspent (14%) and that taxes are already too high (12%). Approximately 14% of voters who did not support the measure said they were unsure why or said there was no particular reason.

Question 3 *Is there a particular reason why you do not support the school measure I just described?*

FIGURE 3 REASON FOR NOT SUPPORTING MEASURE

FIGURE 3 REASON FOR NOT SUPPORTING MEASURE

Reason	%
Need more information	24.0
Not sure, no particular reason	13.7
Money is misspent, mismanaged	13.7
Taxes already too high	11.7
Do not support bonds, increased debt	7.9
Do not trust District	6.7
Other ways to be funded	5.2
Mentioned past ballot measure, bond	4.3
District has enough money	3.9
Money should go to increasing teacher salaries	3.9
No children in District	3.7
Schools are okay as-is, no need for more money	2.0
Improve quality of education	2.0
Issues with school unions	1.9
Measure too expensive	1.8
Concern about illegal immigrant issues	1.3

% Respondents Who Do Not Support Measure

TAX THRESHOLD

Naturally, voter support for a revenue measure is often contingent on the cost of the measure. The higher the tax rate, all other things being equal, the less likely a voter is to support the measure. One of the goals of this study was thus to gauge the impact that changes in the tax rate can be expected to have on voter support for the proposed school bond measure.

Questions 4, 5, and 6 were designed to do just that. Respondents were first instructed that the amount each home owner will pay if the measure passes depends on the *assessed* value of their home—not the market value. Voters were then presented with the highest tax rate ($60 per $100,000 assessed valuation) and asked if they would support the proposed measure at that rate. If a respondent did not answer 'definitely yes', they were asked whether they would support the measure at the next lowest tax rate. The four tax rates tested using this methodology and the percentage of respondents who indicated they would vote in favor of the measure at each rate are shown in Figure 4.

Question 4 *The amount each home owner will pay if the school bond passes depends on the assessed value of their home - not the current market value of the home. If you heard that the annual property taxes on your home would increase: _____ per 100,000 (one hundred thousand) dollars of assessed valuation, would you vote yes or no on the school bond measure?*

FIGURE 4 TAX THRESHOLD
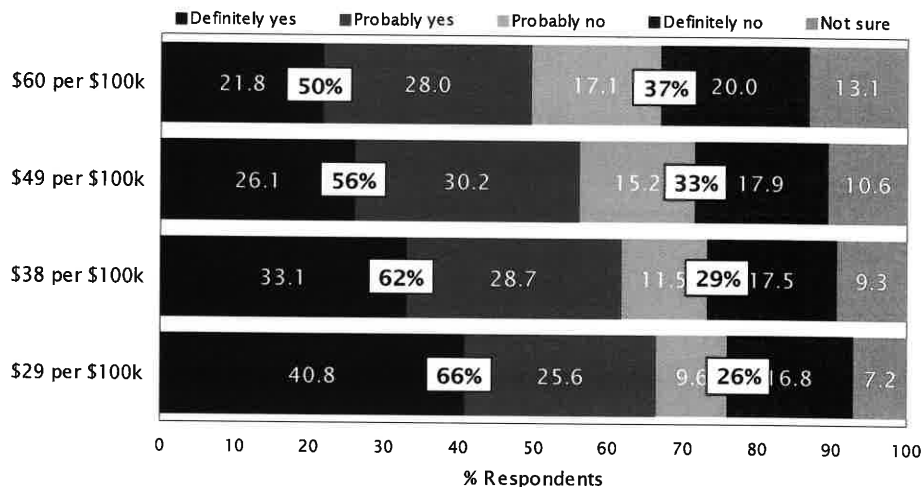
The most obvious pattern revealed in Figure 4 is that some voters are price sensitive when it comes to their support for the proposed school bond measure. As the cost of the measure to their household increases, support for the bond decreases. At the highest tax rate tested ($60 per $100,000 of assessed valuation), 50% of voters indicated that they would support the bond. Incremental reductions in the tax rate resulted in incremental increases in support for the measure, with 66% of voters indicating that they would support the bond at the lowest tax rate tested ($29 per $100,000 of assessed valuation).

ANNUALIZED IMPACT FOR MEDIAN HOME OWNER Because voters occasionally overestimate their current assessed valuation and/or have difficulty translating the tax rate into an annualized total, the survey also tested a different approach for conveying the tax rate information. In addition to presenting rates as described above, voters were also provided with the total annual cost of the bond for the median homeowner (see questions 5 and 6) based on the $60 and $29 tax rates tested in Question 4. The results are presented below in Figure 5.

Voters responded more positively when the cost of the measure was expressed as an annual total for the median home owner when compared with a rate per $100,000 of assessed valuation. At the highest tax rate tested ($60 per $100,000 of assessed valuation), 50% of voters indicated that they would support the proposed bond measure. When that rate was translated to an annual cost for the median home owner (approximately $285 per year), 59% of those surveyed indicated that they would support the bond. Support was also higher, but to a lesser degree, when the tax rate of $29 per $100,000 AV (66%) was translated to an annualized total of $139 for the median home owner (69%).

Question 5 *Let me put it another way: If you knew that this measure would cost the typical home owner about $285 per year, would you vote yes or no on the school bond measure?*

Question 6 *If you knew that this measure would cost the typical home owner about $139 per year, would you vote yes or no on the school bond measure?*

FIGURE 5 SUPPORT MEASURE AT AVERAGE OF $285 & $139 PER YEAR
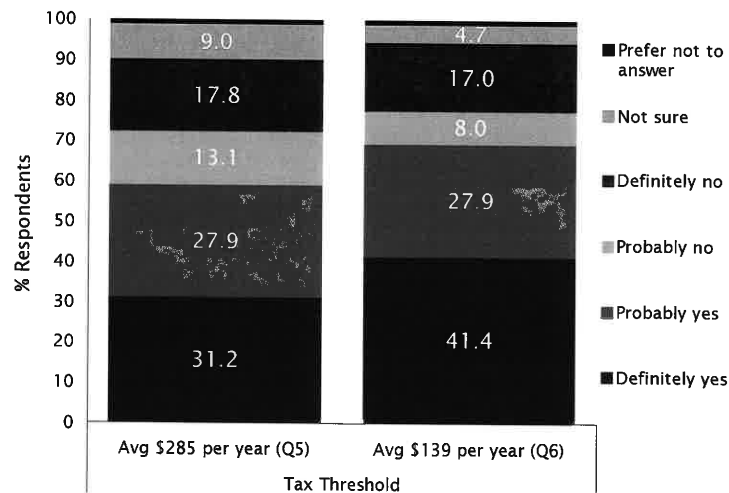
PROJECTS & PROGRAMS

The ballot language presented in Question 2 indicated that the proposed bond measure would be used to upgrade classrooms, science labs, libraries, career training facilities and instructional technology to support student achievement in math, science, engineering, technology, and the arts, acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding, and improve older schools so they meet the same safety and academic standards as newer schools. The purpose of Question 7 was to provide respondents with the full range of projects and improvements that may be funded by the proposed measure, as well as identify which of these improvements voters most favored funding with bond proceeds.

After reading each improvement that may be funded by the measure, respondents were asked if they would favor or oppose spending some of the money on that particular improvement assuming that the measure passes. Descriptions of the improvements tested, as well as voters' responses, are shown in Figure 6 below.[3]

Question 7 *The measure we've been discussing would provide funding for a variety of school projects and improvements. If the measure passes, would you favor or oppose using some of the money to: _____, or do you not have an opinion?*

FIGURE 6 PROJECTS & PROGRAMS

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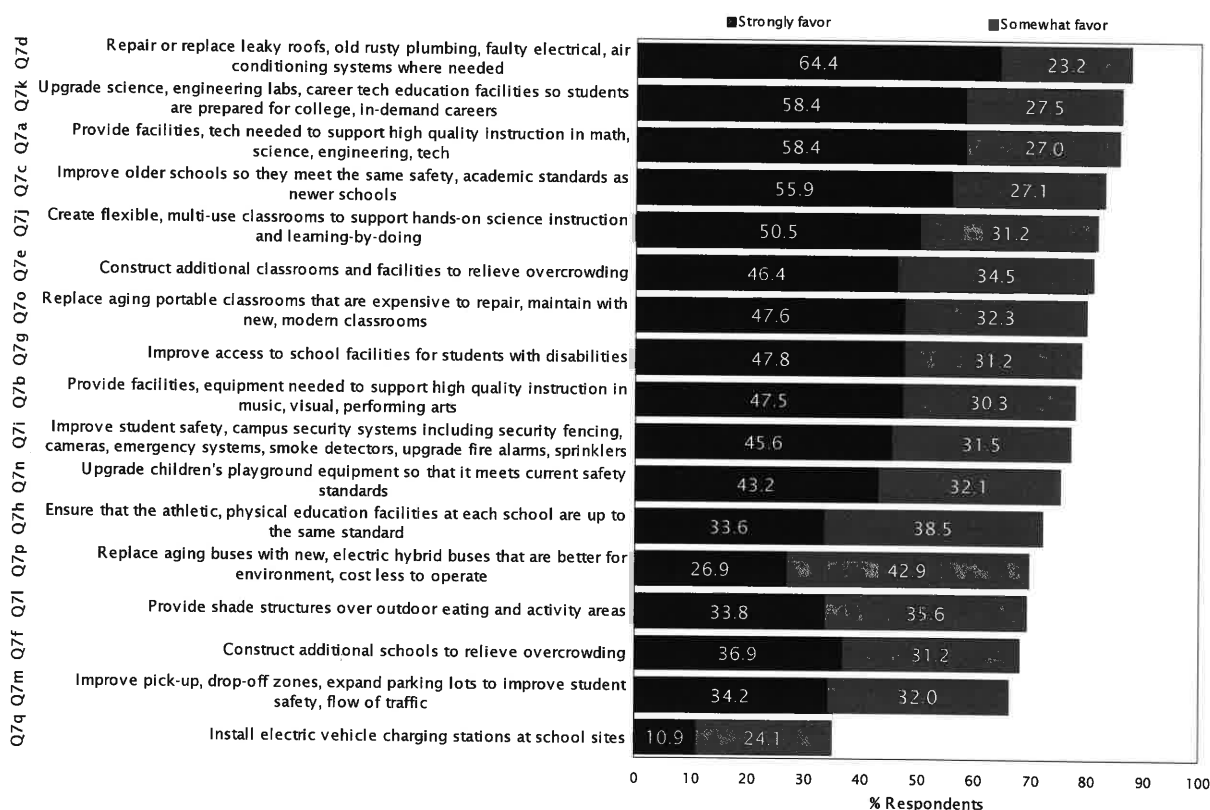
3. For the full text of the improvements tested, turn to Question 7 in *Questionnaire & Toplines* on page 30.

Overall, the improvements that resonated with the largest percentage of respondents were repairing or replacing leaky roofs, old rusty plumbing, faulty electrical and air conditioning systems where needed (88% strongly or somewhat favor), upgrading science labs, engineering labs, and career technical education facilities so students are prepared for college and in-demand careers (86%), and providing the facilities and technology needed to support high quality instruction in math, science, engineering, and technology (85%).

PROJECT RATINGS BY INITIAL SUPPORT Table 2 presents the top five projects (showing the percentage of respondents who *strongly* favor each) by position at the Initial Ballot Test. Not surprisingly, individuals who initially opposed the measure were generally less likely to favor spending money on a given project or service when compared with supporters. Nevertheless, initial supporters, opponents, and the undecided were in agreement on three of the top five priorities for funding.

TABLE 2 TOP PROJECTS & PROGRAMS BY POSITION AT INITIAL BALLOT TEST

Position at Initial Ballot Test (Q2)	Item	Program or Project Summary	% Strongly Favor
Probably or Definitely Yes (n = 486)	Q7d	Repair or replace leaky roofs, old rusty plumbing, faulty electrical, air conditioning systems where needed	75
	Q7a	Provide facilities, tech needed to support high quality instruction in math, science, engineering, tech	72
	Q7k	Upgrade science, engineering labs, career tech education facilities so students are prepared for college, in-demand careers	72
	Q7c	Improve older schools so they meet the same safety, academic standards as newer schools	70
	Q7j	Create flexible, multi-use classrooms to support hands-on science instruction and learning-by-doing	62
Probably or Definitely No (n = 134)	Q7d	Repair or replace leaky roofs, old rusty plumbing, faulty electrical, air conditioning systems where needed	30
	Q7g	Improve access to school facilities for students with disabilities	24
	Q7k	Upgrade science, engineering labs, career tech education facilities so students are prepared for college, in-demand careers	23
	Q7a	Provide facilities, tech needed to support high quality instruction in math, science, engineering, tech	22
	Q7c	Improve older schools so they meet the same safety, academic standards as newer schools	20
Not Sure (n = 73)	Q7d	Repair or replace leaky roofs, old rusty plumbing, faulty electrical, air conditioning systems where needed	57
	Q7k	Upgrade science, engineering labs, career tech education facilities so students are prepared for college, in-demand careers	39
	Q7a	Provide facilities, tech needed to support high quality instruction in math, science, engineering, tech	38
	Q7b	Provide facilities, equipment needed to support high quality instruction in music, visual, performing arts	37
	Q7g	Improve access to school facilities for students with disabilities	36

POSITIVE ARGUMENTS

If the Board chooses to place a bond measure on an upcoming ballot, voters will be exposed to various arguments about the bond in the ensuing months. Proponents of the measure will present arguments to try to persuade voters to support a measure, just as opponents may present arguments to achieve the opposite goal. For this study to be a reliable gauge of voter support for the proposed bond measure, it is important that the survey simulate the type of discussion and debate that will occur prior to the vote taking place and identify how this information ultimately shapes voters' opinions about the bond.

The objective of Question 8 was thus to present respondents with arguments in favor of the proposed measure and identify whether they felt the arguments were convincing reasons to support it. Arguments in opposition to the measure were also presented and are discussed later in this report (see *Negative Arguments* on page 22). Within each series, specific arguments were administered in random order to avoid a systematic position bias.

Question 8 *What I'd like to do now is tell you what some people are saying about the measure we've been discussing. Supporters of the measure say: _____. Do you think this is a very convincing, somewhat convincing, or not at all convincing reason to SUPPORT the measure?*

FIGURE 7 POSITIVE ARGUMENTS
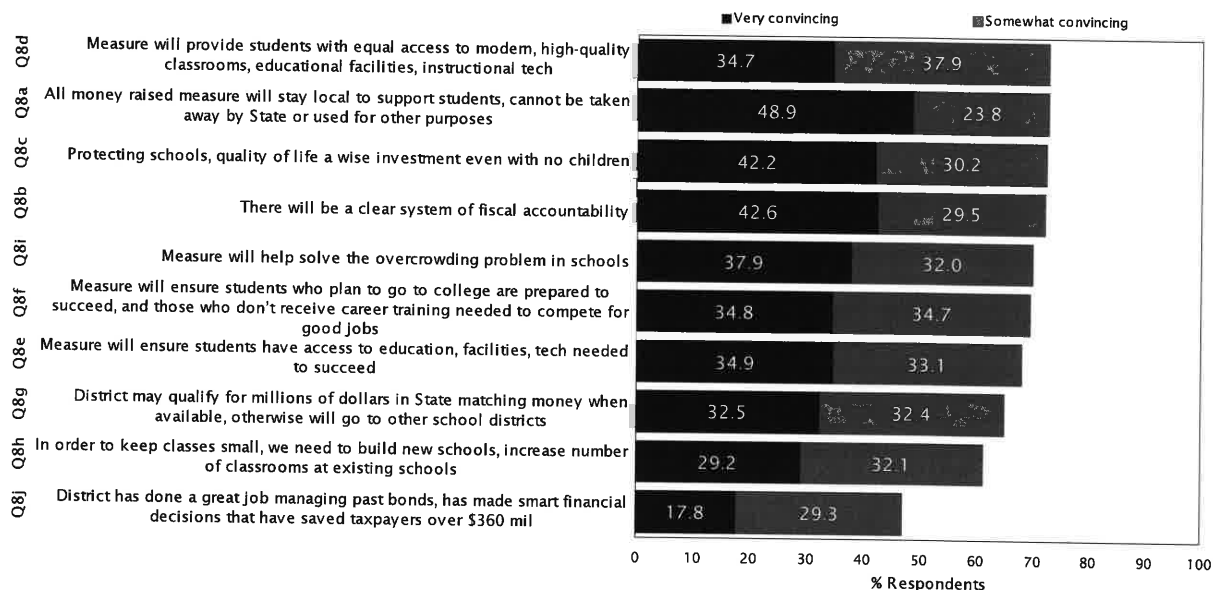
Figure 7 presents the truncated positive arguments tested, as well as voters' reactions to the arguments. The arguments are sorted from most convincing to least convincing based on the percentage of respondents who indicated that the argument was either a 'very convincing' or 'somewhat convincing' reason to support the measure. Using this methodology, the most compelling positive arguments were: *Some schools have been upgraded to current standards, while others have not. This measure will provide students with equal access to modern, high-quality classrooms, educational facilities and instructional technology* (73% very or somewhat convincing), *All money raised by the measure will stay local to support our students. It cannot be taken*

away by the State or used for other purposes (73%), and *Even if you do not have school-age children, supporting this school bond is a wise investment. Good schools improve the quality of life in our community and protect the value of our homes (72%).*

Considering the *intensity* of voters' reactions to the statements, another strong positive argument was: *This measure requires a clear system of accountability, including a project list detailing exactly how the money will be used, a Citizens' Oversight Committee, and independent audits to ensure the money is spent properly* (43% very convincing).

POSITIVE ARGUMENTS BY INITIAL SUPPORT   Table 3 lists the top five most convincing positive arguments (showing the percentage of respondents who cited it as *very* convincing) according to respondents' vote choice at the Initial Ballot Test. The most striking pattern in the table is that the positive arguments resonated with a higher percentage of voters who were initially inclined to support the measure when compared with voters who initially opposed the measure or were unsure. Nevertheless, three specific arguments was ranked among the top five most compelling by all three groups.

TABLE 3 TOP POSITIVE ARGUMENTS BY POSITION AT INITIAL BALLOT TEST

Position at Initial Ballot Test (Q2)	Item	Positive Argument Summary	% Very Convincing
Probably or Definitely Yes (*n* = 486)	Q8a	All money raised measure will stay local to support students, cannot be taken away by State or used for other purposes	63
	Q8c	Protecting schools, quality of life a wise investment even with no children	55
	Q8b	There will be a clear system of fiscal accountability	53
	Q8i	Measure will help solve the overcrowding problem in schools	50
	Q8e	Measure will ensure students have access to education, facilities, tech needed to succeed	47
Probably or Definitely No (*n* = 134)	Q8b	There will be a clear system of fiscal accountability	17
	Q8a	All money raised measure will stay local to support students, cannot be taken away by State or used for other purposes	12
	Q8c	Protecting schools, quality of life a wise investment even with no children	10
	Q8g	District may qualify for millions of dollars in State matching money when available, otherwise will go to other school districts	8
	Q8d	Measure will provide students with equal access to modern, high-quality classrooms, educational tech	6
Not Sure (*n* = 73)	Q8a	All money raised measure will stay local to support students, cannot be taken away by State or used for other purposes	28
	Q8i	Measure will help solve the overcrowding problem in schools	22
	Q8b	There will be a clear system of fiscal accountability	22
	Q8c	Protecting schools, quality of life a wise investment even with no children	20
	Q8d	Measure will provide students with equal access to modern, high-quality classrooms, educational facilities, instructional tech	16

INTERIM BALLOT TEST

After informing respondents about the potential tax rates associated with the bond, projects and improvements that could be funded, as well as exposing them to positive arguments they may encounter about the bond, the survey again presented voters with the ballot language used previously to gauge how their support for the proposed school bond measure may have changed. As shown in Figure 8, overall support for the measure among likely November 2018 voters remained virtually unchanged at 69%, with 35% of voters indicating that they would *definitely* vote yes. Approximately 22% of respondents opposed the measure at this point in the survey, and an additional 9% were unsure or unwilling to state their vote choice.

Question 9 *Sometimes people change their mind about a measure once they have more information about it. Now that you have heard a bit more about the measure, let me read you a summary of it again. In order to upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in math, science, engineering, technology, and the arts; acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding; and improve older schools so they meet the same safety and academic standards as newer schools; shall the Santa Clara Unified School District issue <425/875> million dollars in bonds at legal interest rates, with independent citizen oversight, no money for administrator salaries, and all money staying local? If the election were held today, would you vote yes or no on this measure?*

FIGURE 8 INTERIM BALLOT TEST

Prefer not to answer 0.9
Not sure 7.9
Definitely no 13.2
Probably no 9.0
Definitely yes 35.0
Probably yes 34.0
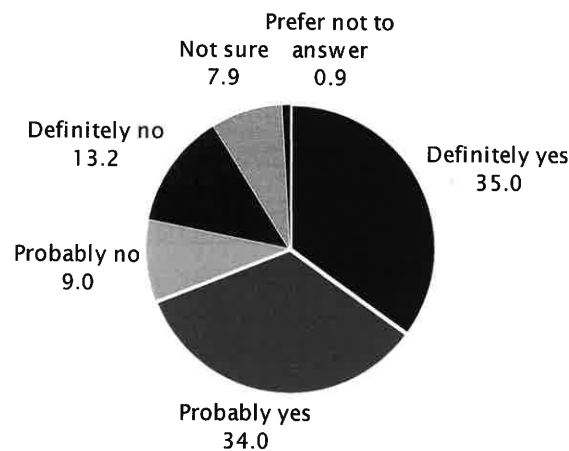
SUPPORT BY SUBGROUPS   Table 4 on the next page shows how support for the measure at this point in the survey varied by key voter subgroups, as well as the percentage change in subgroup support when compared with the Initial Ballot Test. Positive differences appear in green, whereas negative differences appear in red. Despite small fluctuations, support for the proposed school bond remained broad-based at the Interim Ballot Test, exceeding 55% in nearly all subgroups.

TABLE 4 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT INTERIM BALLOT TEST

		Approximate % of Voter Universe	% Probably or Definitely Yes	Change From Initial Ballot Test (Q2)
Overall		100	69.0	-0.6
Age	18 to 29	8	83.4	+8.9
	30 to 39	14	80.0	+4.2
	40 to 49	19	75.1	-2.2
	50 to 64	30	56.2	-1.9
	65 or older	28	68.6	-3.3
Party	Democrat	53	81.3	+1.0
	Republican	18	44.2	-4.7
	Other / DTS	28	62.2	-0.9
Household Party Type	Single dem	27	78.7	-1.6
	Dual dem	16	84.6	+5.1
	Single rep	8	44.7	-5.6
	Dual rep	6	34.4	No change
	Other	22	62.8	-0.1
	Mixed	23	69.5	-2.2
Current District Child in Hsld (QD1)	Yes	28	76.9	-3.1
	No	72	70.8	+1.0
Past District Child in Hsld (QD2)	Yes	36	69.6	-2.0
	No	64	72.5	+1.1
Registration Year	2017 to 2009	55	71.7	-1.1
	Before 2009	45	65.7	+0.0
Homeowner on Voter File	Yes	69	64.5	-1.8
	No	31	79.0	+2.0
Gender	Male	48	66.5	+0.3
	Female	52	74.9	-1.4
Likely to Vote by Mail	Yes	80	67.8	-0.9
	No	20	73.6	+0.6
Likely June 2018 Voter	Yes	55	65.4	-2.0
	No	45	73.3	+1.1
Likely Nov 2018 Voter	Yes, natural	96	68.8	-0.3
	Yes, GOTV	4	72.3	-6.4

NEGATIVE ARGUMENTS

Whereas Question 8 presented respondents with arguments in favor of the measure, Question 10 presented respondents with arguments designed to elicit opposition to the measure. In the case of Question 10, however, respondents were asked if they felt that the argument was a very convincing, somewhat convincing, or not at all convincing reason to *oppose* the measure. The arguments tested, as well as voters' opinions about the arguments, are presented in Figure 9.

Question 10 *Next, let me tell you what opponents of the measure are saying. Opponents of the measure say: _____. Do you think this is a very convincing, somewhat convincing, or not at all convincing reason to OPPOSE the measure?*

FIGURE 9 NEGATIVE ARGUMENTS
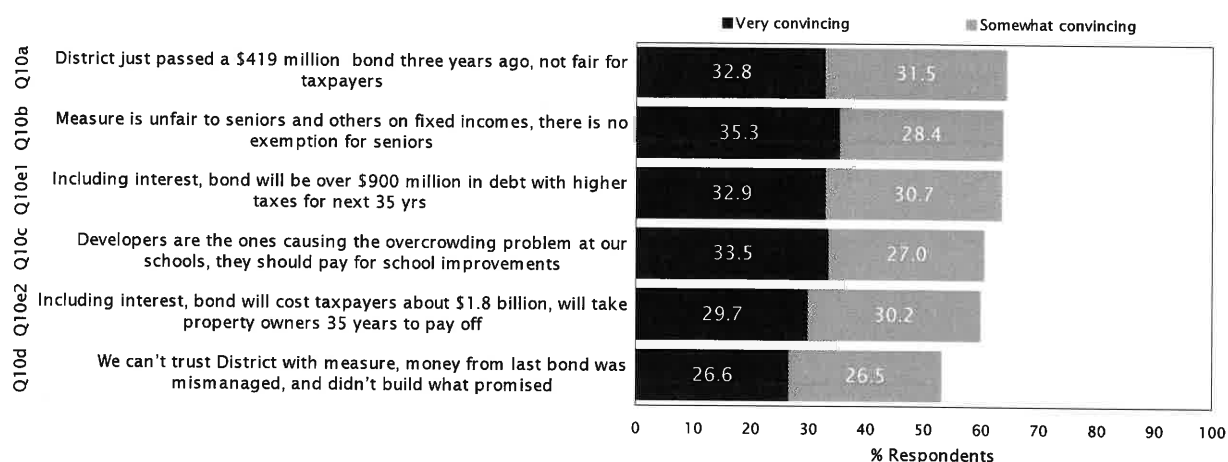
The most compelling negative arguments tested were: *The District just passed a $419 million bond three years ago. Now they want more money? That's not fair to taxpayers* (64% very or somewhat convincing), *This measure is unfair to seniors and others on fixed incomes. There is no exemption for seniors* (64%), and *Don't be fooled. Including interest, this bond will cost taxpayers about $900 million and will take property owners 35 years to pay off* (64%).

TABLE 5 NEGATIVE ARGUMENTS BY POSITION AT INITIAL BALLOT TEST

Position at Initial Ballot Test (Q2)	Item	Negative Argument Summary	% Very Convincing
Probably or Definitely Yes (*n* = 486)	Q10b	Measure is unfair to seniors and others on fixed incomes, there is no exemption for seniors	30
	Q10c	Developers are the ones causing the overcrowding problem at our schools, they should pay for school improvements	29
	Q10e1	Including interest, bond will be over $900 million in debt with higher taxes for next 35 yrs	24
	Q10a	District just passed a $419 million bond three years ago, not fair for taxpayers	23
	Q10e2	Including interest, bond will cost taxpayers about $1.8 billion, will take property owners 35 years to pay off	21
	Q10d	We can't trust District with measure, money from last bond was mismanaged, and didn't build what promised	19
Probably or Definitely No (*n* = 134)	Q10a	District just passed a $419 million bond three years ago, not fair for taxpayers	67
	Q10e1	Including interest, bond will be over $900 million in debt with higher taxes for next 35 yrs	62
	Q10e2	Including interest, bond will cost taxpayers about $1.8 billion, will take property owners 35 years to pay off	62
	Q10b	Measure is unfair to seniors and others on fixed incomes, there is no exemption for seniors	51
	Q10d	We can't trust District with measure, money from last bond was mismanaged, and didn't build what promised	50
	Q10c	Developers are the ones causing the overcrowding problem at our schools, they should pay for school improvements	46
Not Sure (*n* = 73)	Q10b	Measure is unfair to seniors and others on fixed incomes, there is no exemption for seniors	39
	Q10d	We can't trust District with measure, money from last bond was mismanaged, and didn't build what promised	38
	Q10c	Developers are the ones causing the overcrowding problem at our schools, they should pay for school improvements	38
	Q10e1	Including interest, bond will be over $900 million in debt with higher taxes for next 35 yrs	37
	Q10a	District just passed a $419 million bond three years ago, not fair for taxpayers	37
	Q10e2	Including interest, bond will cost taxpayers about $1.8 billion, will take property owners 35 years to pay off	33

FINAL BALLOT TEST

Voters' opinions about ballot measures are often not rigid, especially when the amount of information presented to the public on a measure has been limited. An important goal of the survey was thus to gauge how voters' opinions about the proposed measure may be affected by the information they could encounter during the course of an election cycle. After providing respondents with the wording of the proposed measure, potential tax rates, projects that could be funded, and arguments in favor of and against the proposal, the survey again asked voters whether they would vote 'yes' or 'no' on the proposed school bond measure.

Question 11 *Now that you have heard a bit more about the measure, let me read you a summary of it one more time. In order to upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in math, science, engineering, technology, and the arts; acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding; and improve older schools so they meet the same safety and academic standards as newer schools; shall the Santa Clara Unified School District issue <425/ 875> million dollars in bonds at legal interest rates, with independent citizen oversight, no money for administrator salaries, and all money staying local? If the election were held today, would you vote yes or no on this measure?*

FIGURE 10 FINAL BALLOT TEST
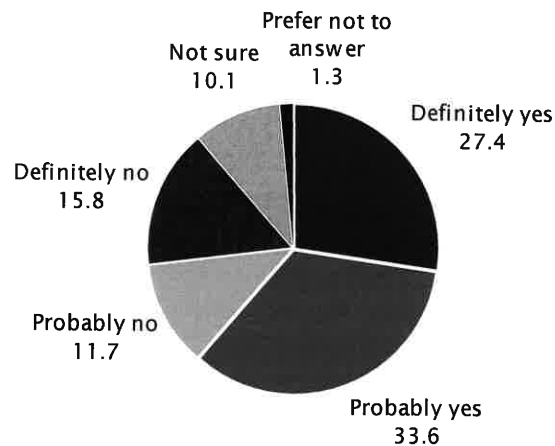
At this point in the survey, support for the bond measure was found among 61% of likely November 2018 voters, with 27% indicating that they would *definitely* support the measure. Approximately 28% of respondents opposed the measure at the Final Ballot Test, and 11% were unsure or unwilling to state their vote choice.

CHANGE IN SUPPORT

Table 6 provides a closer look at how support for the proposed bond measure changed over the course of the interview by calculating the difference in support between the Initial, Interim, and Final Ballot Tests within various subgroups of voters. The percentage of support for the measure at the Final Ballot Test is shown in the column with the heading *% Probably or Definitely Yes*. The columns to the right show the difference between the Final and the Initial, and the Final and Interim Ballot Tests. Positive differences appear in green, and negative differences appear in red.

TABLE 6 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT FINAL BALLOT TEST

		Approximate % of Voter Universe	% Probably or Definitely Yes	Change From Initial Ballot Test (Q2)	Change From Interim Ballot Test (Q9)
Overall		100	61.0	-8.5	-7.9
Age	18 to 29	8	69.9	-4.6	-13.5
	30 to 39	14	73.5	-2.4	-6.6
	40 to 49	19	65.3	-11.9	-9.8
	50 to 64	30	52.2	-5.9	-4.0
	65 or older	28	58.7	-13.2	-9.9
Party	Democrat	53	74.8	-5.5	-6.5
	Republican	18	36.6	-12.2	-7.6
	Other / DTS	28	51.3	-11.9	-10.9
Household Party Type	Single dem	27	72.5	-7.7	-6.1
	Dual dem	16	75.3	-4.2	-9.3
	Single rep	8	38.8	-11.6	-6.0
	Dual rep	6	23.4	-11.1	-11.1
	Other	22	52.0	-11.0	-10.9
	Mixed	23	63.3	-8.4	-6.2
Current District Child in Hsld (QD1)	Yes	28	69.0	-10.9	-7.8
	No	72	62.5	-7.3	-8.3
Past District Child in Hsld (QD2)	Yes	36	60.3	-11.2	-9.2
	No	64	65.1	-6.4	-7.5
Registration Year	2017 to 2009	55	63.4	-9.3	-8.2
	Before 2009	45	58.1	-7.6	-7.6
Homeowner on Voter File	Yes	69	56.4	-9.8	-8.0
	No	31	71.2	-5.8	-7.8
Gender	Male	48	61.8	-4.3	-4.6
	Female	52	63.2	-13.0	-11.6
Likely to Vote by Mail	Yes	80	59.5	-9.3	-8.4
	No	20	67.3	-5.7	-6.3
Likely June 2018 Voter	Yes	55	59.8	-7.7	-5.7
	No	45	62.6	-9.6	-10.7
Likely Nov 2018 Voter	Yes, natural	96	60.8	-8.4	-8.0
	Yes, GOTV	4	66.6	-12.1	-5.7

Voter subgroups generally responded to the negative arguments with a reduction in their support for the measure when compared with levels recorded at the Interim Ballot Test. The general trend over the course of the entire survey (Initial to Final Ballot Test) was also one of declining support for most voter subgroups, averaging -9% overall. Even with this decline, however, support at the Final Ballot Test remained above the 55% threshold for passage of a Prop 39 bond.

Whereas Table 6 displays change in support for the measure over the course of the interview at the group level, Table 7 on the next page presents individual-level changes that occurred between the Initial and Final Ballot Tests for the measure. On the left side of the table is shown each of the response options to the Initial Ballot Test and the percentage of respondents in each group. The cells in the body of the table depict movement within each response group (row)

based on the information provided throughout the course of the survey as recorded by the Final Ballot Test. For example, in the first row we see that of the 36.1% of respondents who indicated they would definitely support the measure at the Initial Ballot Test, 23.7% indicated they would definitely support the measure at the Final Ballot Test. Approximately 9.1% moved to the probably support group, 1.6% moved to the probably oppose group, 0.6% moved to the definitely oppose group, and 1.1% percent stated they were now unsure of their vote choice.

To ease interpretation of the table, the cells are color coded. Red shaded cells indicate declining support, green shaded cells indicate increasing support, whereas white cells indicate no movement. Moreover, within the cells, a white font indicates a fundamental change in the vote: from yes to no, no to yes, or not sure to either yes or no.

TABLE 7 MOVEMENT BETWEEN INITIAL & FINAL BALLOT TEST

Initial Ballot Test (Q2)		Final Ballot Test (Q11)				
		Definitely support	Probably support	Probably oppose	Definitely oppose	Not sure
Definitely support	36.1%	23.7%	9.1%	1.6%	0.6%	1.1%
Probably support	33.5%	3.5%	20.5%	3.7%	1.9%	4.0%
Probably oppose	9.0%	0.1%	2.4%	3.6%	2.0%	0.9%
Definitely oppose	10.2%	0.0%	0.0%	0.4%	9.6%	0.2%
Not sure	11.3%	0.2%	1.7%	2.4%	1.7%	5.2%

As one might expect, the information conveyed in the survey generally had the greatest impact on individuals who either weren't sure about how they would vote at the Initial Ballot Test or were tentative in their vote choice (probably yes or probably no). Moreover, Table 7 makes clear that although the information presented in the survey did impact some voters, it did not do so in a consistent way for all respondents. Some respondents found the information provided during the course of the interview to be a reason to become more supportive of the measure, while a larger percentage found the same information reason to be less supportive. Although 23% of respondents made a *fundamental*[4] shift in their opinion regarding the measure over the course of the interview, the net impact is that support for the measure at the Final Ballot Test (61%) was approximately nine percentage points lower than support at the Initial Ballot Test (70%).

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4. This is, they changed from a position of support, opposition, or undecided at the Initial Ballot Test to a different position at the Final Ballot Test.

TABLE 8 DEMOGRAPHICS OF SAMPLE

Total Respondents	698
Current District Child in Hsld (QD1)	
Yes	25.9
No	68.2
Prefer not to answer	5.8
Past District Child in Hsld (QD2)	
Yes	34.4
No	61.4
Prefer not to answer	4.2
Homeowner on Voter File	
Yes	68.8
No	31.2
Age	
18 to 29	8.4
30 to 39	14.0
40 to 49	19.4
50 to 64	30.0
65 or older	28.3
Registration Year	
2017 to 2009	55.0
Before 2009	45.0
Party	
Democrat	53.1
Republican	18.5
Other / DTS	28.5
Household Party Type	
Single dem	26.7
Dual dem	15.5
Single rep	7.6
Dual rep	5.6
Other	21.8
Mixed	22.7
Likely to Vote by Mail	
Yes	80.0
No	20.0
Likely Nov 2018 Voter	
Yes, natural	95.9
Yes, GOTV	4.1
Likely June 2018 Voter	
Yes	54.6
No	45.4
Gender	
Male	45.9
Female	49.6
Prefer not to answer	4.5

In addition to questions directly related to the proposed measure, the study collected basic demographic information about respondents and their households. Some of this information was gathered during the interview, although much of it was collected from the voter file. The profile of the likely November 2018 voter sample used for this study is shown in Table 8.

METHODOLOGY

The following sections outline the methodology used in the study, as well as the motivation for using certain techniques.

QUESTIONNAIRE DEVELOPMENT Dr. McLarney of True North Research worked closely with the Santa Clara Unified School District to develop a questionnaire that covered the topics of interest and avoided possible sources of systematic measurement error, including position-order effects, wording effects, response-category effects, scaling effects, and priming. Several questions included multiple individual items. Because asking the items in a set order can lead to a systematic position bias in responses, items were asked in random order for each respondent.

Some of the questions asked in this study were presented only to a subset of respondents. For example, only individuals who did not support the bond at the Initial Ballot Test (Question 2) were asked the follow-up open-ended Question 3 regarding their reasons for not supporting the measure. The questionnaire included with this report (see *Questionnaire & Toplines* on page 30) identifies the skip patterns that were used during the interview to ensure that each respondent received the appropriate questions.

PROGRAMMING & PRE-TEST Prior to fielding the survey, the questionnaire was CATI (Computer Assisted Telephone Interviewing) programmed to assist interviewers when conducting the telephone interviews. The CATI program automatically navigates the skip patterns, randomizes the appropriate question items, and alerts the interviewer to certain types of keypunching mistakes should they happen during the interview. The survey was also programmed into a passcode-protected online survey application to allow online participation for sampled residents. The integrity of the questionnaire was pre-tested internally by True North and by dialing into voter households in the district prior to formally beginning the survey.

SAMPLE The survey was administered to a stratified and clustered random sample of registered voters in the District who are likely to participate in the November 2018 election on the natural or through targeted get-out-the-vote efforts, with a subset who are also likely to participate in the lower-turnout June 2018 primary election. Consistent with the profile of this universe, the sample was stratified into clusters, each representing a combination of age, gender, and household party-type. Individuals were then randomly selected based on their profile into an appropriate cluster. This method ensures that if a person of a particular profile refuses to participate in the study, they are replaced by an individual who shares their same profile.

STATISTICAL MARGIN OF ERROR By using the probability-based sampling design noted above, True North ensured that the final sample was representative of voters in the District who are likely to participate in the November 2018 election. The results of the sample can thus be used to estimate the opinions of *all* voters likely to participate in the November 2018 election. Because not all voters participated in the study, however, the results have what is known as a statistical margin of error due to sampling. The margin of error refers to the difference between what was found in the survey of 698 voters for a particular question and what would have been found if all 41,960 likely November 2018 voters identified in the District had been surveyed for the study.

Figure 11 provides a graphic plot of the *maximum* margin of error in this study. The maximum margin of error for a dichotomous percentage result occurs when the answers are evenly split such that 50% provide one response and 50% provide the alternative response. For this survey, the maximum margin of error is ± 3.42%.

FIGURE 11 MAXIMUM MARGIN OF ERROR DUE TO SAMPLING
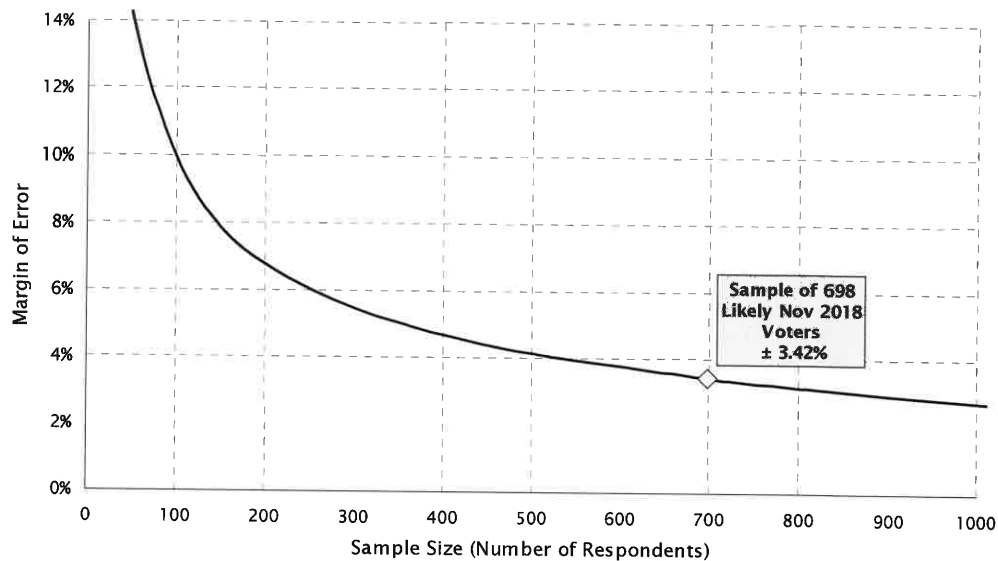
Within this report, figures and tables show how responses to certain questions varied by subgroups such as age, gender, and partisan affiliation. Figure 11 is thus useful for understanding how the maximum margin of error for a percentage estimate will grow as the number of individuals asked a question (or in a particular subgroup) shrinks. Because the margin of error grows exponentially as the sample size decreases, the reader should use caution when generalizing and interpreting the results for small subgroups.

RECRUITING & DATA COLLECTION   The survey followed a mixed-method design that employed multiple recruiting methods (telephone and email) and multiple data collection methods (telephone and online). Telephone interviews averaged 17 minutes in length and were conducted during weekday evenings (5:30PM to 9PM) and on weekends (10AM to 5PM). It is standard practice not to call during the day on weekdays because most working adults are unavailable and thus calling during those hours would likely bias the sample.

Voters recruited via email were assigned a unique passcode to ensure that only voters who received an invitation could access the online survey site, and that each voter could complete the survey only one time. During the data collection period, an email reminder notice was also sent to encourage participation among those who had yet to take the survey. A total of 698 surveys were completed between August 15 and August 23, 2017.

DATA PROCESSING   Data processing consisted of checking the data for errors or inconsistencies, coding and recoding responses, and preparing frequency analyses and crosstabulations.

ROUNDING Numbers that end in 0.5 or higher are rounded up to the nearest whole number, whereas numbers that end in 0.4 or lower are rounded down to the nearest whole number. These same rounding rules are also applied, when needed, to arrive at numbers that include a decimal place in constructing figures and charts. Occasionally, these rounding rules lead to small discrepancies in the first decimal place when comparing tables and pie charts for a given question.

Section 1: Introduction to Study

Hi, may I please speak to _____. My name is _____, and I'm calling on behalf of TNR, an independent public opinion research firm. We're conducting a survey of voters about important issues in your community and I'd like to get your opinions.

If needed: This is a survey about important issues in Santa Clara, San Jose and Sunnyvale. I'm NOT trying to sell anything and I won't ask for a donation.
If needed: The survey should take about 12 minutes to complete.
If needed: If now is not a convenient time, can you let me know a better time so I can call back?

If the person asks why you need to speak to the listed person or if they ask to participate instead, explain: For statistical purposes, at this time the survey must only be completed by this particular individual.

If the person says they are an elected official or is somehow associated with the survey, politely explain that this survey is designed to measure the opinions of those not closely associated with the study, thank them for their time, and terminate the interview.

Section 2: Importance of Issues

| Q1 | To begin, I'm going to read a list of issues facing your community and for each one, please tell me how important you feel the issue is to <u>you</u>, using a scale of extremely important, very important, somewhat important or not at all important. Here is the (first/next) issue: _____. Do you think this issue is extremely important, very important, somewhat important, or not at all important? |

	Randomize.	Extremely Important	Very Important	Somewhat Important	Not at all Important	Not sure	Prefer not to answer
A	Maintaining the quality of education in our local public schools	65%	25%	6%	3%	1%	1%
B	Repairing and upgrading aging school facilities	34%	37%	22%	6%	1%	0%
C	Maintaining local streets and roads	36%	48%	14%	1%	0%	0%
D	Preventing local tax increases	29%	23%	34%	13%	1%	1%
E	Improving public safety	42%	37%	18%	2%	0%	1%
F	Protecting the environment	42%	36%	18%	4%	0%	0%

Section 3: Initial Ballot Test

Your household is within the Santa Clara Unified School District. Next year, voters in the District may be asked to vote on a local ballot measure. Let me read you a summary of the measure.

Split Sample Bond Amount. Even Clusters receive 425 million dollars, Odd Clusters receive 875 million dollars.

	In order to:

Q2

In order to:

- ◇ Upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in math, science, engineering, technology, and the arts
- ◇ Acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding
- ◇ And improve older schools so they meet the same safety and academic standards as newer schools

Shall the Santa Clara Unified School District issue <425/875> million dollars in bonds at legal interest rates, with independent citizen oversight, no money for administrator salaries, and all money staying local?

If the election were held today, would you vote yes or no on this measure? *Get answer, then ask:* Would that be definitely (yes/no) or probably (yes/no)?

1	Definitely yes	36%	*Skip to Q4*
2	Probably yes	34%	*Skip to Q4*
3	Probably no	9%	*Ask Q3*
4	Definitely no	10%	*Ask Q3*
98	Not sure	10%	*Ask Q3*
99	Prefer not to answer	1%	*Skip to Q4*

Q3 — Is there a particular reason why you do not support the school measure I just described? *If yes, ask:* Please briefly describe your reason. Verbatim responses recorder and later grouped into categories shown below.

Need more information	24%
Money is misspent, mismanaged	14%
Not sure, no particular reason	14%
Taxes already too high	12%
Do not support bonds, increased debt	8%
Do not trust District	7%
Other ways to be funded	5%
No children in District	4%
Mentioned past ballot measure, bond	4%
District has enough money	4%
Money should go to increasing teacher salaries	4%

Schools are okay as-is, no need for more money	2%
Improve quality of education	2%
Measure too expensive	2%
Issues with school unions	2%
Concern about illegal immigrant issues	1%

Section 4: Tax Threshold

Q4	The amount each home owner will pay if the school bond passes depends on the assessed value of their home – <u>not</u> the current market value of the home. If you heard that the annual property taxes on your home would increase: _____ per 100,000 (one hundred thousand) dollars of assessed valuation, would you vote yes or no on the school bond measure? *Get answer, then ask:* Is that definitely (yes/no) or probably (yes/no)? *If needed:* The assessed value of your home is listed on your property tax bill.

Read in sequence starting with the highest amount (A), then the next highest (B), and so on. If respondent says 'definitely yes', record 'definitely yes' for all LOWER dollar amounts and go to next question.

	Ask in Order	Definitely Yes	Probably Yes	Probably No	Definitely No	Not Sure	Prefer not to answer
A	$60	22%	28%	17%	20%	12%	1%
B	$49	26%	30%	15%	18%	10%	1%
C	$38	33%	29%	11%	17%	8%	1%
D	$29	41%	26%	10%	17%	6%	1%

Q5	Let me put it another way: If you knew that this measure would cost the <u>typical</u> home owner about $285 per year, would you vote yes or no on the school bond measure? *Get answer, then ask:* Is that definitely (yes/no) or probably (yes/no)?

1	Definitely yes	31%
2	Probably yes	28%
3	Probably no	13%
4	Definitely no	18%
98	Not sure	9%
99	Prefer not to answer	1%

Q6	If you knew that this measure would cost the <u>typical</u> home owner about **$139** per year, would you vote yes or no on the school bond measure? *Get answer, then ask:* Is that definitely (yes/no) or probably (yes/no)?	
	1	Definitely yes	41%
	2	Probably yes	28%
	3	Probably no	8%
	4	Definitely no	17%
	98	Not sure	5%
	99	Prefer not to answer	1%

Section 5: Projects & Programs

| Q7 | The measure we've been discussing would provide funding for a variety of school projects and improvements.

 <u>If the measure passes,</u> would you favor or oppose using some of the money to: _____, or do you not have an opinion? *Get answer, if favor or oppose, then ask:* Would that be strongly (favor/oppose) or somewhat (favor/oppose)? | | | | | | |

	Randomize	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	No Opinion	Prefer not to answer
A	Provide the facilities and technology needed to support high quality instruction in math, science, engineering, and technology	58%	27%	4%	5%	3%	3%
B	Provide the facilities and equipment needed to support high quality instruction in music, visual, and performing arts	47%	30%	9%	7%	4%	3%
C	Improve older schools so they meet the same safety and academic standards as newer schools	56%	27%	7%	5%	2%	2%
D	Repair or replace leaky roofs, old rusty plumbing, faulty electrical and air conditioning systems where needed	64%	23%	4%	5%	2%	3%
E	Construct additional classrooms and facilities to relieve overcrowding	46%	34%	6%	7%	3%	3%
F	Construct additional schools to relieve overcrowding	37%	31%	12%	9%	6%	4%
G	Improve access to school facilities for students with disabilities	48%	31%	6%	6%	6%	3%
H	Ensure that the athletic and physical education facilities at each school are up to the same standard	34%	39%	11%	8%	5%	3%
I	Improve student safety and campus security systems including security fencing, security cameras, emergency communications systems, smoke detectors, upgrade fire alarms, and sprinklers	46%	31%	9%	6%	4%	3%

J	Create flexible, multi-use classrooms to support hands-on science instruction and learning-by-doing	51%	31%	7%	5%	3%	3%
K	Upgrade science labs, engineering labs, and career technical education facilities so students are prepared for college and in-demand careers	58%	28%	4%	5%	2%	3%
L	Provide shade structures over outdoor eating and activity areas	34%	36%	12%	9%	6%	3%
M	Improve pick-up and drop-off zones and expand parking lots to improve student safety and the flow of traffic	34%	32%	14%	10%	7%	3%
N	Upgrade children's playground equipment so that it meets current safety standards	43%	32%	10%	7%	5%	2%
O	Replace aging portable classrooms that are expensive to repair and maintain with new, modern classrooms	48%	32%	6%	7%	3%	3%
P	Replace aging buses with new, electric hybrid buses that are better for the environment and cost less to operate	27%	43%	9%	12%	6%	3%
Q	Install electric vehicle charging stations at school sites	11%	24%	24%	26%	11%	3%

Section 6: Positive Arguments

What I'd like to do now is tell you what some people are saying about the measure we've been discussing.

Q8	Supporters of the measure say: _____. Do you think this is a very convincing, somewhat convincing, or not at all convincing reason to **SUPPORT** the measure?						
	Randomize	Very Convincing	Somewhat Convincing	Not At All Convincing	Don't Believe	Don't Know/No Opinion	Prefer not to answer
A	All money raised by the measure will stay local to support our students. It cannot be taken away by the State or used for other purposes.	49%	24%	9%	11%	4%	3%
B	This measure requires a clear system of accountability, including a project list detailing exactly how the money will be used, a Citizens' Oversight Committee, and independent audits to ensure the money is spent properly.	43%	30%	11%	11%	2%	3%
C	Even if you do not have school-age children, supporting this school bond is a wise investment. Good schools improve the quality of life in our community and protect the value of our homes.	42%	30%	12%	9%	3%	3%

D	Some schools have been upgraded to current standards, while others have not. This measure will provide students with equal access to modern, high-quality classrooms, educational facilities and instructional technology.	35%	38%	14%	6%	4%	3%
E	The standards are rising for what it takes to get into college and compete for good paying jobs. This measure will ensure local students have access to the education, facilities, and technology they need to succeed.	35%	33%	17%	9%	3%	3%
F	This measure will ensure that students who plan to go to college are prepared to succeed, and those who don't plan to go to college receive the career training they need to compete for good paying jobs.	35%	35%	16%	10%	2%	3%
G	If voters approve this measure, our District may qualify for millions of dollars in State matching money when it becomes available that otherwise will go to other school districts.	32%	32%	16%	11%	4%	3%
H	In order to keep classes small, we need to build new schools and increase the number of classrooms at our existing schools.	29%	32%	21%	10%	5%	3%
I	Crowded schools make it harder for students to learn and reduce the amount of time teachers get to spend with individual students. This measure will help solve the overcrowding problem in our schools.	38%	32%	14%	10%	3%	3%
J	The District has done a great job managing past bonds and has made smart financial decisions that have saved taxpayers over 360 million dollars.	18%	29%	21%	15%	13%	4%

Section 7: Interim Ballot Test

Sometimes people change their mind about a measure once they have more information about it. Now that you have heard a bit more about the measure, let me read you a summary of it again.

Split Sample Bond Amount. Even Clusters receive 425 million dollars, Odd Clusters receive 875 million dollars.

Q9	In order to:
	
	    ◇ Upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in math, science, engineering, technology, and the arts
	    ◇ Acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding
	    ◇ And improve older schools so they meet the same safety and academic standards as newer schools
	
	Shall the Santa Clara Unified School District issue <425/875> million dollars in bonds at legal interest rates, with independent citizen oversight, no money for administrator salaries, and all money staying local?
	
	If the election were held today, would you vote yes or no on this measure? *Get answer, then ask:* Would that be definitely (yes/no) or probably (yes/no)?	

1	Definitely yes	35%
2	Probably yes	34%
3	Probably no	9%
4	Definitely no	13%
98	Not sure	8%
99	Prefer not to answer	1%

Section 8: Negative Arguments

Next, let me tell you what opponents of the measure are saying.

Q10	Opponents of the measure say: _____. Do you think this is a very convincing, somewhat convincing, or not at all convincing reason to OPPOSE the measure?					
	Randomize. *Split Sample Item E. Even Clusters receive item E1, Odd Clusters receive Item E2.*	Very Convincing	Somewhat Convincing	Not At All Convincing	Don't Believe	Not sure	Prefer not to answer
A	The District just passed a 419 million dollar bond three years ago. Now they want more money? That's not fair to taxpayers.	33%	31%	22%	6%	5%	3%
B	This measure is unfair to seniors and others on fixed incomes. There is no exemption for seniors.	35%	28%	22%	5%	6%	3%

C	Developers are the ones causing the overcrowding problem at our schools, so they should be the ones to pay for school improvements – not the taxpayers.	33%	27%	20%	11%	6%	3%
D	We can't trust the District with this measure. They mismanaged the last bond and didn't build what they promised.	27%	27%	19%	9%	15%	3%
E1	Don't be fooled. Including interest, this bond will cost taxpayers about **900** million dollars and will take property owners 35 years to pay off.	33%	31%	19%	6%	8%	4%
E2	Don't be fooled. Including interest, this bond will cost taxpayers about **1.8** (one-point-eight) **b**illion dollars and will take property owners 35 years to pay off.	30%	30%	18%	10%	7%	4%

Section 9: Final Ballot Test

Now that you have heard a bit more about the measure, let me read you a summary of it one more time.

Split Sample Bond Amount. Even Clusters receive 425 million dollars, Odd Clusters receive 875 million dollars.

Q11	In order to:
	
	  ❖ Upgrade classrooms, science labs, libraries, career training facilities, and instructional technology to support student achievement in math, science, engineering, technology, and the arts
	  ❖ Acquire, renovate, construct and equip classrooms, sites and facilities to relieve overcrowding
	  ❖ And improve older schools so they meet the same safety and academic standards as newer schools
	
	Shall the Santa Clara Unified School District issue **<425/875>** million dollars in bonds at legal interest rates, with independent citizen oversight, no money for administrator salaries, and all money staying local?
	
	If the election were held today, would you vote yes or no on this measure? *Get answer, then ask:* Would that be definitely (yes/no) or probably (yes/no)?

1	Definitely yes	27%
2	Probably yes	34%
3	Probably no	12%
4	Definitely no	16%
98	Not sure	10%
99	Prefer not to answer	1%

Section 10: Background & Demographics

Thank you so much for your participation. I have just a few background questions for statistical purposes.

D1	Do you have any children who currently attend a school in the Santa Clara Unified School District?	
1	Yes	26%
2	No	68%
99	Prefer not to answer	6%

D2	Do you have grown children who previously attended a school in the Santa Clara Unified School District when they were younger?	
1	Yes	34%
2	No	61%
99	Prefer not to answer	4%

Those are all of the questions that I have for you. Thanks so much for participating in this important survey.

Post-Interview & Sample Items

S1	Gender	
1	Male	46%
2	Female	50%
99	Prefer not to answer	5%

S2	Party	
1	Democrat	53%
2	Republican	18%
3	Other	3%
4	DTS	26%

S3	Age on Voter File	
1	18 to 29	8%
2	30 to 39	14%
3	40 to 49	19%
4	50 to 64	30%
5	65 or older	28%
99	Not Coded	0%

S4	Registration Date		
	1	2017 to 2009	55%
	2	2008 to 2005	9%
	3	2004 to 2001	16%
	5	Before 2001	20%
S5	Household Party Type		
	1	Single Dem	27%
	2	Dual Dem	16%
	3	Single Rep	8%
	4	Dual Rep	6%
	5	Single Other	15%
	6	Dual Other	7%
	7	Dem & Rep	6%
	8	Dem & Other	12%
	9	Rep & Other	4%
	0	Mixed (Dem + Rep + Other)	1%
S6	Homeowner on Voter File		
	1	Yes	69%
	2	No	31%
S7	Likely to Vote by Mail		
	1	Yes	80%
	2	No	20%
S8	Likely June 2018 Voter		
	1	Yes	55%
	2	No	45%
S9	Likely November 2018 Voter		
	1	Yes, natural	96%
	2	Yes, GOTV	4%