

BOND FEASIBILITY SURVEY
SUMMARY REPORT

PREPARED FOR THE
PIEDMONT UNIFIED SCHOOL DISTRICT



MAY 2, 2016



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INTRODUCTION

Located in Alameda County, the Piedmont Unified School District is committed to providing a rigorous educational program that nurtures academic growth in a safe, modern learning environment. To this end, in 2006 the District asked voters for assistance in funding facility repairs and renovations at existing school sites by passing a general obligation bond (Measure E). In addition to the funds raised by Measure E, the District was able to leverage additional matching funds to make priority repairs and improvements at local schools.

Despite the aforementioned investments, however, substantial facility repairs and improvements remain for which the District does not have a funding source, including repairing deteriorating roofs, plumbing, electrical, heating and ventilation systems, improving student safety and campus security systems, and upgrading facilities, labs and technology to support advanced programs in math, science, engineering, arts and technology. To adequately fund its ongoing facility needs and access State matching funds when they become available, 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 9) and opposed (Question 11) to the measure—and gauge how this information ultimately impacts their voting decision (Questions 10 & 12).

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 by telephone to a random sample of 316 registered voters in the Piedmont Unified School District who are likely to participate in the November 2016 election, with a subset who are also likely to participate in the lower turnout June 2016 primary election. The survey was administered between April 18 and April 26, 2016, and the average interview lasted 16 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 Piedmont 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 Larry Tramutola 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 Piedmont 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 900 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 92% have been successful. In total, the research that Dr. McLarney has conducted has led to over \$24 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 seven 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 (94%), followed by maintaining local property values (75%), and maintaining local streets and roads (75%).
- Given the purpose of this study, it is instructive to note that preventing local tax increases (29%) was rated substantially lower in importance than maintaining the quality of education in our local public schools (94%) and repairing and upgrading aging school facilities (66%), and lowest of the seven issues tested by a large margin.

INITIAL BALLOT TEST

- With only the information provided in the ballot language, 70% of likely November 2016 voters surveyed indicated that they would definitely or probably support the proposed \$65 million school bond, whereas 20% stated that they would oppose the measure, and approximately 10% 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 a need for additional information about the measure (22%), the belief that District money has been or will be mis-spent or mismanaged (19%), concern that the measure is too expensive (15%) and mention of past local ballot measures (13%).

TAX THRESHOLD

- At the highest tax rate tested (\$48 per \$100,000 of assessed valuation), 61% 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 72% of voters saying they would support the bond at the lowest tax rate tested (\$29 per \$100,000 of assessed valuation).
- When the highest tax rate of \$48 per \$100,000 of assessed valuation was translated to an annual cost for the median home owner (\$384 per year), 66% 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 (\$232 per year), 75% of those surveyed indicated that they would support the bond.

QUALITY OF EDUCATION

- Perceptions of the quality of education provided by the Piedmont Unified School District were overwhelmingly positive, with 93% of voters rating it as excellent (59%) or good (34%), 4% indicating it is fair, and less than 1% describing it as poor or very poor. The remaining 3% of voters surveyed were unsure or declined to provide their opinion.

PROJECTS

When presented with a list of 10 projects and improvements that could be funded by the bond, voters were most interested in using the money to:

- Repair or replace deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed;
- Provide modern facilities and equipment to support advanced courses in math, science, engineering, and technology; and
- Improve heating, ventilation, insulation, doors, and windows and install solar to increase energy efficiency and save money.

POSITIVE ARGUMENTS

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

- *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.*
- *Our high school and middle school were built more than 40 years ago and need to be upgraded. It's important to make essential repairs and improvements so that these schools can continue to serve our community well for decades to come.*
- *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.*

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 2016 voters increased slightly to 72%, with 37% of voters indicating that they would *definitely* vote yes on the measure. Approximately 19% 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:

- *Property owners are already paying nearly \$4,000 extra each year to the District for school bonds and parcel taxes. Now they want more money? That's not fair to taxpayers.*
- *Our schools are in great shape already, we don't need to spend money on our buildings. We should be spending money on high quality programs and instruction.*
- *There will be 9 billion dollars available from the State of California to improve local schools next year. We don't need to raise our taxes with a local bond.*

FINAL BALLOT TEST

- 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 68% of likely November 2016 voters, with 34% indicating that they would *definitely* support the measure. Approximately 21% of respondents opposed the measure at the Final Ballot Test, and 10% 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 Tramutola’s 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 Piedmont schools feasible for the November 2016 ballot?

Yes. Voters have an exceptionally positive opinion of the quality of education provided by the Piedmont 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, protecting the environment, preventing local tax increases, and other benchmark issues. These sentiments translate into strong natural support (70%) for a \$65 million bond to repair and modernize aging classrooms and school facilities including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems, improve student safety, campus security, and access for the disabled, and acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology.

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 November ballot.

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 Tramutola 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.

Piedmont voters clearly see a need for the proposed projects and improvements that could be funded by the bond. In fact, all but two of the 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 deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed, provide modern facilities and equipment to support advanced courses in math, science, engi-

neering, and technology, improve heating, ventilation, insulation, doors, and windows and install solar to increase energy efficiency and save money, and remove hazardous materials like asbestos and lead paint from older school sites.

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 \$65 million bond, for example, later hesitated when presented with the individual tax rates that could be associated with the bond. However, even with this pattern, 61% of likely November 2016 voters were supportive of the bond at the highest tax rate tested (\$48 per \$100,000 assessed valuation). Moreover, once the \$48 tax rate was converted to an annual total for the median home owner in the district (approximately \$384 per year), support for the bond returned to 66%. Although the final tax rate selected for a bond is based on a number of factors including the District's revenue needs and project list, the findings of this baseline survey indicate that a tax rate of \$48 per \$100,000 of assessed valuation is within voters' comfort zone, and that the required percentage of voters would also likely support a somewhat higher rate.

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 lingering concerns about the economy and cost-of-living issues, voter support for the proposed bond measure was solid, which speaks volumes about the value that Piedmont voters place on having high quality schools. Nevertheless, should the economy and/or political climate continue to 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.

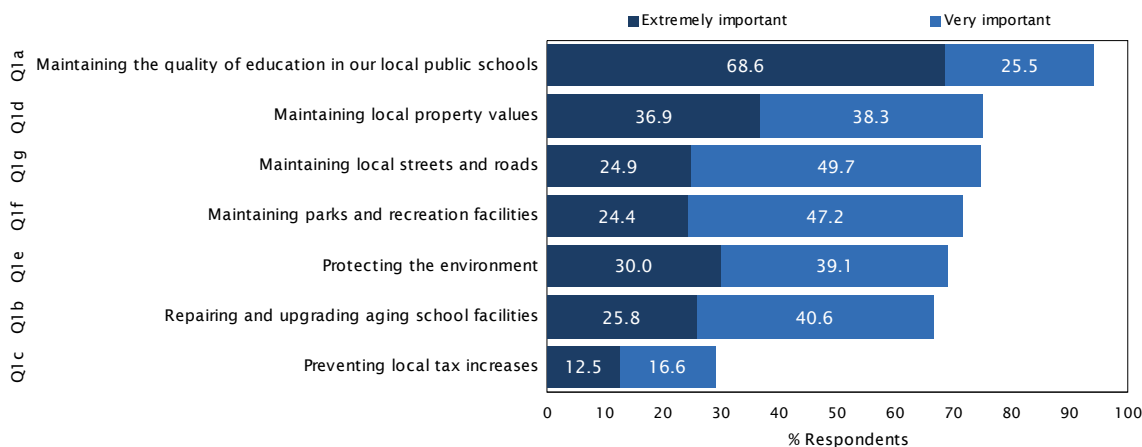
IMPORTANCE OF ISSUES

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 (94%), followed by maintaining local property values (75%), and maintaining local streets and roads (75%). Given the purpose of this study, it is instructive to note that preventing local tax increases (29%) was rated substantially lower in importance than maintaining the quality of education in our local public schools (94%) and repairing and upgrading aging school facilities (66%), and lowest of the seven issues tested by a large margin.

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



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 \$65 million to repair and modernize aging classrooms and school facilities, including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems, improve student safety, campus security, and access for the disabled, and acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology. To this end, Question 2 was designed to take an early assessment of support for the proposed measure.

The motivation for placing Question 2 up-front in 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 Piedmont Unified School District. Later this 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 repair and modernize aging classrooms and school facilities, including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems; improve student safety, campus security, and access for the disabled; and acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology, shall the Piedmont Unified School District issue 65 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 2 INITIAL BALLOT TEST

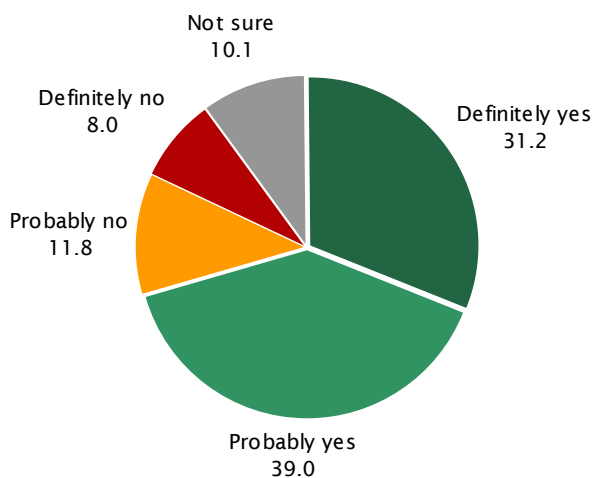


Figure 2 presents the results of the Initial Ballot Test among all respondents. Overall, 70% of likely November 2016 voters surveyed indicated that they would definitely or probably support the proposed \$65 million school bond, whereas 20% stated that they would oppose the measure, and approximately 10% 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.

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 bond measure was widespread, exceeding 55% in nearly all identified subgroups. It's worth noting that initial support for the bond among the subset of high propensity voters who are also likely to participate in the June 2016 election was just slightly lower (66%) when compared with that found among the larger group of likely November 2016 voters (70%).

TABLE 1 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT INITIAL BALLOT TEST

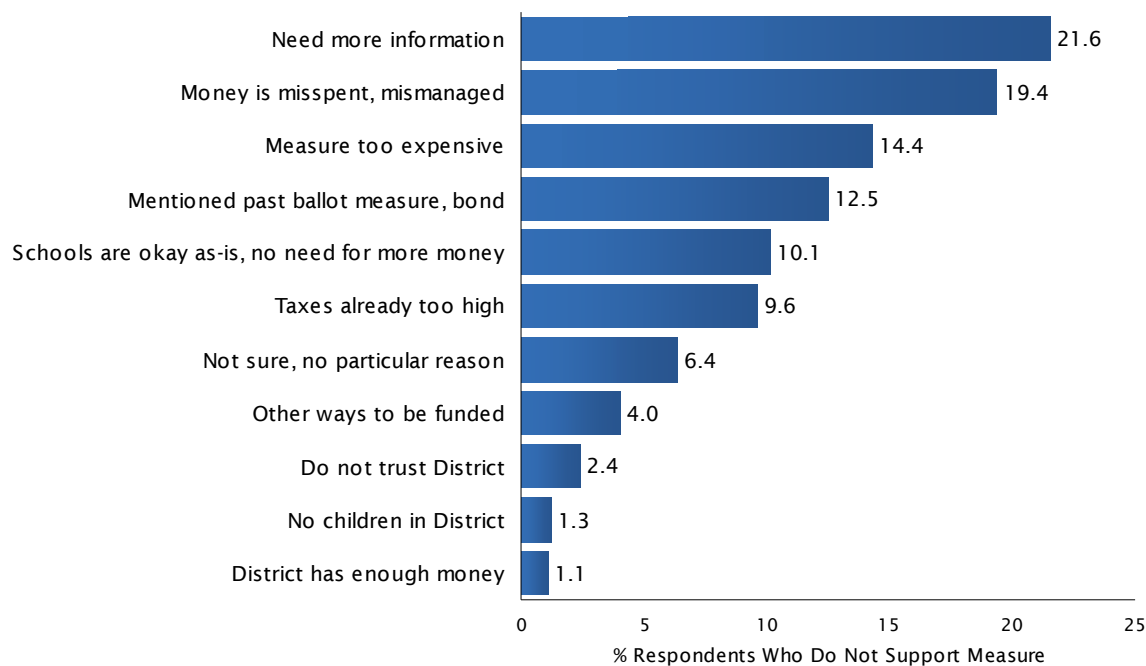
		Approximate % of Voter Universe	% Probably or Definitely Yes	% Not sure
Overall		100	70.2	10.1
District Child in Hsld (QD1,2)	Yes, current	37	74.9	9.5
	Yes, past	52	62.1	12.5
	No, never	20	80.4	9.8
Party	Democrat	59	75.5	11.3
	Republican	21	60.7	8.6
	Other / DTS	20	64.3	8.1
Homeowner on Voter File	Yes	81	65.8	11.9
	No	19	89.3	2.4
Age	18 to 29	9	74.3	13.0
	30 to 39	8	87.0	1.3
	40 to 49	18	83.7	4.8
	50 to 64	35	68.4	11.1
	65 or older	29	57.6	13.7
Registration Year	2016 to 2009	46	73.9	8.6
	2008 to 2005	21	70.3	10.8
	2004 to 2001	7	71.0	5.2
	Before 2001	25	63.1	13.6
Household Party Type	Single dem	22	80.0	7.1
	Dual dem	21	72.4	11.2
	Single rep	5	40.7	28.0
	Dual rep	7	53.5	5.2
	Other	13	66.0	6.0
	Mixed	31	71.9	11.5
Likely to Vote by Mail	Yes	62	69.4	9.9
	No	38	71.4	10.4
Likely June 2016 Voter	Yes	63	65.9	10.5
	No	37	77.3	9.4
Likely Nov 2016 Voter	Yes, natural	97	70.5	9.9
	Yes, GOTV	3	59.3	14.8
Asian Surname	Yes	9	59.4	5.5
	No	91	71.2	10.5
Gender	Male	45	69.0	11.0
	Female	55	72.9	10.0

REASONS FOR OPPOSING MEASURE Respondents who did not support the measure at Question 2 were subsequently 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 in Figure 3 on the next page.

Among specific reasons offered for not supporting the bond at the Initial Ballot Test, a need for additional information about the measure (22%), the belief that District money has been or will be misspent or mismanaged (19%), concern that the measure is too expensive (15%) and mention of past local ballot measures (13%) were the most common.

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



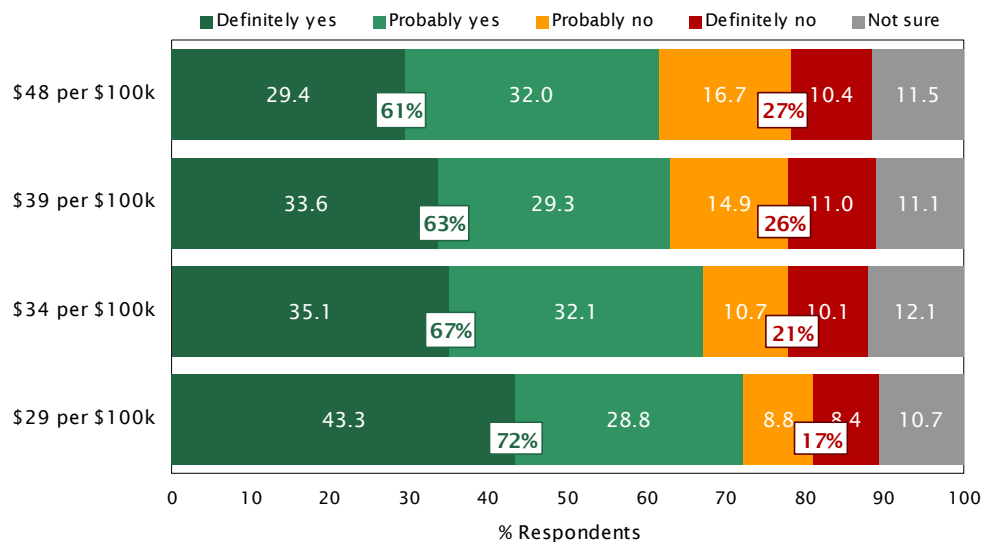
TAX THRESHOLD

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 (\$48 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 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 voters are moderately 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 (\$48 per \$100,000 of assessed valuation), 61% 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 72% of voters indicating that they would support the bond at the lowest tax rate tested (\$29 per \$100,000 of assessed valuation).

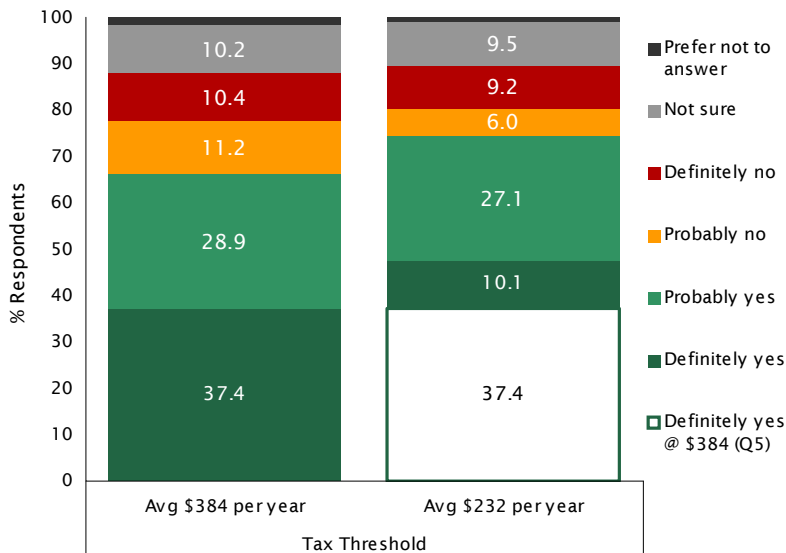
ANNUALIZED IMPACT FOR MEDIAN HOME OWNER Because voters occasionally overestimate their current assessed valuation and/or have difficulty translating the tax rate into an annualized total, the survey also tested a different approach for conveying the tax rate information. In addition to presenting rates 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 \$48 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 (\$48 per \$100,000 of assessed valuation), 61% 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 \$384 per year), 66% 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 (72%) was translated to an annualized total of \$232 for the median home owner (75%).

Question 5 *Let me put it another way: If you knew that this measure would cost the typical home owner about \$384 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 \$232 per year, would you vote yes or no on the school bond measure?*

FIGURE 5 SUPPORT FOR MEASURE \$384 & \$232 PER YEAR

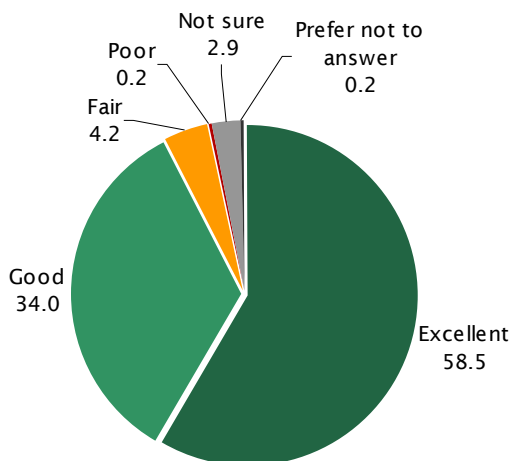


QUALITY OF EDUCATION

To understand *why* voters take the positions that they do with respect to a revenue measure, it is often instructive to look beyond the specifics of the measure itself. In particular, how voters perceive the quality of education being provided by the District can occasionally have a meaningful impact on their support for the proposed bond measure.

Accordingly, respondents were asked to rate the quality of education provided by the Piedmont Unified School District using a five-point scale of excellent, good, fair, poor, or very poor. Figure 6 shows that perceptions of the quality of education provided by the District were overwhelmingly positive, with 93% of voters rating the quality of education as excellent (59%) or good (34%), 4% indicating it is fair, and less than 1% describing it as poor or very poor. The remaining 3% of voters surveyed were unsure or declined to provide their opinion.

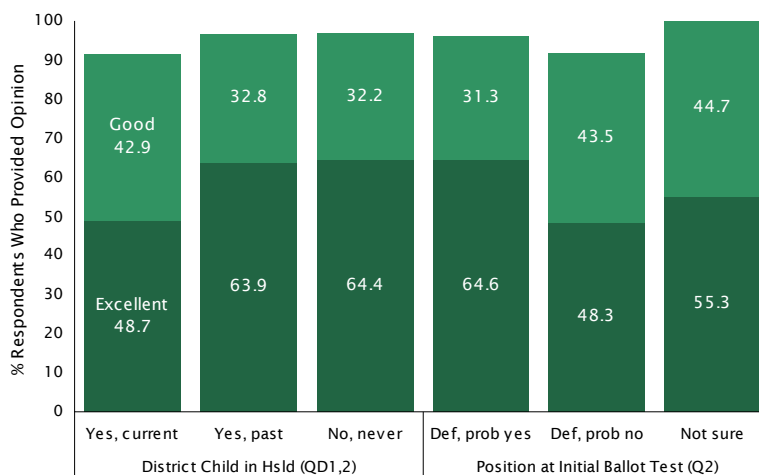
FIGURE 6 QUALITY OF EDUCATION



Question 7 *In general, how would you rate the quality of education provided in the Piedmont Unified School District? Would you say it is excellent, good, fair, poor, or very poor?*

For the interested reader, Figure 7 below shows how perceptions of the quality of education provided by the Piedmont Unified School District varied (among those with an opinion) according to whether the voter has or had a District child in their home, as well as their voting position at the Initial Ballot Test.

FIGURE 7 QUALITY OF EDUCATION BY DISTRICT CHILD IN HSLD & POSITION AT INITIAL BALLOT TEST



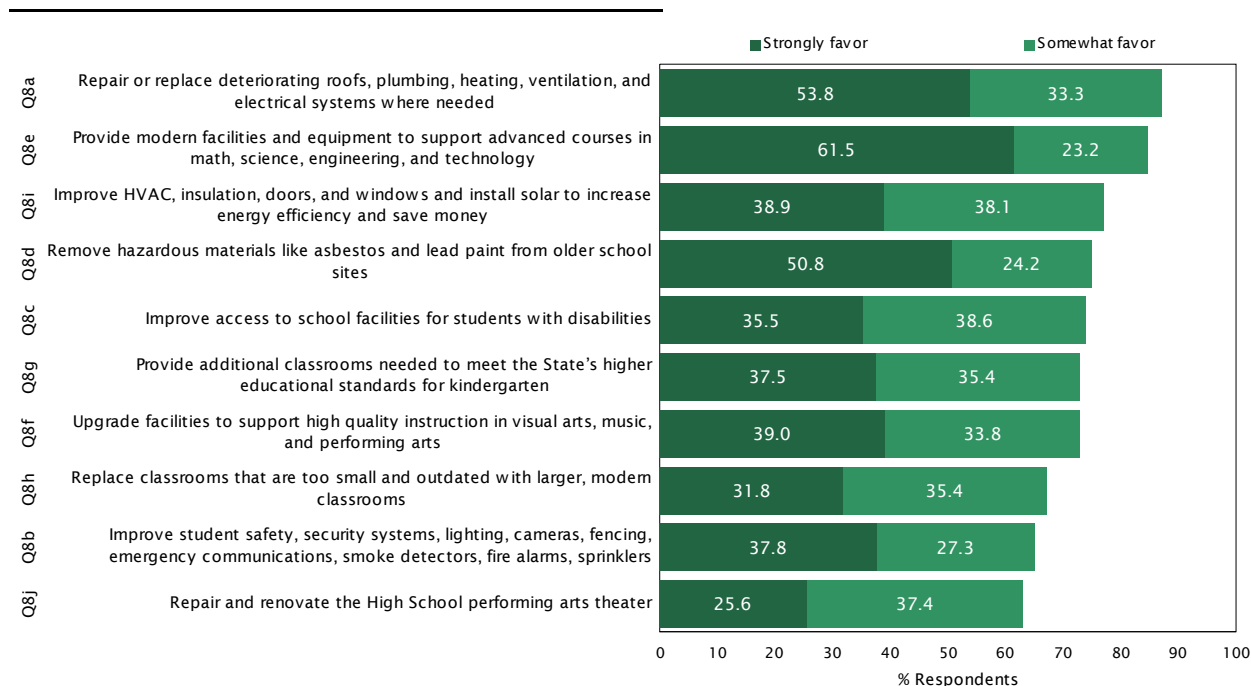
PROJECTS

The ballot language presented in Question 2 indicated that the proposed bond measure would be used to repair and modernize aging classrooms and school facilities, including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems, improve student safety, campus security, and access for the disabled, and acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology. The purpose of Question 8 was to provide respondents with a 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. Truncated descriptions of the improvements tested, as well as voters' responses, are shown in Figure 8 below.²

Question 8 *The measure we've been discussing would provide funding for a variety of school projects and improvements throughout the district. If the measure passes, would you favor or oppose using some of the money to: _____, or do you not have an opinion?*

FIGURE 8 PROJECTS



Overall, the improvements that resonated with the largest percentage of respondents were repairing or replacing deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed (87% strongly or somewhat favor), providing modern facilities and equipment to support advanced courses in math, science, engineering, and technology (85%), and improving heating, ventilation, insulation, doors, and windows and install solar to increase energy efficiency and save money (77%).

2. For the full text of the improvements tested, turn to Question 8 in *Questionnaire & Toplines* on page 30.

Considering the *intensity* of voters' reactions to the projects, an additional noteworthy project was: removing hazardous materials like asbestos and lead paint from older school sites (51% strongly favor).

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 agreed on three of the top five priorities for funding.

TABLE 2 TOP PROJECTS BY POSITION AT INITIAL BALLOT TEST

Position at Initial Ballot Test (Q2)	Item	Project Summary	% Strongly Favor
Probably or Definitely Yes (n = 222)	Q8e	Provide modern facilities and equipment to support advanced courses in math, science, engineering, and technology	72
	Q8a	Repair or replace deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed	65
	Q8d	Remove hazardous materials like asbestos and lead paint from older school sites	61
	Q8f	Upgrade facilities to support high quality instruction in visual arts, music, and performing arts	50
	Q8i	Improve HVAC, insulation, doors, and windows and install solar to increase energy efficiency and save money	49
Probably or Definitely No (n = 62)	Q8e	Provide modern facilities and equipment to support advanced courses in math, science, engineering, and technology	24
	Q8a	Repair or replace deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed	23
	Q8d	Remove hazardous materials like asbestos and lead paint from older school sites	20
	Q8b	Student safety, security systems, lighting, cameras, fencing, emergency communications, smoke detectors, fire alarms, sprinklers	15
Not Sure (n = 32)	Q8c	Improve access to school facilities for students with disabilities	11
	Q8e	Provide modern facilities and equipment to support advanced courses in math, science, engineering, and technology	59
	Q8d	Remove hazardous materials like asbestos and lead paint from older school sites	39
	Q8a	Repair or replace deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed	35
	Q8b	Student safety, security systems, lighting, cameras, fencing, emergency communications, smoke detectors, fire alarms, sprinklers	32
	Q8i	Improve HVAC, insulation, doors, and windows and install solar to increase energy efficiency and save money	29

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 9 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 9 *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 9 POSITIVE ARGUMENTS

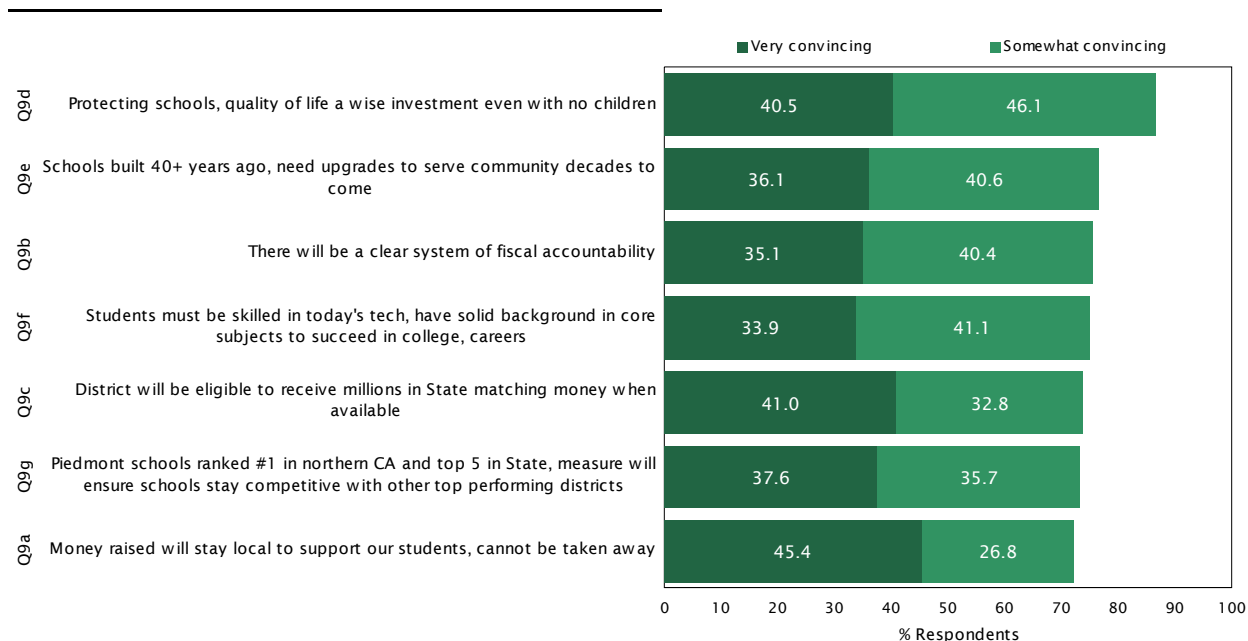


Figure 9 presents the truncated positive arguments tested, as well as voters' reactions to the arguments. The arguments are sorted from most convincing to least convincing based on the percentage of respondents who indicated that the argument was either a 'very convincing' or 'somewhat convincing' reason to support the measure. Using this methodology, the most compelling positive arguments were: *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* (87% very or somewhat convincing), *Our high school and middle school were built more than 40 years ago and need to be upgraded. It's important to make essential repairs and improvements so that these schools can continue to serve our community well*

for decades to come (77%), and *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* (75%).

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 arguments were ranked among the top five most compelling by all three groups.

TABLE 3 TOP POSITIVE ARGUMENTS BY POSITION AT INITIAL BALLOT TEST

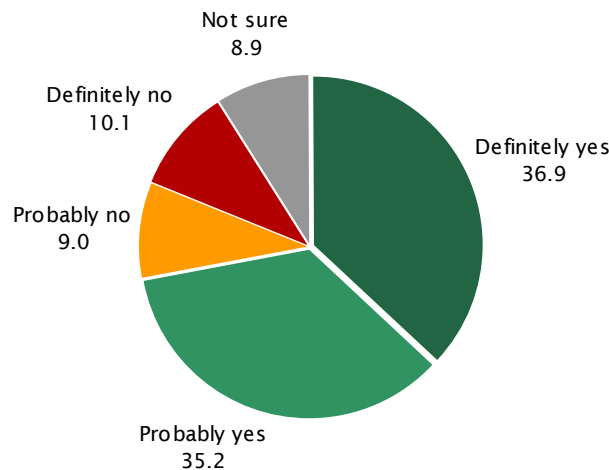
Position at Initial Ballot Test (Q2)	Item	Positive Argument Summary	% Very Convincing
Probably or Definitely Yes (n = 222)	Q9a	Money raised will stay local to support our students, cannot be taken away	55
	Q9c	District will be eligible to receive millions in State matching money when available	51
	Q9g	Ranked #1 in northern CA and top 5 in State, measure will ensure schools stay competitive with other top performing districts	48
	Q9d	Protecting schools, quality of life a wise investment even with no children	47
	Q9e	Schools built 40+ years ago, need upgrades to serve community decades to come	45
Probably or Definitely No (n = 62)	Q9d	Protecting schools, quality of life a wise investment even with no children	19
	Q9b	There will be a clear system of fiscal accountability	16
	Q9c	District will be eligible to receive millions in State matching money when available	13
	Q9a	Money raised will stay local to support our students, cannot be taken away	11
	Q9e	Schools built 40+ years ago, need upgrades to serve community decades to come	10
Not Sure (n = 32)	Q9a	Money raised will stay local to support our students, cannot be taken away	48
	Q9b	There will be a clear system of fiscal accountability	39
	Q9d	Protecting schools, quality of life a wise investment even with no children	37
	Q9g	Ranked #1 in northern CA and top 5 in State, measure will ensure schools stay competitive with other top performing districts	32
	Q9e	Schools built 40+ years ago, need upgrades to serve community decades to come	29

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 10, overall support for the measure among likely November 2016 voters increased slightly to 72%, with 37% of voters indicating that they would *definitely* vote yes on the measure. Approximately 19% 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 10 *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 repair and modernize aging classrooms and school facilities, including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems; improve student safety, campus security, and access for the disabled; and acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology, shall the Piedmont Unified School District issue 65 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 INTERIM BALLOT TEST



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 change in subgroup support when compared with the Initial Ballot Test. Positive differences appear in green, and negative differences appear in red. As shown in the table, support for the school bond increased or decreased by modest amounts (less than 5 percentage points) between the Initial and Interim Ballot Test for most voter subgroups, although three smaller groups posted somewhat larger changes in support for the bond: those who registered to vote between 2001 and 2004 (+10%), voters in dual-Republican households (+15%), and those who could be expected to participate in the November 2016 election as the result of get out the vote efforts (+11%).

TABLE 4 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT INTERIM BALLOT TEST

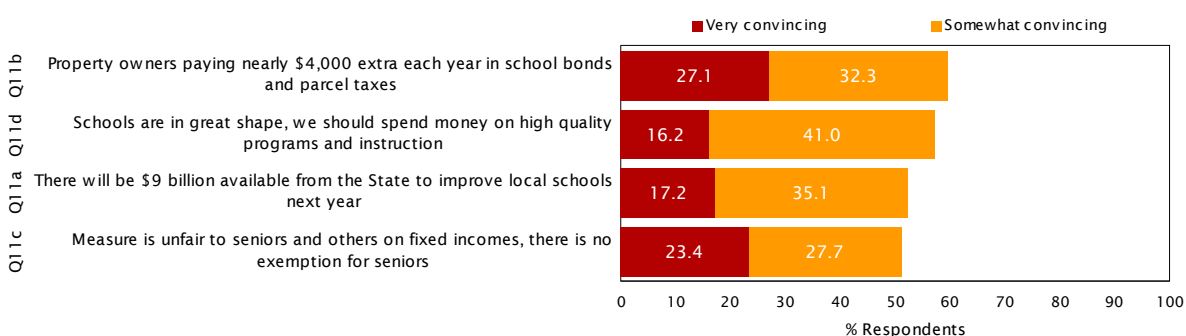
		Approximate % of Voter Universe	% Probably or Definitely Yes	Change From Initial Ballot Test (Q2)
Overall		100	72.0	+1.8
District Child in Hsld (QD1,2)	Yes, current	37	77.6	+2.7
	Yes, past	52	64.0	+1.8
	No, never	20	84.1	+3.7
Party	Democrat	59	76.7	+1.2
	Republican	21	67.5	+6.9
	Other / DTS	20	63.1	-1.2
Homeowner on Voter File	Yes	81	69.0	+3.3
	No	19	85.0	-4.3
Age	18 to 29	9	78.8	+4.5
	30 to 39	8	88.4	+1.3
	40 to 49	18	84.6	+1.0
	50 to 64	35	66.8	-1.6
	65 or older	29	63.5	+5.9
Registration Year	2016 to 2009	46	73.3	-0.6
	2008 to 2005	21	74.0	+3.8
	2004 to 2001	7	81.2	+10.2
	Before 2001	25	65.4	+2.4
Household Party Type	Single dem	22	79.8	-0.3
	Dual dem	21	77.1	+4.8
	Single rep	5	55.8	+15.1
	Dual rep	7	58.7	+5.2
	Other	13	64.9	-1.2
	Mixed	31	71.7	-0.3
Likely to Vote by Mail	Yes	62	70.4	+1.0
	No	38	74.7	+3.3
Likely June 2016 Voter	Yes	63	68.3	+2.4
	No	37	78.3	+0.9
Likely Nov 2016 Voter	Yes, natural	97	72.1	+1.6
	Yes, GOTV	3	70.4	+11.1
Asian Surname	Yes	9	63.0	+3.6
	No	91	72.9	+1.7
Gender	Male	45	69.8	+0.8
	Female	55	75.7	+2.8

NEGATIVE ARGUMENTS

Whereas Question 9 presented respondents with arguments in favor of the measure, Question 11 presented respondents with arguments designed to elicit opposition to the measure. In the case of Question 11, 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 11.

Question 11 *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 11 NEGATIVE ARGUMENTS



The most compelling negative arguments tested were: *Property owners are already paying nearly \$4,000 extra each year to the District for school bonds and parcel taxes. Now they want more money? That's not fair to taxpayers* (59% very or somewhat convincing), *Our schools are in great shape already, we don't need to spend money on our buildings. We should be spending money on high quality programs and instruction* (57%), and *There will be 9 billion dollars available from the State of California to improve local schools next year. We don't need to raise our taxes with a local bond* (52%).

NEGATIVE ARGUMENTS BY INITIAL SUPPORT Table 5 lists the negative arguments (showing the percentage of respondents who cited each as *very convincing*) according to respondents' vote choice at the Initial Ballot Test.

TABLE 5 NEGATIVE ARGUMENTS BY POSITION AT INITIAL BALLOT TEST

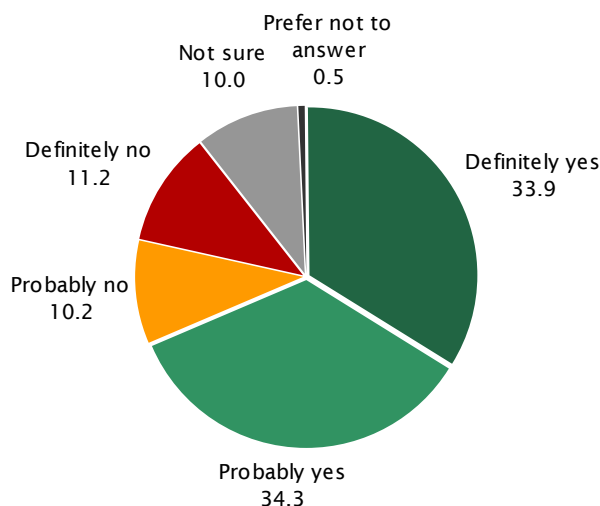
Position at Initial Ballot Test (Q2)	Item	Negative Argument Summary	% Very Convincing
Probably or Definitely Yes (n = 222)	Q11b	Property owners paying nearly \$4,000 extra each year in school bonds and parcel taxes	17
	Q11c	Measure is unfair to seniors and others on fixed incomes, there is no exemption for seniors	16
	Q11a	There will be \$9 billion available from the State to improve local schools next year	13
	Q11d	Schools are in great shape, we should spend money on high quality programs and instruction	12
Probably or Definitely No (n = 62)	Q11b	Property owners paying nearly \$4,000 extra each year in school bonds and parcel taxes	59
	Q11c	Measure is unfair to seniors and others on fixed incomes, there is no exemption for seniors	50
	Q11d	Schools are in great shape, we should spend money on high quality programs and instruction	31
	Q11a	There will be \$9 billion available from the State to improve local schools next year	30
Not Sure (n = 32)	Q11b	Property owners paying nearly \$4,000 extra each year in school bonds and parcel taxes	36
	Q11a	There will be \$9 billion available from the State to improve local schools next year	22
	Q11c	Measure is unfair to seniors and others on fixed incomes, there is no exemption for seniors	21
	Q11d	Schools are in great shape, we should spend money on high quality programs and instruction	15

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 12 *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 repair and modernize aging classrooms and school facilities, including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems; improve student safety, campus security, and access for the disabled; and acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology, shall the Piedmont Unified School District issue 65 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 12 FINAL BALLOT TEST



At this point in the survey, support for the bond measure was found among 68% of likely November 2016 voters, with 34% indicating that they would *definitely* support the measure. Approximately 21% of respondents opposed the measure at the Final Ballot Test, and 10% 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 (Q10)
Overall		100	68.2	-2.0	-3.8
District Child in Hsld (QD1,2)	Yes, current	37	75.2	+0.3	-2.4
	Yes, past	52	59.8	-2.3	-4.1
	No, never	20	79.8	-0.7	-4.3
Party	Democrat	59	74.4	-1.2	-2.3
	Republican	21	61.8	+1.1	-5.7
	Other / DTS	20	57.0	-7.3	-6.1
Homeowner on Voter File	Yes	81	63.9	-1.9	-5.2
	No	19	87.0	-2.3	+2.0
Age	18 to 29	9	73.5	-0.8	-5.3
	30 to 39	8	88.4	+1.3	No change
	40 to 49	18	78.0	-5.7	-6.6
	50 to 64	35	65.0	-3.4	-1.8
	65 or older	29	58.4	+0.8	-5.1
Registration Year	2016 to 2009	46	70.3	-3.6	-3.0
	2008 to 2005	21	72.1	+1.9	-1.9
	2004 to 2001	7	60.8	-10.2	-20.4
	Before 2001	25	63.3	+0.2	-2.2
Household Party Type	Single dem	22	79.7	-0.3	-0.1
	Dual dem	21	74.8	+2.4	-2.3
	Single rep	5	47.1	+6.4	-8.7
	Dual rep	7	53.5	No change	-5.2
	Other	13	57.2	-8.8	-7.7
	Mixed	31	66.9	-5.0	-4.8
Likely to Vote by Mail	Yes	62	66.2	-3.3	-4.3
	No	38	71.6	+0.2	-3.1
Likely June 2016 Voter	Yes	63	65.4	-0.6	-2.9
	No	37	73.0	-4.3	-5.3
Likely Nov 2016 Voter	Yes, natural	97	68.4	-2.1	-3.7
	Yes, GOTV	3	63.0	+3.7	-7.4
Asian Surname	Yes	9	56.4	-3.0	-6.6
	No	91	69.4	-1.9	-3.5
Gender	Male	45	66.6	-2.4	-3.2
	Female	55	71.2	-1.7	-4.5

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 modestly declining support for most voter subgroups, averaging -2% overall.

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 31.2% of respondents who indicated they would definitely support the measure at the Initial Ballot Test, 25.2% indicated they would definitely support the measure at the Final Ballot Test. Approximately 5.0% moved to the probably support group, 0.0% moved to the probably oppose group, 0.0% moved to the definitely oppose group, and 0.9% 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 (Q12)				
		Definitely support	Probably support	Probably oppose	Definitely oppose	Not sure
Definitely support	31.2%	25.2%	5.0%	0.0%	0.0%	0.9%
Probably support	39.0%	7.6%	26.7%	2.0%	0.3%	2.3%
Probably oppose	11.8%	0.0%	0.8%	6.1%	3.3%	1.6%
Definitely oppose	8.0%	0.0%	0.0%	0.7%	7.2%	0.0%
Not sure	10.1%	1.1%	1.7%	1.3%	0.3%	5.6%

As one might expect, the information conveyed in the survey 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 slightly larger percentage found the same information reason to be less supportive. Despite 12% of respondents making a *fundamental*³ 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 (68%) was about 2 percentage points lower than support at the Initial Ballot Test (70%).

3. 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.



BACKGROUND & DEMOGRAPHICS

TABLE 8 DEMOGRAPHICS OF SAMPLE

Total Respondents	316
District Child in Hsld (QD1,2)	
Yes, current	35.8
Yes, past	49.7
No, never	19.5
Homeowner on Voter File	
Yes	81.2
No	18.8
Age	
18 to 29	9.5
30 to 39	8.3
40 to 49	18.2
50 to 64	35.1
65 or older	29.0
Registration Year	
2016 to 2009	46.2
2008 to 2005	21.2
2004 to 2001	7.3
Before 2001	25.3
Party	
Democrat	58.9
Republican	20.6
Other / DTS	20.5
Household Party Type	
Single dem	22.4
Dual dem	21.5
Single rep	5.0
Dual rep	7.1
Other	13.4
Mixed	30.6
Likely to Vote by Mail	
Yes	62.0
No	38.0
Likely June 2016 Voter	
Yes	62.8
No	37.2
Likely November 2016 Voter	
Yes, natural	97.0
Yes, GOTV	3.0
Gender	
Male	43.7
Female	53.2
Prefer not to answer	3.1
Asian Surname	
Yes	9.0
No	91.0

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 2016 voter sample used for this study is shown in Table 8.

M E T H O D O L O G Y

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 Piedmont Unified School District and Tramutola 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.

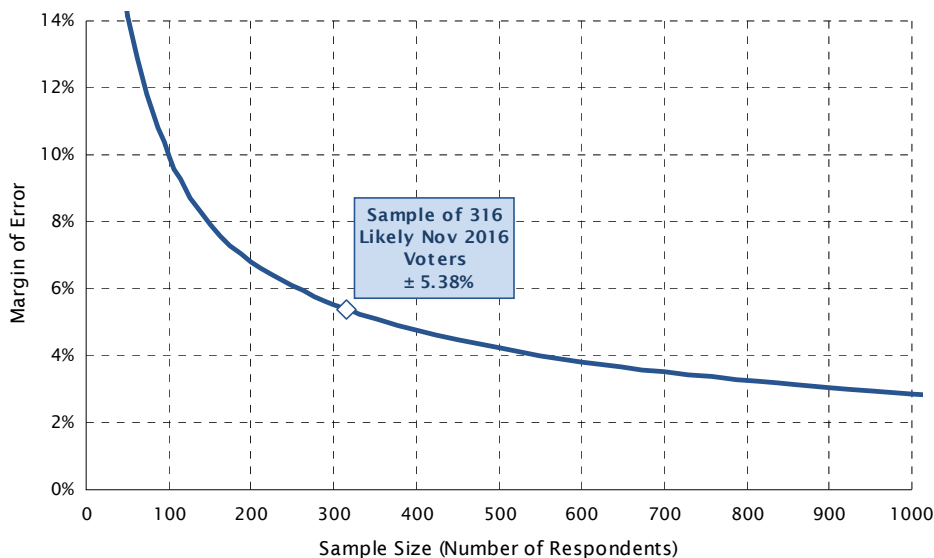
PROGRAMMING & PRE-TEST Prior to fielding the survey, the questionnaire was CATI (Computer Assisted Telephone Interviewing) programmed to assist interviewers when conducting the telephone interviews. The CATI program automatically navigates the skip patterns, randomizes the appropriate question items, 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 2016 election either on the natural or as a result of get out the vote efforts, with a subset of voters who are also likely to participate in the lower turnout June 2016 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 2016 election. The results of the sample can thus be used to estimate the opinions of *all* voters likely to participate in the November 2016 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 316 voters for a particular question and what would have been found if all 6,765 likely November 2016 voters identified in the District had been surveyed for the study.

Figure 13 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 $\pm 5.4\%$.

FIGURE 13 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 13 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 16 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 316 surveys were completed between April 18 and April 26, 2016.

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.

QUESTIONNAIRE & TOPLINES



Piedmont Unified School District
Baseline Bond Survey
Final Toplines
April 2016

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 Piedmont (PEED-mont) and I'd like to get your opinions.

If needed: This is a survey about important issues in your community. 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 you, 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?

		Extremely Important	Very Important	Somewhat Important	Not at all Important	Not sure	Prefer no to answer
	<i>Randomize</i>						
A	Maintaining the quality of education in our local public schools	69%	25%	5%	1%	1%	0%
B	Repairing and upgrading aging school facilities	26%	41%	28%	4%	1%	0%
C	Preventing local tax increases	13%	17%	43%	24%	3%	1%
D	Maintaining local property values	37%	38%	19%	4%	1%	0%
E	Protecting the environment	30%	39%	25%	5%	1%	0%
F	Maintaining parks and recreation facilities	24%	47%	26%	2%	1%	0%
G	Maintaining local streets and roads	25%	50%	23%	2%	1%	0%

Section 3: Initial Ballot Test

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

Q2	In order to:		
	<ul style="list-style-type: none"> ◊ Repair and modernize aging classrooms and school facilities, including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems ◊ Improve student safety, campus security, and access for the disabled ◊ And acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology 		
	Shall the Piedmont Unified School District issue 65 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? <i>Get answer, then ask: Would that be definitely (yes/no) or probably (yes/no)?</i>		
	1	Definitely yes	31% Skip to Q4
	2	Probably yes	39% Skip to Q4
	3	Probably no	12% Ask Q3
	4	Definitely no	8% Ask Q3
	98	Not sure	10% Ask Q3
	99	Prefer not to answer	0% Skip to Q4
Q3	Is there a particular reason why you do <u>not</u> support the school measure I just described? <i>If yes, ask: Please briefly describe your reason. Verbatim responses recorded and later coded into following categories.</i>		
	Need more information		22%
	Money is misspent, mismanaged		19%
	Measure too expensive		14%
	Mentioned past ballot measure, bond		12%
	Taxes already too high		10%
	Schools are okay as-is, no need for more money		10%
	Not sure, no particular reason		6%
	Other ways to be funded		4%
	Do not trust District		2%
	No children in District		1%
	District has enough money		1%

Section 4: Tax Threshold

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.

Q4 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.

	<i>Ask in Order</i>	Definitely Yes	Probably Yes	Probably No	Definitely No	Not Sure	Prefer not to answer
A	\$48	29%	32%	17%	10%	10%	1%
B	\$39	34%	29%	15%	11%	9%	2%
C	\$34	35%	32%	11%	10%	10%	2%
D	\$29	43%	29%	9%	8%	9%	2%
Q5	Let me put it another way: If you knew that this measure would cost the <u>typical</u> home owner about \$384 per year, would you vote yes or no on the school bond measure? <i>Get answer, then ask: Is that definitely (yes/no) or probably (yes/no)?</i>						
	1	Definitely yes	37%		Skip to Q7		
	2	Probably yes	29%		Ask Q6		
	3	Probably no	11%		Ask Q6		
	4	Definitely no	10%		Ask Q6		
	98	Not sure	10%		Ask Q6		
	99	Prefer not to answer	2%		Ask Q6		
Q6	If you knew that this measure would cost the <u>typical</u> home owner about \$232 per year, would you vote yes or no on the school bond measure? <i>Get answer, then ask: Is that definitely (yes/no) or probably (yes/no)?</i>						
		Definitely yes @384 (Q5)	37%				
	1	Definitely yes	10%				
	2	Probably yes	27%				
	3	Probably no	6%				
	4	Definitely no	9%				
	98	Not sure	9%				
	99	Prefer not to answer	1%				

Section 5: Quality of Education

Q7	In general, how would you rate the quality of education provided in the Piedmont Unified School District? Would you say it is excellent, good, fair, poor, or very poor?		
	1	Excellent	58%
	2	Good	34%
	3	Fair	4%
	4	Poor	0%
	5	Very Poor	0%
	98	Not sure	3%
	99	Prefer not to answer	0%

Section 6: Projects

Q8	The measure we've been discussing would provide funding for a variety of school projects and improvements throughout the district. If the measure passes, would you favor or oppose using some of the money to: _____, or do you not have an opinion? <i>Get answer, if favor or oppose, then ask: Would that be strongly (favor/oppose) or somewhat (favor/oppose)?</i>						
	<i>Randomize</i>	Strongly Favor	Somewhat Favor	Somewhat Oppose	Strongly Oppose	Not sure	Prefer not to answer
A	Repair or replace deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed	54%	33%	3%	3%	6%	2%
B	Improve student safety and campus security systems, including security lighting, security cameras, fencing, emergency communications systems, smoke detectors, fire alarms, and sprinklers	38%	27%	17%	9%	8%	2%
C	Improve access to school facilities for students with disabilities	35%	39%	11%	4%	9%	2%
D	Remove hazardous materials like asbestos and lead paint from older school sites	51%	24%	8%	6%	9%	2%
E	Provide modern facilities and equipment to support advanced courses in math, science, engineering, and technology	62%	23%	3%	4%	6%	2%
F	Upgrade facilities to support high quality instruction in visual arts, music, and performing arts	39%	34%	11%	6%	9%	2%
G	Provide additional classrooms needed to meet the State's higher educational standards for kindergarten	38%	35%	10%	7%	8%	1%
H	Replace classrooms that are too small and outdated with larger, modern classrooms	32%	35%	13%	7%	10%	2%

I	Improve heating, ventilation, insulation, doors, and windows and install solar to increase energy efficiency and save money	39%	38%	9%	5%	7%	2%
J	Repair and renovate the High School performing arts theater	26%	37%	16%	11%	9%	2%

Section 7: Positive Arguments

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

Q9 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?

		Very Convincing	Somewhat Convincing	Not At All Convincing	Don't Believe	Not sure	Prefer not to answer
	<i>Randomize</i>						
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.	45%	27%	19%	4%	3%	2%
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.	35%	40%	16%	4%	2%	2%
C	If voters approve this measure, the District will be eligible to receive millions of dollars in State matching money when it becomes available that otherwise will go to other school districts.	41%	33%	17%	4%	3%	2%
D	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.	41%	46%	7%	2%	1%	3%
E	Our high school and middle school were built more than 40 years ago and need to be upgraded. It's important to make essential repairs and improvements so that these schools can continue to serve our community well for decades to come.	36%	41%	17%	2%	2%	2%
F	If we want our students to succeed in college and careers, they must be skilled in the use of today's technologies and have advanced training in science, math, engineering and technology. This measure will help make this possible.	34%	41%	18%	4%	1%	2%

G	The Piedmont Unified School District is ranked #1 in northern California and top 5 in the State based on academic performance. This measure will help ensure that our schools stay competitive with other top performing districts in the State.	38%	36%	19%	4%	2%	2%
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Section 8: 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.

Or it again.

Q10	In order to:		
	<ul style="list-style-type: none">♦ Repair and modernize aging classrooms and school facilities, including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems♦ Improve student safety, campus security, and access for the disabled♦ And acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology		
	Shall the Piedmont Unified School District issue 65 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? <i>Get answer, then ask:</i> Would that be definitely (yes/no) or probably (yes/no)?		
	1	Definitely yes	37%
	2	Probably yes	35%
	3	Probably no	9%
	4	Definitely no	10%
	98	Not sure	9%
	99	Prefer not to answer	0%

Section 9: Negative Arguments

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

Q11	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?						
	<i>Randomize</i>	Very Convincing	Somewhat Convincing	Not At All Convincing	Don't Believe	Not sure	Prefer not to answer
A	There will be 9 billion dollars available from the State of California to improve local schools next year. We don't need to raise our taxes with a local bond.	17%	35%	30%	9%	6%	2%

B	Property owners are already paying nearly \$4,000 (four thousand dollars) extra each year to the District for school bonds and parcel taxes. Now they want more money? That's not fair to taxpayers.	27%	32%	25%	5%	5%	5%
C	This measure is unfair to seniors and others on fixed incomes. There is no exemption for seniors.	23%	28%	36%	7%	4%	2%
D	Our schools are in great shape already – we don't need to spend money on our buildings. We should be spending money on high quality programs and instruction.	16%	41%	29%	8%	4%	2%

Section 10: 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.

Q12	In order to:		
	<ul style="list-style-type: none"> Repair and modernize aging classrooms and school facilities, including repairing deteriorating roofs, plumbing, heating, ventilation, and electrical systems Improve student safety, campus security, and access for the disabled And acquire, renovate, construct and equip classrooms, facilities, science labs, and technology to support advanced programs in math, science, engineering, arts and technology 		
	Shall the Piedmont Unified School District issue 65 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? <i>Get answer, then ask:</i> Would that be definitely (yes/no) or probably (yes/no)?		
	1	Definitely yes	34%
	2	Probably yes	34%
	3	Probably no	10%
	4	Definitely no	11%
	98	Not sure	10%
	99	Prefer not to answer	0%

Section 11: 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 Piedmont Unified School District?		
	1	Yes	36%
	2	No	59%
	99	Prefer not to answer	5%

D2	Do you have grown children who previously attended a school in the Piedmont Unified School District when they were younger?		
	1	Yes	50%
	2	No	46%
	99	Prefer not to answer	5%

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	44%
	2	Female	53%
	3	Prefer not to answer	3%
S2	Party		
	1	Democrat	59%
	2	Republican	21%
	3	Other	2%
	4	DTS	19%
S3	Age on Voter File		
	1	18 to 29	9%
	2	30 to 39	8%
	3	40 to 49	18%
	4	50 to 64	35%
	5	65 or older	29%
	99	Not Coded	0%
S4	Registration Date		
	1	2016 to 2009	46%
	2	2008 to 2005	21%
	3	2004 to 2001	7%
	5	Before 2001	25%

S5	Household Party Type		
	1	Single Dem	22%
	2	Dual Dem	21%
	3	Single Rep	5%
	4	Dual Rep	7%
	5	Single Other	10%
	6	Dual Other	4%
	7	Dem & Rep	9%
	8	Dem & Other	13%
	9	Rep & Other	7%
	0	Mixed (Dem + Rep + Other)	2%
S6	Homeowner on Voter File		
	1	Yes	81%
	2	No	19%
S7	Likely to Vote by Mail		
	1	Yes	62%
	2	No	38%
S8	Likely June 2016 Voter		
	1	Yes	63%
	2	No	37%
S9	Likely November 2016 Voter		
	1	Yes, natural	97%
	2	Yes, GOTV	3%
S10	Asian surname		
	1	Yes	9%
	2	No	91%