

BOND MEASURE FEASIBILITY STUDY
SUMMARY REPORT

PREPARED FOR THE
NAPA VALLEY UNIFIED SCHOOL DISTRICT



JUNE 4, 2020



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INTRODUCTION

Established in 1965, Napa Valley Unified School District (District) serves the communities of American Canyon, Napa City, and Yountville. Comprised of 30 schools serving more than 17,000 students in Transitional Kindergarten through Grade 12, the District is committed to providing a well-balanced educational program that nurtures academic growth in a safe, modern learning environment.

To this end, in 2016 the District asked voters for assistance in funding repairs and upgrades to school facilities by passing a general obligation bond, Measure H. In addition to the \$269 million raised by Measure H, the District has been able to leverage State matching funds and make use of other District resources. Despite these investments, however, substantial upgrades and improvements remain for which the District does not have a funding source. In addition to much-needed safety and security improvements, there is also a clear need to fix deteriorating roofs, plumbing, and electrical systems, remove asbestos and lead pipes at select schools, and upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades. To adequately fund its ongoing facility needs and access additional 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 provide 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 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 3), the survey exposes respondents to the types of information voters are likely to encounter in future months—including arguments in favor of (Question 10) and opposed to (Question 12) the measure—and gauge how this information ultimately impacts their voting decision (Questions 11 & 13).

OVERVIEW OF METHODOLOGY For a full discussion of the research methods and techniques used in this study, turn to *Methodology* on page 32. In brief, the survey was administered to a random sample of 625 registered voters in the Napa Valley Unified School District who are likely to participate in the November 2020 election. The survey followed a mixed-method design that employed multiple recruiting methods (telephone and email) and multiple data collection methods (telephone and online). Administered in English and Spanish between May 21 and May 31, 2020, 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 35) and a complete set of crosstabulations for the survey results is contained in Appendix A.

ACKNOWLEDGMENTS True North thanks the Napa Valley 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 improved the overall quality of the research presented here. A special thanks also to Larry Tramutola (Tramutola LLC) for assisting in 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 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 400 revenue measure feasibility studies. Of the measures that have gone to ballot based on Dr. McLarney's recommendation, more than 95% have been successful. In total, the research that Dr. McLarney has conducted has led to over \$33 billion in voter-approved 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 eight issues, improving the quality of education in local public schools received the highest percentage of respondents indicating that the issue was either extremely or very important (85%), followed by creating jobs and improving the local economy (80%) and preparing for emergencies and natural disasters (79%).
- Given the purpose of this study, it is instructive to note that preventing local tax increases (58%) was rated considerably lower in importance than improving the quality of education in local public schools (85%) but close in importance to repairing and upgrading aging school facilities (63%).

OTHER MEASURES

- After hearing arguments on both sides of the split-roll debate, approximately 35% of likely November 2020 voters in the District indicated that they supported the proposed change to Proposition 13, whereas 38% were opposed and the remaining 27% were unsure (25%) or unwilling to share their opinion (2%).

INITIAL BALLOT TEST

- With only the information provided in the ballot language, 47% of likely November 2020 voters surveyed indicated that they would support the proposed \$398 million school bond, whereas 41% stated that they would oppose the measure, and approximately 12% 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 belief that District money is/will be mismanaged or misspent and a concern that taxes are already too high.

TAX THRESHOLD

- At the highest tax rate tested (\$50 per \$100,000 of assessed valuation), 36% of voters indicated that they would support the bond. Incremental reductions in the tax rate resulted in small incremental increases in support for the measure, with 46% of voters indicating that they would support the bond at the lowest tax rate tested (\$30 per \$100,000 of assessed valuation).
- When the highest tax rate of \$50 per \$100,000 of assessed valuation was translated to an annual cost for the median home owner (approximately \$200 per year), 47% of those surveyed indicated that they would support the bond.
- When the lowest tax rate of \$30 per \$100,000 of assessed valuation was translated to an annual cost for the median home owner (\$120 per year), 53% of those surveyed indicated that they would support the bond.

QUALITY OF EDUCATION

- Just under half (45%) of voters rated the quality of education provided in the Napa Valley Unified School District as excellent (7%) or good (38%), 29% offered that it is fair, and 11% rated it as poor or very poor. The remaining 15% were either unsure (13%) or unwilling to offer an opinion (2%).

PROJECTS & IMPROVEMENTS

Presented with a list of 14 projects and improvements that could be funded by the bond, voters were most interested in using the money for:

- Providing classrooms, labs and equipment for career and technology education classes so students are prepared for college and in-demand jobs in fields like health sciences, engineering, technology, and skilled trades
- Providing the classrooms, facilities and technology needed to support high quality instruction in math, science, engineering, and technology
- Repairing or replacing deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed
- Removing hazardous materials like asbestos and lead pipes from older school sites
- Retrofitting older school buildings to ensure they are earthquake safe

POSITIVE ARGUMENTS

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

- *Our students deserve to have the same educational opportunities as others in the region - including high quality instruction in science, technology, and math. This bond will help improve the quality of education in our local schools.*
- *Most of our schools were built more than 60 years ago and need to be modernized. It's time to make essential repairs and upgrades so our schools meet today's academic requirements and can serve our community well for the decades to come.*
- *All money raised by the measure will stay in our community to support our students and our local economy. It cannot be taken away by the State or used for other purposes.*
- *If we want our kids to succeed in high school, college, and careers, they must be skilled in the use of today's technologies and have a solid background in science, math, engineering and technology. This measure will make this possible.*

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 2020 voters increased to 50%, with 24% of voters indicating that they would *definitely* vote yes. Approximately 42% of respondents opposed the measure at this point in the survey, and an additional 8% 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:

- *People are having a hard time making ends meet with the high cost of living and the economy in recession. Now is NOT the time to be raising taxes.*
- *Don't be fooled. Including interest, this bond will cost about 800 million dollars and take taxpayers 40 years to pay off.*
- *There is no guarantee that the money will be distributed fairly. Some schools will get more than their fair share from the bond, while others will get less.*

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 48% of likely November 2020 voters, with 21% indicating that they would *definitely* support the measure. Approximately 43% of respondents opposed the measure at the Final Ballot Test, and 9% were unsure or unwilling to state their vote choice.

EXPECTATIONS FOR THE ECONOMY

- When asked about their expectations for the economy six months into the future, voters expressed a balanced mix of optimism and pessimism, with 34% anticipating the economy will be better than today, 34% expecting it to be worse than today, and 29% indicating it will be about the same as today.



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 feasible for November 2020? Voters in the Napa Valley Unified School District consider improving the quality of education in local public schools to be the *most* important issue facing the community—more important than preparing for emergencies and natural disasters, maintaining local streets and roads, preventing local tax increases, and other benchmark issues. When it comes to funding the repair and improvement of school facilities, however, voters’ current interest in these improvements is in direct tension with their sensitivity to raising local taxes.

The survey results indicate that although many voters are interested improving local schools and see the value in specific repairs and upgrades, support for a bond measure in the current environment falls short of the 55% required for passage. There are a number of conditions that appear to factor into this result, including comparatively low levels of awareness of the District’s facility needs and how they connect to the mission of educating students, sensitivity to tax rates at or above \$30 per \$100,000 assessed value, concerns about how the funds would be managed, geographic disparities in perceived value/support, as well as factors that are associated with the November 2020 election cycle (split-roll & hyper-partisanship).

Given the above, we do not recommend that the District pursue a bond for the immediate opportunity of the November 2020 ballot—there are simply too many challenges to address effectively in a short period of time. Rather, a longer and more deliberate path of community/stakeholder engagement and communication to build awareness, understanding, and ultimately consensus around the District’s facility challenges and their connection to student achievement is advised. These efforts are a necessary step to preparing for a successful bond in 2022 or beyond, and will also help improve community engagement and general perceptions of the District, its schools, and the quality of education provided locally.

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 measure are consistent with voters’ priorities.

Voters in the Napa Valley Unified School District see the value of the proposed projects and improvements that could be funded by a bond. In fact, all 14 projects tested were favored by at least two-thirds of voters surveyed. That said, voters expressed the *greatest* interest in using bond proceeds to provide classrooms, labs and equipment for career and technology education classes so students are prepared for college and in-demand jobs in fields like health sciences, engineering, technology, and skilled trades, provide the classrooms, facilities and technology needed to support high quality instruction in math, science, engineering, and technology, repair or replace deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed, remove hazardous materials like asbestos and lead pipes from older school sites, and retrofit older school buildings to ensure they are earthquake safe.

How does 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 bond. A significant percentage of voters who were initially supportive of the \$398 million bond 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 typical 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 overall bond amount and tax rate within voters’ comfort zone.

It is premature to recommend a specific tax rate for a future bond, as the exercise of engaging the community to raise awareness of the District’s facility needs will undoubtedly shift voters’ comfort zone in a positive direction. That said, the survey results indicate that in the *current* environment, the District would need to keep the tax rate under \$30 per \$100,000 assessed value to find support at or near the 55% threshold required for passage.

How might changes to 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. This should provide some reassurances to the District that a measure may be feasible for a future ballot. Even with COVID-19, high unemployment, and concerns about the trajectory of the economy, nearly half of voters were supportive of a modestly-priced bond measure. As this storm passes, conditions improve, and the

District is able to effectively engage and educate voters, support for a bond measure will likely increase.

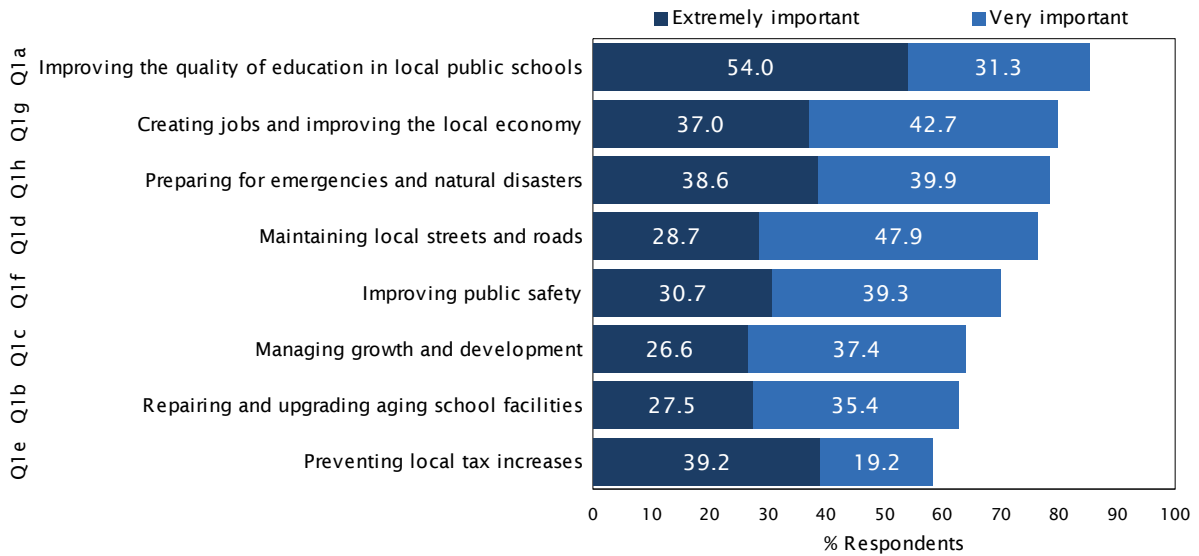
IMPORTANCE OF ISSUES

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, improving the quality of education in local public schools received the highest percentage of respondents indicating that the issue was either extremely or very important (85%), followed by creating jobs and improving the local economy (80%) and preparing for emergencies and natural disasters (79%). Given the purpose of this study, it is instructive to note that preventing local tax increases (58%) was rated considerably lower in importance than improving the quality of education in local public schools (85%), but closer in importance to repairing and upgrading aging school facilities (63%).

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*.

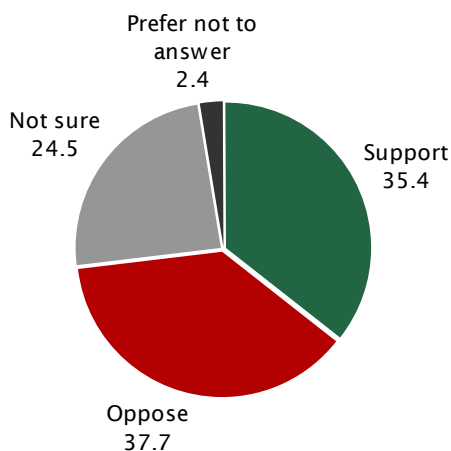
OTHER MEASURES

Different election environments present different opportunities and challenges. One of the potential concerns about the upcoming November 2020 general election is that the ballot is expected to include a statewide measure (commonly referred to as the split-roll measure) that would change Proposition 13 so that commercial and industrial properties are taxed on their market value, not their original sale price. Both sides of the debate are well-funded and the stakes are high, which could lead to a loud debate about property taxes during the months leading up to the November election.

To understand how campaigning related to the split-roll measure may impact voters' willingness to support a local school bond measure, the survey employed a split-sample approach where half of voters surveyed were exposed to arguments on both sides of the debate (see Question 2) and then asked whether they would support the bond proposal. The other half of respondents were not presented with Question 2. By comparing support levels for the bond measure between those who received Question 2 and those who did not we can estimate the potential impacts of campaigning related to the split-roll measure on voter support for the District's proposed bond measure.

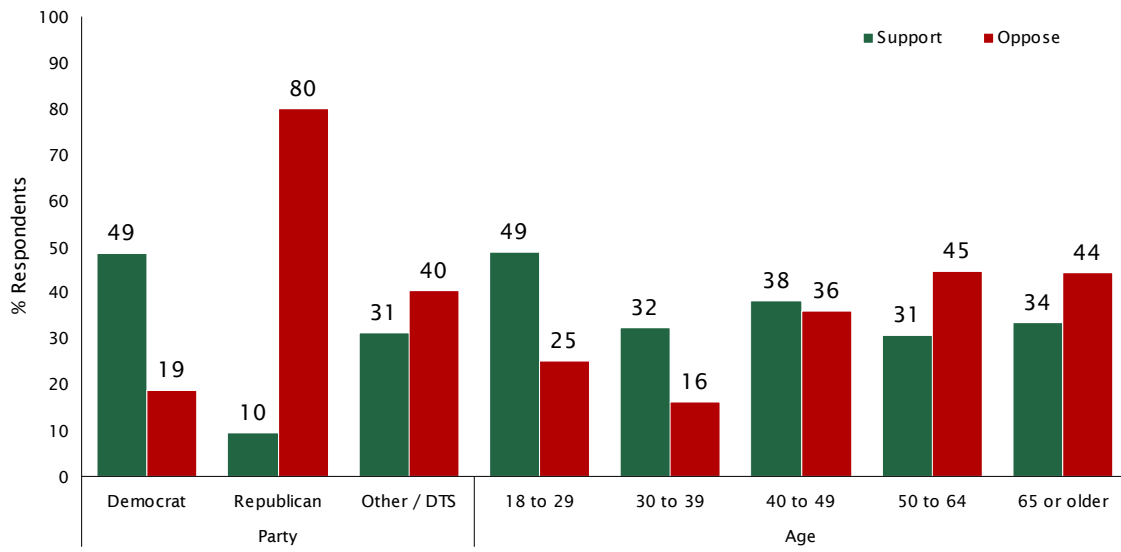
Question 2 *This November, voters will be asked to vote on several ballot propositions at the State and local level. One statewide measure would change Proposition 13 so that commercial and industrial properties are taxed based on their market value, not their original sale price. Rotate order of Supporters' and Opponents' statements. Supporters of the measure say it only applies to commercial and industrial property, and the change is needed to ensure that big corporations and wealthy commercial property owners pay their fair share to support our local schools, fix our roads, and maintain public safety. Opponents of the measure say it undermines taxpayer protections, will eventually lead to higher property taxes for all property owners, and in the meantime will hurt California's economy by doubling the taxes paid by many businesses. With what you've heard so far, would you support or oppose the proposal to change Proposition 13?*

FIGURE 2 SUPPORT FOR CHANGING PROPOSITION 13/SPLIT-ROLL MEASURE



As shown in Figure 2, approximately 35% of likely November voters in the District indicated that they supported the proposed change to Proposition 13, whereas 38% were opposed and the remaining 27% were unsure (25%) or unwilling to share their opinion (2%). When compared with their respective counterparts, opposition to changing how Proposition 13 applies to commercial and industrial properties was greatest among Republicans and voters 50 years of age and older (see Figure 3 on the next page)

FIGURE 3 SUPPORT FOR PROPOSITION 13 BY PARTY & AGE



INITIAL BALLOT TEST

The primary research objective of this survey was to estimate voters' support for a bond measure that would raise up to \$398 million to repair, upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades, remove asbestos and lead pipes from older schools, and improve student and campus safety. To this end, Question 3 was designed to take an early assessment of support for the proposed measure.

The motivation for placing Question 3 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 3, 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 3 *Your household is within the Napa Valley 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, upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades; remove asbestos and lead pipes from older schools; and improve student and campus safety; shall Napa Valley Unified School District's measure authorizing 398 million dollars in bonds at legal rates, levying 5 cents per \$100 assessed value (20 million dollars annually) while bonds are outstanding be adopted, with independent citizen oversight, annual audits, no money for administrators, and all money locally-controlled? If the election were held today, would you vote yes or no on this measure?*

FIGURE 4 INITIAL BALLOT TEST

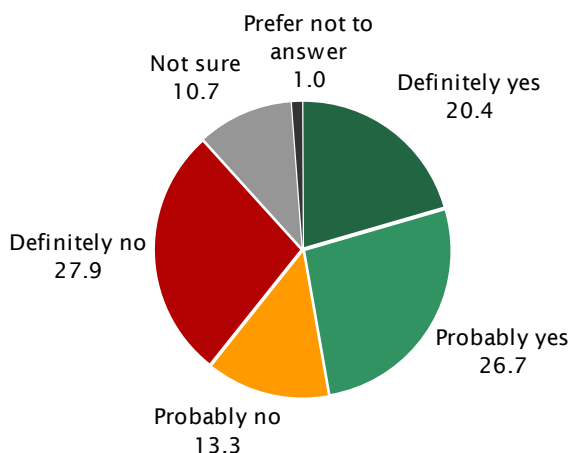


Figure 4 presents the results of the Initial Ballot Test among all respondents. Overall, 47% of likely November 2020 voters surveyed indicated that they would support the proposed \$398 million school bond, whereas 41% stated that they would oppose the measure, and approximately 12% were unsure or unwilling to share their vote choice. For Proposition 39 school bonds in California, support at the Initial Ballot Test was approximately 8 percentage points below 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 Universe) indicates the percentage of the electorate that each subgroup category comprises.

Support for the proposed measure at the Initial Ballot Test varied considerably by certain factors—most notably partisanship, household party type, age, voting propensity, and area of residence. It is also worth noting that those who were exposed to the debate surrounding the split-roll measure (Question 2) were somewhat less supportive of the proposed school bond when compared with their counterparts who did not receive this information (44% vs. 50%).

TABLE 1 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT INITIAL BALLOT TEST

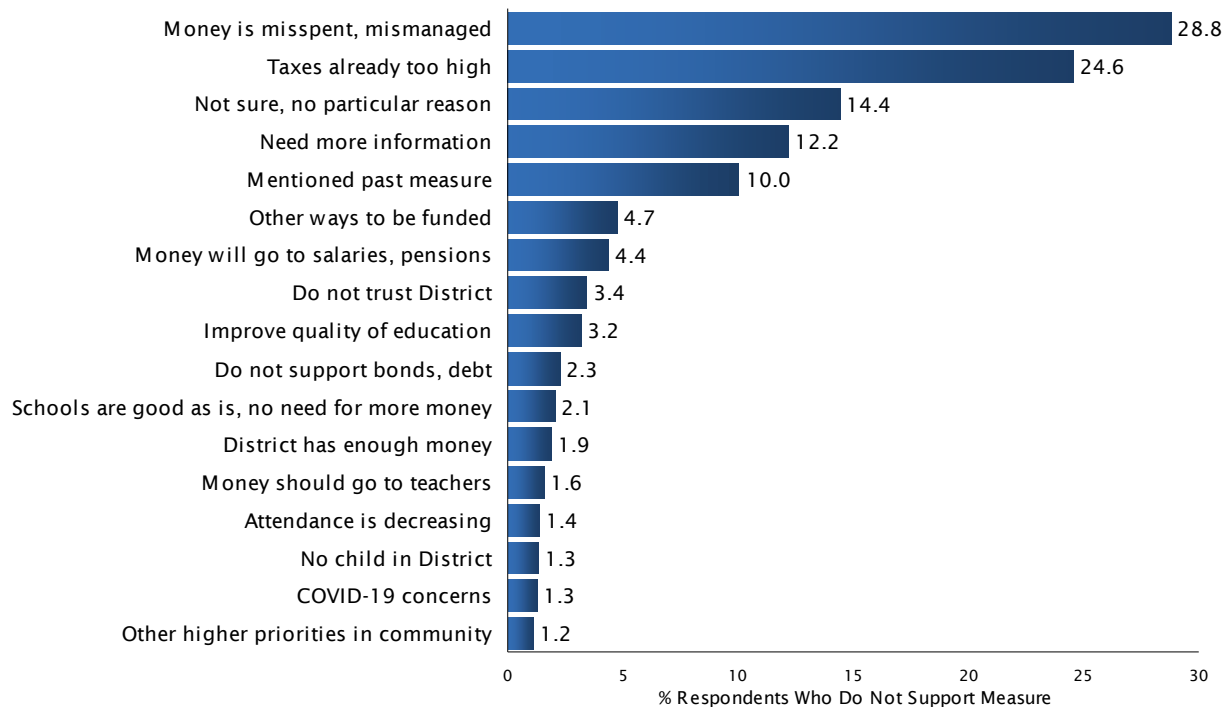
		Approximate % of Voter Universe	% Probably or Definitely Yes	% Not sure
Overall		100.0	47.1	10.7
Received Prop 13 Info (Q2)	Yes	47.6	44.3	13.6
	No	52.4	49.7	8.1
Opinion of Economy in Six Months (QD1)	Better	35.0	41.5	11.5
	About the same	30.2	50.8	6.4
	Worse	34.9	52.0	13.6
Child in District (QD2,3)	Current	31.5	46.3	14.1
	Past	38.5	44.1	10.4
	No, never	42.0	55.9	8.3
Party	Democrat	50.1	59.9	13.3
	Republican	21.0	18.1	5.5
	Other / DTS	28.9	46.1	10.1
Household Party Type	Single dem	25.5	58.4	13.5
	Dual dem	14.1	65.8	12.5
	Single rep	8.1	21.2	5.4
	Dual rep	7.2	18.6	2.7
	Other	18.5	47.1	7.3
Age	Mixed	26.7	42.2	13.2
	18 to 29	14.6	64.7	1.8
	30 to 39	14.8	52.4	14.5
	40 to 49	15.1	47.8	16.6
	50 to 64	26.8	36.2	12.1
Registration Year	65 or older	28.6	45.3	8.9
	Since Nov 16	22.0	53.1	9.1
	Jun 10 to <Nov 16	16.1	57.6	7.4
	Jun 04 to <Jun 10	10.0	54.2	18.0
Voting Propensity	Before June 04	51.9	40.0	11.0
	High	47.9	42.9	8.3
	Medium	33.6	42.8	15.1
Area of District	Low	18.6	65.9	9.1
	American Canyon	15.2	47.3	17.7
	Napa	66.5	50.7	9.4
	Yountville	4.1	65.6	9.1
Homeowner on Voter File	Unincorp	14.2	24.7	9.9
	Yes	59.3	41.5	11.1
Likely to Vote by Mail	No	40.7	55.4	10.1
	Yes	89.8	47.4	10.7
Gender	No	10.2	44.9	10.7
	Male	48.0	45.3	11.6
	Female	52.0	52.9	10.6

REASONS FOR NOT SUPPORTING MEASURE Respondents who did not support the measure at the Initial Ballot Test were asked if there was a particular reason for their position. Question 4 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 reviewed the verbatim responses and grouped them into the categories shown in Figure 5 on the next page.

Among specific reasons offered for not supporting the measure, a belief that District money is/will be mismanaged or misspent (29%) and a concern that taxes are already too high (25%) were the most common.

Question 4 *Is there a particular reason why you do not support or are unsure about the school measure I just described?*

FIGURE 5 REASONS FOR NOT SUPPORTING MEASURE



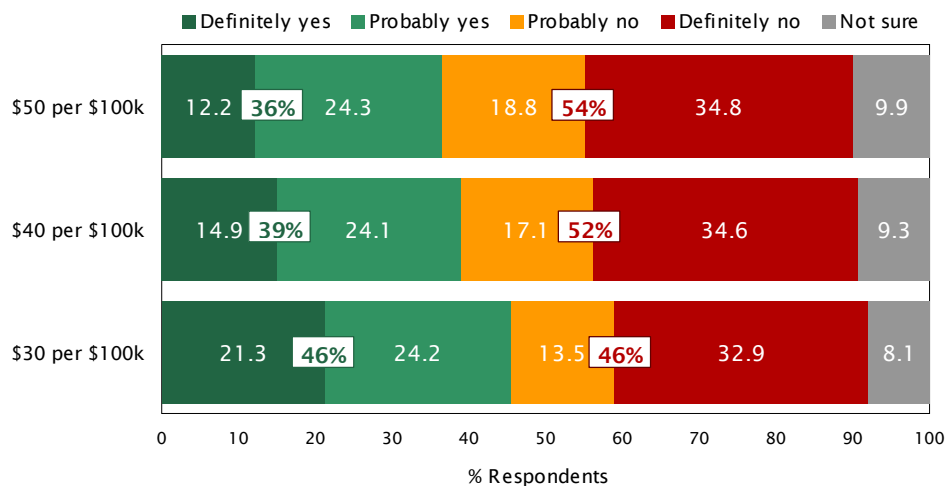
TAX THRESHOLD

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 5, 6 and 7 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 (\$50 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 lower tax rate. The three 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 6.

Question 5 *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 6 TAX THRESHOLD



The most obvious pattern revealed in Figure 6 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 (\$50 per \$100,000 of assessed valuation), 36% of voters indicated that they would support the bond. Incremental reductions in the tax rate resulted in small incremental increases in support for the measure, with 46% of voters indicating that they would support the bond at the lowest tax rate tested (\$30 per \$100,000 of assessed valuation).

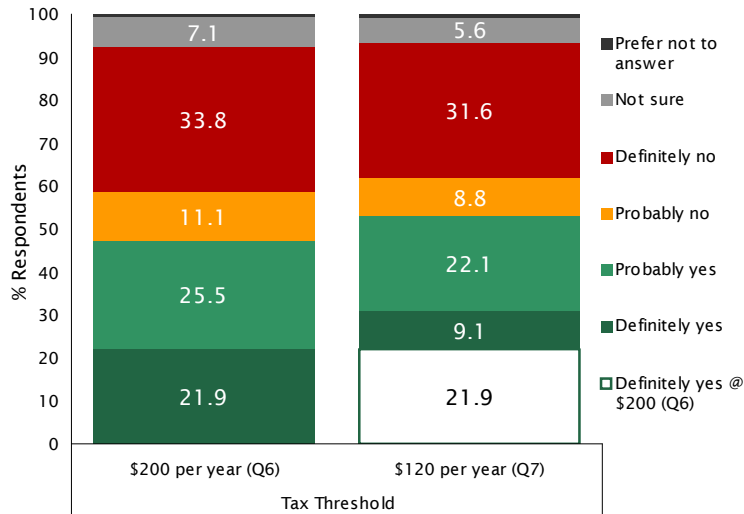
ANNUALIZED IMPACT FOR MEDIAN HOME OWNER Because voters occasionally overestimate their current assessed valuation and/or have difficulty translating the tax rate into an annualized total, the survey also tested a different approach for conveying the tax rate information. In addition to presenting rates as described above, voters were provided with the total annual cost of the bond for the median home owner (see questions 6 and 7) based on the \$50 and \$30 tax rates tested in Question 5. The results are presented below in Figure 7.

Voters responded somewhat 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 (\$50 per \$100,000 of assessed valuation), 36% 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 \$200 per year), 47% of those surveyed indicated that they would support the bond. Support was also slightly higher when the tax rate of \$30 per \$100,000 AV (46%) was translated to an annualized total of \$120 for the median home owner (53%).

Question 6 *Let me put it another way: If you knew that this measure would cost the typical home owner about \$200 per year, would you vote yes or no on the school bond measure?*

Question 7 *If you knew that this measure would cost the typical home owner about \$120 per year, would you vote yes or no on the school bond measure?*

FIGURE 7 SUPPORT FOR MEASURE AT RATES OF \$200 & \$120 PER YEAR FOR MEDIAN HOME OWNER



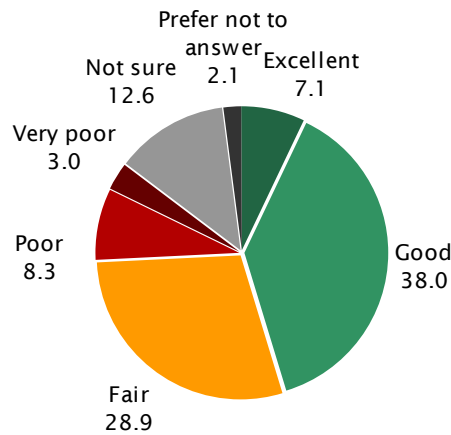
QUALITY OF EDUCATION

To understand *why* voters take the positions 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 have a meaningful impact on their support for the proposed bond measure.

Accordingly, respondents were asked to rate the quality of education provided in the Napa Valley Unified School District using a five-point scale of excellent, good, fair, poor, or very poor. As shown in Figure 8, just under half (45%) of voters rated the quality of education provided in the District as excellent (7%) or good (38%), 29% offered that it is fair, and 11% rated it as poor or very poor. The remaining 15% were either unsure (13%) or unwilling to offer an opinion (2%).

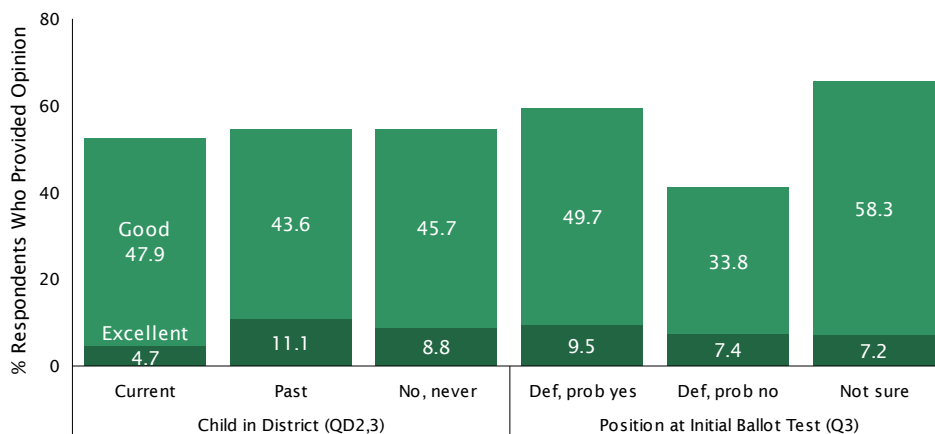
Question 8 *In general, how would you rate the quality of education provided in the Napa Valley Unified School District? Would you say it is excellent, good, fair, poor, or very poor?*

FIGURE 8 QUALITY OF EDUCATION



For the interested reader, Figure 9 shows how perceptions of the quality of education provided by the District varied (among those with an opinion) by presence of a District child in the home and the voter’s position at the Initial Ballot Test.

FIGURE 9 QUALITY OF EDUCATION BY CHILD IN DISTRICT & POSITION AT INITIAL BALLOT TEST



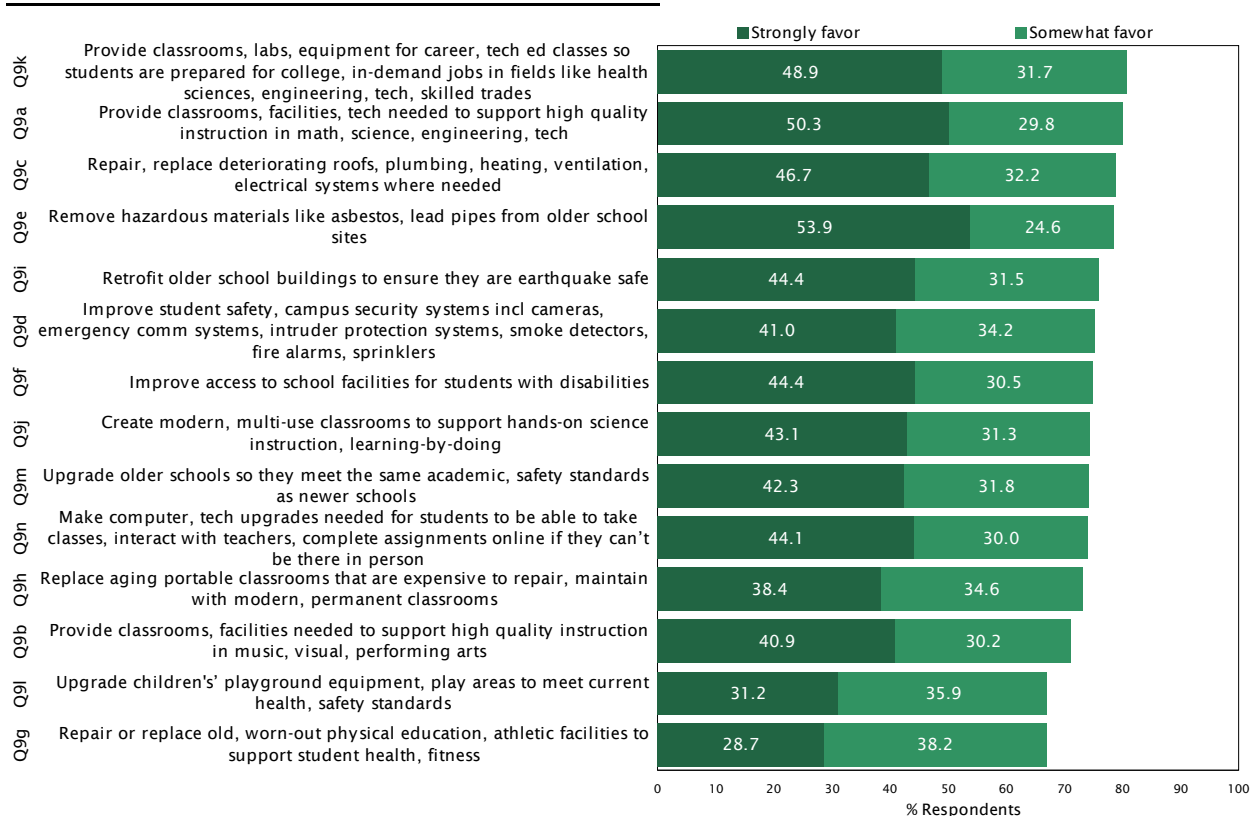
PROJECTS & IMPROVEMENTS

The ballot language presented in Question 3 indicated that the proposed bond measure would be used to repair, upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades, remove asbestos and lead pipes from older schools, and improve student and campus safety. The purpose of Question 9 was to provide respondents with a full range of projects and programs 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 11 below.²

Question 9 *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 10 PROJECTS & IMPROVEMENTS



Although all potential uses of the bond proceeds tested in Question 9 were favored by more than two-thirds of voters, the improvements that resonated with the *largest* percentage of voters were: providing classrooms, labs and equipment for career and technology education classes so

2. For the full text of the improvements tested, turn to Question 9 in *Questionnaire & Toplines* on page 35.

students are prepared for college and in-demand jobs in fields like health sciences, engineering, technology, and skilled trades (81% strongly or somewhat favor), providing the classrooms, facilities and technology needed to support high quality instruction in math, science, engineering, and technology (80%), repairing or replacing deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed (79%), removing hazardous materials like asbestos and lead pipes from older school sites (79%), and retrofitting older school buildings to ensure they are earthquake safe (76%).

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 improvement 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 & IMPROVEMENTS BY POSITION AT INITIAL BALLOT TEST

Position at Initial Ballot Test (Q3)	Item	Project or Improvement Summary	% Strongly Favor
Probably or Definitely Yes (n = 295)	Q9e	Remove hazardous materials like asbestos, lead pipes from older school sites	77
	Q9k	Provide classrooms, labs, equipment for career, tech ed classes so students are prepared for college, in-demand jobs in fields like health sciences, engineering, tech, skilled trades	69
	Q9a	Provide classrooms, facilities, tech needed to support high quality instruction in math, science, engineering, tech	69
	Q9i	Retrofit older school buildings to ensure they are earthquake safe	67
	Q9c	Repair, replace deteriorating roofs, plumbing, heating, ventilation, electrical systems where needed	67
Probably or Definitely No (n = 257)	Q9a	Provide classrooms, facilities, tech needed to support high quality instruction in math, science, engineering, tech	27
	Q9k	Provide classrooms, labs, equipment for career, tech ed classes so students are prepared for college, in-demand jobs in fields like health sciences, engineering, tech, skilled trades	27
	Q9e	Remove hazardous materials like asbestos, lead pipes from older school sites	24
	Q9f	Improve access to school facilities for students with disabilities	23
	Q9c	Repair, replace deteriorating roofs, plumbing, heating, ventilation, electrical systems where needed	22
Not Sure (n = 67)	Q9e	Remove hazardous materials like asbestos, lead pipes from older school sites	66
	Q9a	Provide classrooms, facilities, tech needed to support high quality instruction in math, science, engineering, tech	59
	Q9f	Improve access to school facilities for students with disabilities	56
	Q9c	Repair, replace deteriorating roofs, plumbing, heating, ventilation, electrical systems where needed	52
	Q9d	Improve student safety, campus security systems incl cameras, emergency comm systems, intruder protection systems, smoke detectors, fire alarms, sprinklers	51

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 10 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 25). Within each series, specific arguments were administered in random order to avoid a systematic position bias.

Question 10 *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 11 POSITIVE ARGUMENTS³



3. Q10L was presented only to voters who reside in American Canyon.

Figure 11 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: *Our students deserve to have the same educational opportunities as others in the region - including high quality instruction in science, technology, and math. This bond will help improve the quality of education in our local schools* (68% very or somewhat convincing), *Most of our schools were built more than 60 years ago and need to be modernized. It's time to make essential repairs and upgrades so our schools meet today's academic requirements and can serve our community well for the decades to come* (62%), *All money raised by the measure will stay in our community to support our students and our local economy. It cannot be taken away by the State or used for other purposes* (62%) and *If we want our kids to succeed in high school, college, and careers, they must be skilled in the use of today's technologies and have a solid background in science, math, engineering and technology. This measure will make this possible* (62%).

POSITIVE ARGUMENTS BY INITIAL SUPPORT Table 3 on the next page 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 positive arguments resonated with a higher percentage of voters initially inclined to support the measure compared with those who initially opposed the measure or were unsure. Nevertheless, two arguments were ranked among the top five most compelling by all three groups.

TABLE 3 TOP POSITIVE ARGUMENTS BY POSITION AT INITIAL BALLOT TEST

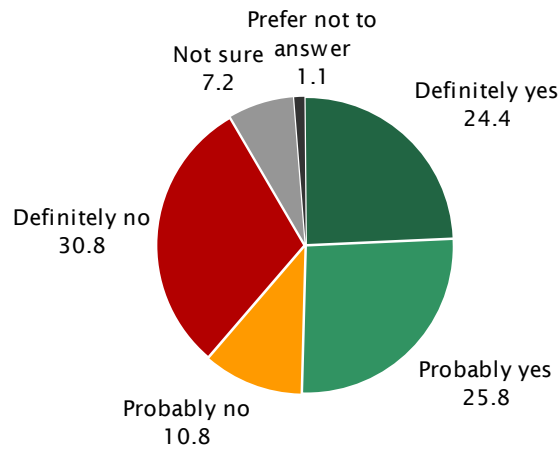
Position at Initial Ballot Test (Q3)	Item	Positive Argument Summary	% Very Convincing
Probably or Definitely Yes (n = 295)	Q10d	All money raised by measure will stay in community to support students, local economy; it cannot be taken away by State, used for other purposes	55
	Q10f1	Students deserve same opportunities as others in the region, high quality instruction in science, tech, math; bond will help improve quality of education in local schools	53
	Q10g	Most schools built 60+ yrs ago, it's time to make repairs, upgrades so schools meet today's requirements, can serve community for decades to come	52
	Q10i	Measure will ensure students who plan to go to college prepared to succeed, those who don't, receive career training they need to compete for good paying jobs	51
	Q10c	Measure requires clear system of accountability, project list detailing how money will be used, Citizens' Oversight Committee, independent audits	49
Probably or Definitely No (n = 257)	Q10l	Although schools in American Canyon newer than others, still need to be maintained; bond will provide funds to maintain American Canyon schools over time	23
	Q10f1	Students deserve same opportunities as others in the region, high quality instruction in science, tech, math; bond will help improve quality of education in local schools	13
	Q10b	By law, no money from this measure can be used for administrators' salaries or benefits	13
	Q10c	Measure requires clear system of accountability, project list detailing how money will be used, Citizens' Oversight Committee, independent audits	12
	Q10d	All money raised by measure will stay in community to support students, local economy; it cannot be taken away by State, used for other purposes	10
Not Sure (n = 67)	Q10f1	Students deserve same opportunities as others in the region, high quality instruction in science, tech, math; bond will help improve quality of education in local schools	53
	Q10h	We need to pass bond to get our fair share of State funding for schools; if voters approve measure, schools will be eligible to receive about \$25M	42
	Q10d	All money raised by measure will stay in community to support students, local economy; it cannot be taken away by State, used for other purposes	40
	Q10b	By law, no money from this measure can be used for administrators' salaries or benefits	36
	Q10i	Measure will ensure students who plan to go to college prepared to succeed, those who don't, receive career training they need to compete for good paying jobs	32

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 12, overall support for the measure among likely November 2020 voters increased to 50%, with 24% of voters indicating that they would *definitely* vote yes. Approximately 42% of respondents opposed the measure at this point in the survey, and an additional 8% were unsure or unwilling to state their vote choice.

Question 11 *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, upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades; remove asbestos and lead pipes from older schools; and improve student and campus safety; shall Napa Valley Unified School District's measure authorizing 398 million dollars in bonds at legal rates, levying 5 cents per \$100 assessed value (20 million dollars annually) while bonds are outstanding be adopted, with independent citizen oversight, annual audits, no money for administrators, and all money locally-controlled? If the election were held today, would you vote yes or no on this measure?*

FIGURE 12 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 percentage change in subgroup support when compared with the Initial Ballot Test. Positive differences appear in green, negative differences in red. Support for the proposed school bond increased or decreased by modest amounts (five percentage points or less) between the Initial and Interim Ballot Test for most voter subgroups, with the notable exceptions of voters with a District child in the home (+6%), voters between the ages of 18 and 29 (+8%) and 40 and 49 (+6%), and medium-propensity voters (+8%).

TABLE 4 DEMOGRAPHIC BREAKDOWN OF SUPPORT AT INTERIM BALLOT TEST

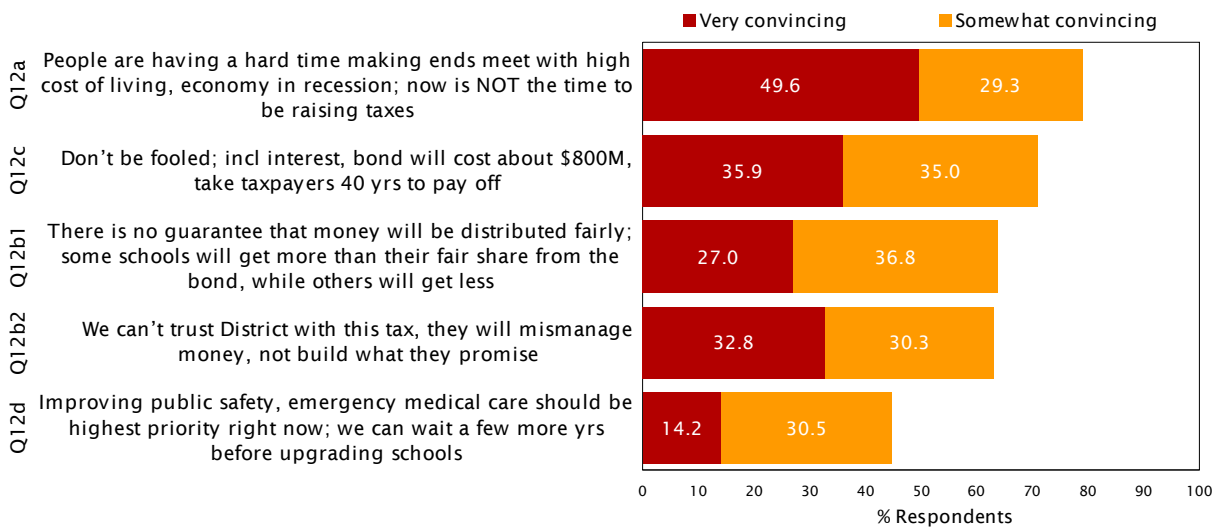
		Approximate % of Voter Universe	% Probably or Definitely Yes	Change From Initial Ballot Test (Q3)
Overall		100.0	50.2	+3.1
Received Prop 13 Info (Q2)	Yes	47.6	45.4	+1.1
	No	52.4	54.5	+4.9
Opinion of Economy in Six Months (QD1)	Better	35.0	45.2	+3.8
	About the same	30.2	55.4	+4.6
	Worse	34.9	53.3	+1.2
Child in District (QD2,3)	Current	31.5	52.5	+6.2
	Past	38.5	46.7	+2.6
	No, never	42.0	57.0	+1.1
Party	Democrat	50.1	65.3	+5.5
	Republican	21.0	21.6	+3.5
	Other / DTS	28.9	44.8	-1.4
Household Party Type	Single dem	25.5	62.8	+4.4
	Dual dem	14.1	69.0	+3.2
	Single rep	8.1	23.3	+2.0
	Dual rep	7.2	21.3	+2.7
	Other	18.5	44.8	-2.3
	Mixed	26.7	48.0	+5.8
Age	18 to 29	14.6	72.6	+7.8
	30 to 39	14.8	52.9	+0.6
	40 to 49	15.1	54.1	+6.3
	50 to 64	26.8	39.1	+2.9
	65 or older	28.6	45.7	+0.4
Registration Year	Since Nov 16	22.0	59.0	+5.9
	Jun 10 to <Nov 16	16.1	60.1	+2.6
	Jun 04 to <Jun 10	10.0	58.2	+3.9
	Before June 04	51.9	41.8	+1.9
Voting Propensity	High	47.9	44.3	+1.4
	Medium	33.6	51.3	+8.4
	Low	18.6	63.6	-2.3
Area of District	American Canyon	15.2	47.9	+0.6
	Napa	66.5	53.8	+3.1
	Yountville	4.1	70.5	+4.9
	Unincorp	14.2	29.8	+5.1
Homeowner on Voter File	Yes	59.3	43.3	+1.9
	No	40.7	60.3	+4.9
Likely to Vote by Mail	Yes	89.8	50.3	+2.9
	No	10.2	49.3	+4.4
Gender	Male	48.0	46.6	+1.4
	Female	52.0	58.0	+5.1

NEGATIVE ARGUMENTS

Whereas Question 10 presented respondents with arguments in favor of the measure, Question 12 presented respondents with arguments designed to elicit opposition to the measure. In the case of Question 12, 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 13.

Question 12 *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 13 NEGATIVE ARGUMENTS



The most compelling negative arguments tested were: *People are having a hard time making ends meet with the high cost of living and the economy in recession. Now is NOT the time to be raising taxes* (79% very or somewhat convincing), *Don't be fooled. Including interest, this bond will cost about 800 million dollars and take taxpayers 40 years to pay off* (71%), and *There is no guarantee that the money will be distributed fairly. Some schools will get more than their fair share from the bond, while others will get less* (64%).

NEGATIVE ARGUMENTS BY INITIAL SUPPORT Table 5 on the next page 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

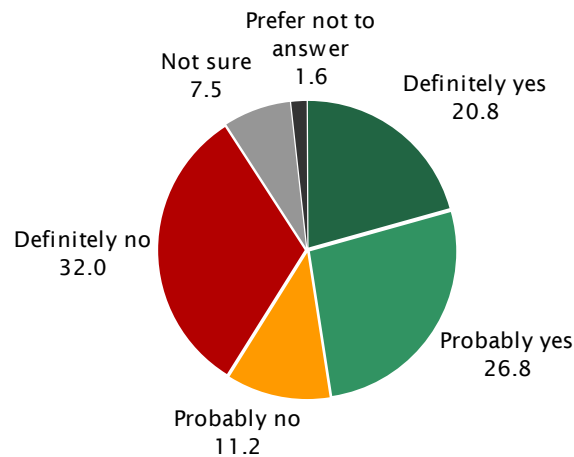
Position at Initial Ballot Test (Q3)	Item	Negative Argument Summary	% Very Convincing
Probably or Definitely Yes (n = 295)	Q12a	People are having a hard time making ends meet with high cost of living, economy in recession; now is NOT the time to be raising taxes	35
	Q12c	Don't be fooled; incl interest, bond will cost about \$800M, take taxpayers 40 yrs to pay off	18
	Q12b1	There is no guarantee that money will be distributed fairly; some schools will get more than their fair share from the bond, while others will get less	15
	Q12b2	We can't trust District with this tax, they will mismanage money, not build what they promise	12
	Q12d	Improving public safety, emergency medical care should be highest priority right now	11
Probably or Definitely No (n = 257)	Q12a	People are having a hard time making ends meet with high cost of living, economy in recession; now is NOT the time to be raising taxes	69
	Q12b2	We can't trust District with this tax, they will mismanage money, not build what they promise	61
	Q12c	Don't be fooled; incl interest, bond will cost about \$800M, take taxpayers 40 yrs to pay off	60
	Q12b1	There is no guarantee that money will be distributed fairly; some schools will get more than their fair share from the bond, while others will get less	45
	Q12d	Improving public safety, emergency medical care should be highest priority right now; we can wait a few more yrs before upgrading schools	20
Not Sure (n = 67)	Q12a	People are having a hard time making ends meet with high cost of living, economy in recession; now is NOT the time to be raising taxes	43
	Q12c	Don't be fooled; incl interest, bond will cost about \$800M, take taxpayers 40 yrs to pay off	25
	Q12b2	We can't trust District with this tax, they will mismanage money, not build what they promise	22
	Q12b1	There is no guarantee that money will be distributed fairly; some schools will get more than their fair share from the bond, while others will get less	15
	Q12d	Improving public safety, emergency medical care should be highest priority right now; we can wait a few more yrs before upgrading schools	7

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. A key 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 13 *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, upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades; remove asbestos and lead pipes from older schools; and improve student and campus safety; shall Napa Valley Unified School District's measure authorizing 398 million dollars in bonds at legal rates, levying 5 cents per \$100 assessed value (20 million dollars annually) while bonds are outstanding be adopted, with independent citizen oversight, annual audits, no money for administrators, and all money locally-controlled? If the election were held today, would you vote yes or no on this measure?*

FIGURE 14 FINAL BALLOT TEST



At this point in the survey, support for the bond measure was found among 48% of likely November 2020 voters, with 21% indicating that they would *definitely* support the measure. Approximately 43% of respondents opposed the measure at the Final Ballot Test, and 9% 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 (Q3)	Change From Interim Ballot Test (Q11)
Overall		100.0	47.6	+0.5	-2.6
Received Prop 13 Info (Q2)	Yes	47.6	42.0	-2.3	-3.4
	No	52.4	52.7	+3.0	-1.8
Opinion of Economy in Six Months (QD1)	Better	35.0	42.9	+1.4	-2.3
	About the same	30.2	52.1	+1.2	-3.4
	Worse	34.9	50.4	-1.6	-2.8
Child in District (QD2,3)	Current	31.5	50.9	+4.5	-1.7
	Past	38.5	43.6	-0.5	-3.1
	No, never	42.0	53.5	-2.3	-3.4
Party	Democrat	50.1	63.2	+3.3	-2.2
	Republican	21.0	21.2	+3.1	-0.4
	Other / DTS	28.9	39.8	-6.3	-4.9
Household Party Type	Single dem	25.5	60.8	+2.5	-2.0
	Dual dem	14.1	66.1	+0.4	-2.9
	Single rep	8.1	23.3	+2.0	-0.0
	Dual rep	7.2	21.3	+2.7	-0.0
	Other	18.5	37.6	-9.5	-7.2
Age	Mixed	26.7	46.7	+4.5	-1.3
	18 to 29	14.6	68.2	+3.5	-4.3
	30 to 39	14.8	52.3	-0.1	-0.6
	40 to 49	15.1	50.7	+2.9	-3.3
	50 to 64	26.8	34.8	-1.4	-4.3
Registration Year	65 or older	28.6	44.9	-0.3	-0.7
	Since Nov 16	22.0	56.6	+3.5	-2.4
	Jun 10 to <Nov 16	16.1	53.3	-4.2	-6.8
	Jun 04 to <Jun 10	10.0	52.7	-1.6	-5.5
Voting Propensity	Before June 04	51.9	41.0	+1.1	-0.8
	High	47.9	41.5	-1.4	-2.8
	Medium	33.6	49.0	+6.2	-2.2
Area of District	Low	18.6	60.9	-5.0	-2.7
	American Canyon	15.2	47.3	-0.1	-0.7
	Napa	66.5	50.9	+0.2	-2.9
	Yountville	4.1	67.2	+1.6	-3.3
Homeowner on Voter File	Unincorp	14.2	26.9	+2.2	-2.9
	Yes	59.3	41.8	+0.3	-1.6
	No	40.7	56.1	+0.8	-4.1
Likely to Vote by Mail	Yes	89.8	47.3	-0.1	-3.0
	No	10.2	50.3	+5.4	+1.0
Gender	Male	48.0	43.1	-2.2	-3.5
	Female	52.0	55.9	+3.0	-2.1

As expected, voters 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 trend over the course of the entire survey (Initial to Final Ballot Test), however, was one of general stability for many voter subgroups, averaging +1 percentage points overall. It is worth noting that the gap in

support for the school bond between voters who were exposed to the split-roll measure information (Question 2) and those who were not had widened to 11 percentage points by the Final Ballot Test (42% vs. 53%).

Whereas Table 6 displays change in support for the measure over the course of the interview at the group level, Table 7 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 20.4% of respondents who indicated they would definitely support the measure at the Initial Ballot Test, 14.1% indicated they would definitely support the measure at the Final Ballot Test. An additional 5.0% moved to the probably support group, 0.9% moved to the probably oppose group, 0.2% moved to the definitely oppose group, and 0.3% 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 (Q3)		Final Ballot Test (Q13)				
		Definitely support	Probably support	Probably oppose	Definitely oppose	Not sure
Definitely support	20.4% →	14.1%	5.0%	0.9%	0.2%	0.3%
Probably support	26.7% →	4.6%	17.8%	1.6%	0.5%	2.2%
Probably oppose	13.3% →	1.4%	1.4%	5.2%	4.2%	1.1%
Definitely oppose	27.9% →	0.2%	0.1%	1.2%	25.8%	0.6%
Not sure	11.7% →	0.5%	2.5%	2.3%	1.4%	5.0%

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 slightly lower percentage found the same information reason to be less supportive. Although 17% 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 (48%) was approximately one percentage point higher than support at the Initial Ballot Test (47%).

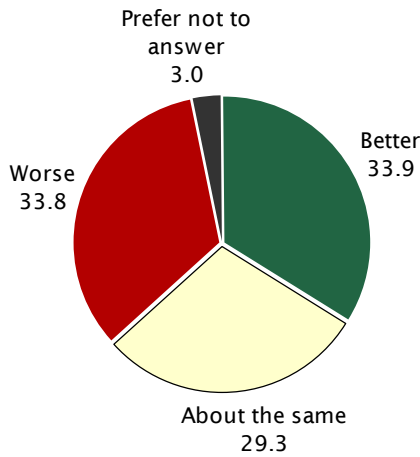
4. This is, they changed from a position of support, opposition, or undecided at the Initial Ballot Test to a different position at the Final Ballot Test.

EXPECTATIONS FOR THE ECONOMY

The arrival of COVID-19 in California triggered a statewide shelter-in-place mandate in March, effectively shuttering most sectors of the world’s fifth largest economy for the next two months. Although the State has begun a phased reopening of the economy, the public health and economic impacts of COVID-19 are likely to be felt well into the future. Recognizing that voters’ expectations regarding the economy may shape how they view a local bond measure, the survey included a question that addressed this topic.

ECONOMIC EXPECTATIONS Near the conclusion of the interview, all respondents were asked about their expectations for the economy six months into the future. As shown in Figure 15, voters expressed a balanced mix of optimism and pessimism, with 34% anticipating the economy will be better than today, 34% expecting it to be worse than today, and 29% indicating it will be about the same as today.

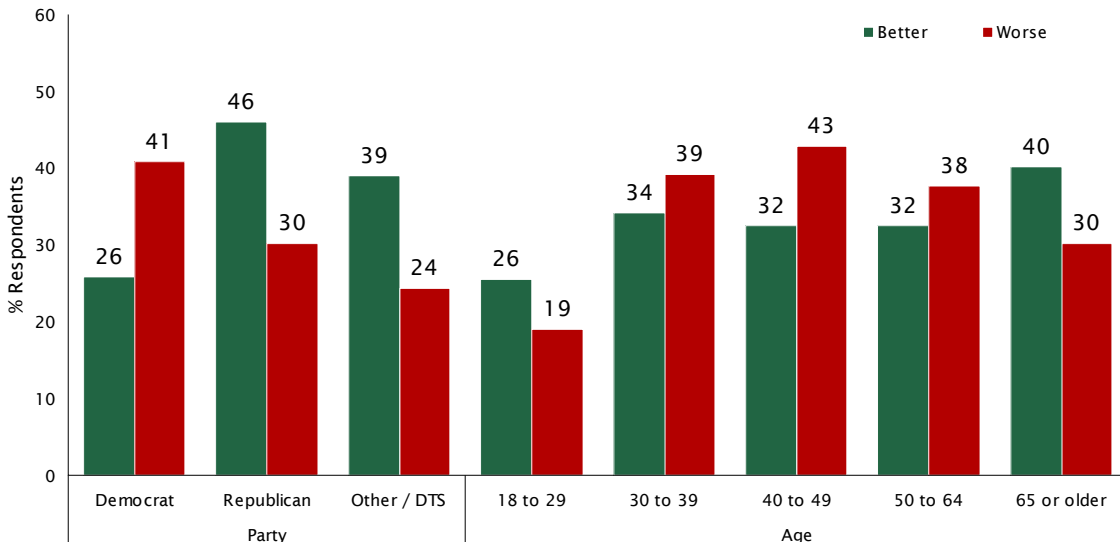
FIGURE 15 OPINION OF ECONOMY IN SIX MONTHS



Question 14 *Looking ahead six months from now, do you think the economy will be better than today, be about the same as today, or will it be worse than today?*

Voters expectations for the economy were related to age and partisan affiliation (see Figure 16 below). Republican voters and seniors were the most likely subgroups to be optimistic about the economy six months into the future.

FIGURE 16 OPINION OF ECONOMY IN SIX MONTHS BY PARTY & AGE





BACKGROUND & DEMOGRAPHICS

TABLE 8 DEMOGRAPHICS OF SAMPLE

<i>Total Respondents</i>	625
District Child in Hsld (QD2,3)	
Yes, current	30.0
Yes, past	36.6
No, never	39.9
Gender	
Male	45.1
Female	48.8
Prefer not to answer	6.2
Homeowner on Voter File	
Yes	59.3
No	40.7
Age	
18 to 29	14.6
30 to 39	14.8
40 to 49	15.1
50 to 64	26.8
65 or older	28.6
Registration Year	
Since Nov 16	22.0
Jun 10 to <Nov 16	16.1
Jun 04 to <Jun 10	10.0
Before June 04	51.9
Party	
Democrat	50.1
Republican	21.0
Other / DTS	28.9
Household Party Type	
Single dem	25.5
Dual dem	14.1
Single rep	8.1
Dual rep	7.2
Other	18.5
Mixed	26.7
Likely to Vote by Mail	
Yes	89.8
No	10.2
Voting Propensity	
High	47.9
Medium	33.6
Low	18.6
Area of District	
American Canyon	15.2
Napa	66.5
Yountville	4.1
Unincorp	14.2

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 2020 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 Napa Valley 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 measure at the Initial Ballot Test (Question 3) were asked the follow-up open-ended Question 4 regarding their reasons for not supporting the measure. The questionnaire included with this report (see *Questionnaire & Toplines* on page 35) identifies the skip patterns that were used during the interview to ensure that each respondent received the appropriate questions.

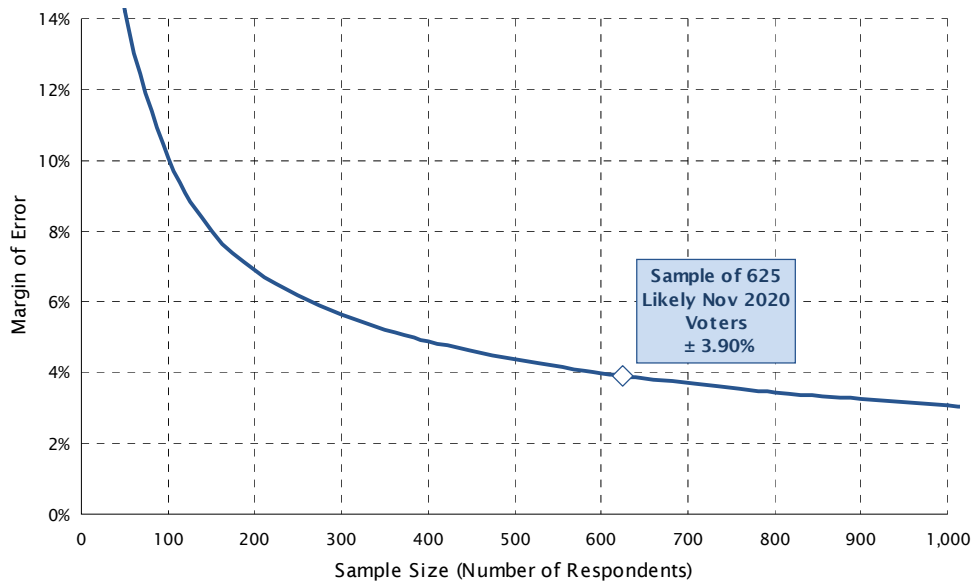
PROGRAMMING, PRE-TEST & TRANSLATION Prior to fielding the survey, the questionnaire was CATI (Computer Assisted Telephone Interviewing) programmed to assist interviewers when conducting telephone interviews. The CATI program automatically navigates skip patterns, randomizes the appropriate question items, and alerts the interviewer to certain types of keypunching mistakes should they occur. The survey was also programmed into a passcode-protected online survey application to allow online participation for sampled voters. 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. Once finalized, the questionnaire was professionally translated into Spanish to allow for data collection in English and Spanish.

SAMPLE The survey was administered to a random sample of 625 registered voters in the Napa Valley Unified School District who are likely to participate in the November 2020 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 Napa Valley Unified School District who are likely to participate in the November 2020 election. The results of the sample can thus be used to estimate the opinions of *all* voters likely to participate in the November 2020 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 625 voters for a particular question and what would have been found if all of the estimated 60,287 likely November 2020 voters identified in the District had been surveyed for the study.

Figure 17 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 $\pm 3.9\%$ for questions answered by all 625 respondents.

FIGURE 17 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 17 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, email reminder notices were also sent to encourage participation among those who had yet to take the survey. A total of 625 surveys were completed in English and Spanish between May 21 and May 31, 2020.

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



Napa Valley Unified School District
Baseline Bond Feasibility Survey
Final Toplines (n=625)
June 2020

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 Napa Valley, American Canyon and nearby areas 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 not to answer
	<i>Randomize.</i>						
A	Improving the quality of education in local public schools	54%	31%	11%	3%	1%	0%
B	Repairing and upgrading aging school facilities	27%	35%	28%	6%	2%	1%
C	Managing growth and development	27%	37%	28%	6%	2%	0%
D	Maintaining local streets and roads	29%	48%	23%	1%	0%	0%
E	Preventing local tax increases	39%	19%	28%	12%	1%	1%
F	Improving public safety	31%	39%	23%	4%	2%	0%
G	Creating jobs and improving the local economy	37%	43%	16%	4%	0%	0%
H	Preparing for emergencies and natural disasters	39%	40%	19%	2%	0%	0%

Section 3: Other Measures				
<i>Split Sample. Only even clusters receive Q2.</i>				
Q2	<p>This November, voters will be asked to vote on several ballot propositions at the State and local level. One statewide measure would change Proposition 13 so that commercial and industrial properties are taxed based on their market value, not their original sale price. <i>Rotate order of Supporters' and Opponents' statements.</i></p> <p>Supporters of the measure say it only applies to commercial and industrial property, and the change is needed to ensure that big corporations and wealthy commercial property owners pay their fair share to support our local schools, fix our roads, and maintain public safety.</p> <p>Opponents of the measure say it undermines taxpayer protections, will eventually lead to higher property taxes for all property owners, and in the meantime will hurt California's economy by doubling the taxes paid by many businesses.</p> <p>With what you've heard so far, would you support or oppose the proposal to change Proposition 13?</p>			
	1	Support	35%	
	2	Oppose	38%	
	98	Not Sure	24%	
	99	Prefer not to answer	2%	

Section 4: Initial Ballot Test				
<i>All respondents receive Q3.</i>				
<p>Your household is within the Napa Valley 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.</p>				
Q3	<p>In order to:</p> <ul style="list-style-type: none"> • Repair, upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades • Remove asbestos and lead pipes from older schools • And improve student and campus safety <p>shall Napa Valley Unified School District's measure authorizing 398 million dollars in bonds at legal rates, levying 5 cents per \$100 assessed value (20 million dollars annually) while bonds are outstanding be adopted, with independent citizen oversight, annual audits, no money for administrators, and all money locally-controlled? 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></p>			
	1	Definitely yes	20%	Skip to Q5
	2	Probably yes	27%	Skip to Q5
	3	Probably no	13%	Ask Q4
	4	Definitely no	28%	Ask Q4
	98	Not sure	11%	Ask Q4
	99	Prefer not to answer	1%	Skip to Q5

Q4	Is there a particular reason why you do not support or are unsure about the school measure I just described? <i>If yes, ask: Please briefly describe your reason. Verbatim responses recorded and later grouped into categories shown below.</i>	
	Money is misspent, mismanaged	29%
	Taxes already too high	25%
	Not sure, no particular reason	14%
	Need more information	12%
	Mentioned past measure	10%
	Other ways to be funded	5%
	Money will go to salaries, pensions	4%
	Do not trust District	3%
	Improve quality of education	3%
	District has enough money	2%
	Do not support bonds, debt	2%
	Schools are good as is, no need for more money	2%
	Money should go to teachers	2%
	Other higher priorities in community	1%
	No child in District	1%
	COVID-19 concerns	1%

Section 5: Tax Threshold

Q5 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? *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	\$50	12%	24%	19%	35%	9%	1%
B	\$40	15%	24%	17%	35%	9%	1%
C	\$30	21%	24%	13%	33%	7%	1%

Q6	Let me put it another way: If you knew that this measure would cost the <u>typical</u> home owner about \$200 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	22%	<i>Skip to Q8</i>
	2	Probably yes	25%	<i>Ask Q7</i>
	3	Probably no	11%	<i>Ask Q7</i>
	4	Definitely no	34%	<i>Ask Q7</i>
	98	Not sure	7%	<i>Ask Q7</i>
	99	Prefer not to answer	1%	<i>Skip to Q8</i>
Q7	If you knew that this measure would cost the <u>typical</u> home owner about \$120 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 @ \$200 (Q6)	22%	
	1	Definitely yes	9%	
	2	Probably yes	22%	
	3	Probably no	9%	
	4	Definitely no	32%	
	98	Not sure	6%	
	99	Prefer not to answer	1%	

Section 6: Quality of Education

Q8	In general, how would you rate the quality of education provided in the Napa Valley Unified School District? Would you say it is excellent, good, fair, poor, or very poor?		
	1	Excellent	7%
	2	Good	38%
	3	Fair	29%
	4	Poor	8%
	5	Very Poor	3%
	98	Not sure	13%
	99	Prefer not to answer	2%

Section 7: Projects & Improvements							
Q9	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? <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	Provide the classrooms, facilities and technology needed to support high quality instruction in math, science, engineering, and technology	50%	30%	5%	6%	5%	4%
B	Provide the classrooms and facilities needed to support high quality instruction in music, visual, and performing arts	41%	30%	10%	8%	7%	4%
C	Repair or replace deteriorating roofs, plumbing, heating, ventilation, and electrical systems where needed	47%	32%	7%	5%	5%	4%
D	Improve student safety and campus security systems including security cameras, emergency communications systems, intruder protection systems, smoke detectors, fire alarms, and sprinklers	41%	34%	8%	6%	6%	4%
E	Remove hazardous materials like asbestos and lead pipes from older school sites	54%	25%	6%	6%	6%	4%
F	Improve access to school facilities for students with disabilities	44%	31%	8%	6%	7%	4%
G	Repair or replace old, worn-out physical education and athletic facilities to support student health and fitness	29%	38%	14%	8%	7%	4%
H	Replace aging portable classrooms that are expensive to repair and maintain with modern, permanent classrooms	38%	35%	8%	8%	7%	4%
I	Retrofit older school buildings to ensure they are earthquake safe	44%	31%	7%	7%	7%	4%
J	Create modern, multi-use classrooms to support hands-on science instruction and learning-by-doing	43%	31%	7%	9%	6%	4%
K	Provide classrooms, labs and equipment for career and technology education classes so students are prepared for college and in-demand jobs in fields like health sciences, engineering, technology, and skilled trades	49%	32%	4%	5%	5%	4%
L	Upgrade children's playground equipment and play areas to meet current health and safety standards	31%	36%	13%	9%	7%	4%
M	Upgrade older schools so they meet the same academic and safety standards as newer schools	42%	32%	8%	8%	6%	4%

N	Make the computer and technology upgrades needed for students to be able to take classes, interact with teachers, and complete assignments online if they can't be there in person	44%	30%	9%	9%	4%	4%
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Section 8: Positive Arguments

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

Q10 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. Split Sample A1/A2, F1/F2.</i>						
A1	Passing this bond will stimulate our local economy. It will create hundreds of good-paying local jobs and inject millions of dollars into local businesses.	28%	25%	26%	18%	3%	2%
A2	Passing this bond will help revive our local economy by creating hundreds of news jobs and injecting more than 300 million dollars into local businesses.	22%	25%	19%	28%	2%	3%
B	By law, no money from this measure can be used for administrators' salaries or benefits.	32%	26%	17%	18%	3%	3%
C	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.	31%	28%	17%	18%	3%	2%
D	All money raised by the measure will stay in our community to support our students and our local economy. It cannot be taken away by the State or used for other purposes.	35%	27%	16%	18%	2%	2%
E	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.	29%	31%	21%	12%	4%	2%
F1	Our students deserve to have the same educational opportunities as others in the region - including high quality instruction in science, technology, and math. This bond will help improve the quality of education in our local schools.	36%	32%	19%	8%	2%	2%

F2	If we want our kids to succeed in high school, college, and careers, they must be skilled in the use of today's technologies and have a solid background in science, math, engineering and technology. This measure will make this possible.	28%	34%	18%	15%	3%	3%
G	Most of our schools were built more than 60 years ago and need to be modernized. It's time to make essential repairs and upgrades so our schools meet today's academic requirements and can serve our community well for the decades to come.	32%	31%	19%	12%	3%	3%
H	We need to pass a local bond to get our fair share of State funding for schools. If voters approve this measure, our schools will be eligible to receive about \$25 million in State matching money that otherwise will go to other districts.	28%	29%	20%	17%	5%	2%
I	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.	32%	28%	19%	16%	3%	2%
J	If voters approve the measure, every community in the District will receive its fair share of bond funding.	20%	27%	23%	22%	5%	2%
K	Modernizing our older schools will reduce the cost of ongoing maintenance and allow more of the District's budget to be spent in the classroom educating students.	25%	35%	21%	14%	3%	2%
<i>Only voters in American Canyon receive L.</i>							
L	Although the schools in American Canyon are newer than others, they still need to be maintained. This bond will provide the funds needed to properly maintain American Canyon schools over time.	24%	31%	27%	12%	4%	2%

Section 9: 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.

Q11	In order to:		
	<ul style="list-style-type: none"> • Repair, upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades • Remove asbestos and lead pipes from older schools • And improve student and campus safety 		
	shall Napa Valley Unified School District's measure authorizing 398 million dollars in bonds at legal rates, levying 5 cents per \$100 assessed value (20 million dollars annually) while bonds are outstanding be adopted, with independent citizen oversight, annual audits, no money for administrators, and all money locally-controlled?		
	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	24%
	2	Probably yes	26%
	3	Probably no	11%
4	Definitely no	31%	
98	Not sure	7%	
99	Prefer not to answer	1%	

Section 10: Negative Arguments

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

Q12	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. Split Sample B1/B2</i>						
	Very Convincing	Somewhat Convincing	Not At All Convincing	Don't Believe	Not sure	Prefer not to answer	
A	50%	29%	13%	4%	2%	2%	People are having a hard time making ends meet with the high cost of living and the economy in recession. Now is NOT the time to be raising taxes.

B1	There is no guarantee that the money will be distributed fairly. Some schools will get more than their fair share from the bond, while others will get less.	27%	37%	24%	5%	3%	3%
B2	We can't trust the District with this tax - they will mismanage the money and not build what they promise.	33%	30%	18%	12%	6%	2%
C	Don't be fooled. Including interest, this bond will cost about 800 million dollars and take taxpayers 40 years to pay off.	36%	35%	15%	5%	7%	3%
D	Improving public safety and emergency medical care should be our highest priority right now. We can wait a few more years before upgrading our schools.	14%	31%	37%	10%	6%	3%

Section 11: 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.

Q13	In order to:	
	<ul style="list-style-type: none"> • Repair, upgrade, construct and equip classrooms, science labs, career-training and school facilities that support college and career readiness in math, science, technology, engineering, arts, and skilled trades • Remove asbestos and lead pipes from older schools • And improve student and campus safety 	
	shall Napa Valley Unified School District's measure authorizing 398 million dollars in bonds at legal rates, levying 5 cents per \$100 assessed value (20 million dollars annually) while bonds are outstanding be adopted, with independent citizen oversight, annual audits, no money for administrators, and all money locally-controlled?	
	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 21%
	2	Probably yes 27%
	3	Probably no 11%
	4	Definitely no 32%
98	Not sure 8%	
99	Prefer not to answer 2%	

Section 12: Background & Demographics

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

D1	Looking ahead six months from now, do you think the economy will be better than today, be about the same as today, or will it be worse than today?		
	1	Better	34%
	2	About the same	29%
	3	Worse	34%
	99	Prefer not to answer	3%
D2	Do you have any children who currently attend a school in the Napa Valley Unified School District?		
	1	Yes	30%
	2	No	64%
	99	Prefer not to answer	6%
D3	Do you have grown children who previously attended a school in the Napa Valley Unified School District when they were younger?		
	1	Yes	37%
	2	No	59%
	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	45%
	2	Female	49%
	3	Prefer not to answer	6%
S2	Party		
	1	Democrat	50%
	2	Republican	21%
	3	Other	7%
	4	DTS	22%

S3 Age on Voter File		
1	18 to 29	15%
2	30 to 39	15%
3	40 to 49	15%
4	50 to 64	27%
5	65 or older	29%
S4 Registration Date		
1	Since Nov 2016	22%
2	Jun 2010 to before Nov 2016	16%
3	Jun 2004 to before Jun 2010	10%
4	Before June 2004	52%
S5 Household Party Type		
1	Single Dem	26%
2	Dual Dem	14%
3	Single Rep	8%
4	Dual Rep	7%
5	Single Other	11%
6	Dual Other	7%
7	Dem & Rep	5%
8	Dem & Other	14%
9	Rep & Other	6%
0	Mixed (Dem + Rep + Other)	2%
S6 Homeowner on Voter File		
1	Yes	59%
2	No	41%
S7 Likely to Vote by Mail		
1	Yes	90%
2	No	10%

S8	Likely November 2020 Voter		
	1	Yes	100%
	2	No	0%
S9	Voting Propensity		
	1	High	48%
	2	Medium	34%
	3	Low	19%
S10	Area of District		
	1	American Canyon	15%
	2	Napa	67%
	3	Yountville	4%
	4	Unincorporated	14%