

Appendix A - Survey Instrument

Introduction

Thank you for your willingness to participate in this study. This research project, supported in part by the California Community Foundation, is being conducted by independent researchers at the University of Southern California Rossier School of Education in partnership with the nonpartisan Getting Down to Facts (GDTF) III initiative. In anticipation of a newly elected governor and state superintendent of instruction in 2026, GDTF III seeks to provide state policymakers, educators, and families with information on the current state of California's education system and the most promising paths forward. This statewide survey asks about your experiences serving as a board member, including board meetings and the role of board members, interactions with constituents, the current educational context, the amount of time spent on various board-related activities, and training and preparation. The survey also asks for basic background/demographic information. **Your participation is completely voluntary, and any information that you provide will remain confidential.** If you have any questions about this study, please contact Dr. Julie Marsh at julie.marsh@rossier.usc.edu or (213) 740-3710. If you have any questions about your rights as a research participant, please contact the University of Southern California Institutional Review Board at (323) 442-0114 or email hrpp@usc.edu.

A. Role of School Board & School Board Member

In this section, we want to learn more about your role as a school board member and the work of the school board.

Q1. Thinking about your role as a school board member, please indicate how important each of these is for the work of a school board.

(Select, for each, from: Not at all important, Not very important, Somewhat important, Very important, and Among the most important aspects of my role as a board member)

1. Working to set district goals and policies
2. Advancing goals related to educational justice
3. Celebrating leaders, educators, and staff (e.g., attending events, visiting schools)
4. Insulating the district from outside politics
5. Centering the voices of marginalized students
6. Ensuring compliance with state law, federal laws, and policies
7. Ensuring responsible use of public funds
8. Hiring and evaluating the superintendent
9. Monitoring student learning outcomes

Q2. *(Drop-down)* On average, approximately how much time do you spend per month on board-related activities?

1. 0 hours
2. 1-5 hours
3. 6-10 hours
4. 11-15 hours
5. 16-20 hours
6. 21-25 hours
7. 26-30 hours
8. 31-35 hours
9. 36-40 hours
10. 40+ hours

Q3. When your board is setting district priorities each year, how important are the following in setting those priorities?

(Select, for each, from: Not at all important, Not very important, Somewhat important, Very important, and Among the most important aspects of my role as a board member)

1. Your district's student test scores
2. Your district's student behavior data
3. Your district's California School Dashboard results
4. Your district's LCAP process
5. Feedback from teachers and/or principals in your district
6. Feedback from parents and/or parent groups in your district
7. Other

Q4. *(Open-Ended)* In just a few phrases or bullets, what were the top priorities for your district in the 2024-2025 academic year?

B. Political Climate

Q5. How would you characterize the following conditions within your district community?

(Select, for each, from: Very negative, Negative, Positive, Very positive)

1. Relationships between constituents and school district leaders
2. Relationships between groups with different political affiliations
3. Relationships between the school board and the superintendent
4. Relationships between school board members
5. Financial status of the district
6. Academic performance of students in the district
7. Socioemotional well-being of students in the district

Q6. To what extent are the following a source of strain, tension, or conflict in your district and/or community?

(Select, for each, from: Not at All, A Small Extent, A Moderate Extent, A Large Extent)

1. Declining enrollment
2. Charter schools and their expansion
3. Labor union issues
4. Natural disasters (e.g., fires, floods)
5. District-approved books/curriculum
6. Teaching about race/racism and/or ethnic studies
7. Transgender issues: Sports participation
8. Transgender issues: Pronouns
9. Transgender issues: Bathroom or locker room use
10. Anti-Semitism
11. Islamophobia
12. The inclusion of religious values and beliefs in schools
13. Perceived threats to traditional values
14. Global issues (e.g., wars)
15. Uncertainty about federal funding and oversight
16. Changes in federal immigration enforcement policies
17. Federal policies banning DEI policies or programs
18. Influence of other federal policies/executive orders

Q7. In the past year, which of the following, if any, impeded efforts to make progress on your school board's goals? Select up to three that most apply. Tensions around...

1. Declining enrollment
2. Charter schools and their expansion
3. Labor union issues
4. Natural disasters (e.g., fires, floods)
5. District-approved books/curriculum
6. Teaching about race/racism and/or ethnic studies
7. Transgender issues: Sports participation
8. Transgender issues: Pronouns
9. Transgender issues: Bathroom or locker room use
10. Anti-Semitism
11. Islamophobia
12. The inclusion of religious values and beliefs in schools
13. Perceived threats to traditional values
14. Global issues (e.g., wars)

- 15. Uncertainty about federal funding and oversight
- 16. Changes in federal immigration enforcement policies
- 17. Federal policies banning DEI policies or programs
- 18. Influence of other federal policies/executive orders

Q8. (*Select*) In the past year as a board member, have you:

- 1. felt political pressure to not run again (e.g., been the target of a recall campaign)
- 2. felt that the electoral process is more challenging than you had anticipated
- 3. had interpersonal conflict and/or significant disagreement with other board members
- 4. felt that being a school board member is more politically challenging than you had anticipated
- 5. experienced threats of personal violence or harassment to you or your family members
- 6. experienced derogatory personal comments on social media
- 7. been notified of threats or harassment against the superintendent or other district leaders

C. Board Meetings & Other Places for Meaningful Dialogue w/ Communication

Q9. In the past year, has your board engaged with your constituents (e.g., parents, community members, district staff, organizational partners) in any of the following contexts? If so, how useful have they been for informing and/or influencing board decision-making?

Yes or No	If yes, this activity
<i>(Drop-down select</i>	has been. . .
<i>for each)</i>	<i>(Select, for each,</i>
	<i>from: Not Useful,</i>
	<i>Somewhat Useful,</i>
	<i>Useful, Very Useful)</i>

- 1. Traditional school board meeting
- 2. Board study sessions
- 3. Board committee meetings
(excluding closed sessions)
- 4. LCAP development meetings
- 5. Ad hoc community town
halls/forums
- 6. School-sponsored events (e.g.,
athletic events, cultural
celebrations, etc.)

7. Individual communication (e.g., emails, phone calls, meetings, running into someone at the grocery store)
8. Group-specific meetings (e.g., student listening circles, teacher empathy interviews, parent focus groups)

Q10. To what extent do you believe the families who participate in board-sponsored events are representative of families attending schools in the district?

1. Not at all representative
2. Not very representative
3. Somewhat representative
4. Quite representative
5. Very representative

Q11. To what extent do you agree or disagree with the following statements?

(Select, for each, from: Strongly Disagree, Disagree, Agree, Strongly Agree)

1. Community engagement has improved the work of our board
2. People who do not live in our community have an outsized influence board decisions
3. District engagement activities tend to be dominated by a few individuals or groups
4. Having student board members is an effective way to include the voices and perspectives of students on educational decision-making
5. Decisions are best made locally with limited state-level directives or mandates
6. More state-level guidance would be helpful to accomplish our work
7. State-level policies constrain our ability to be responsive to community needs
8. Our board struggles to obtain input from underrepresented or marginalized groups within our district community
9. Our board struggles to take action in response to community input

Q12. To what extent do you agree or disagree with the following statements?

(Select, for each, from: Strongly Disagree, Disagree, Agree, Strongly Agree)

1. Our board effectively uses time in board meetings
2. Our board meeting agendas and discussions align with our district's vision and goals
3. Fellow board members respectfully listen to my opinions
4. Our board leverages the knowledge/expertise of each board member to advance district priorities

5. My perspectives help shape our school board's decisions
6. As a board member, I can make a real difference in the well-being of students in our district
7. Sometimes I wonder if my work on the board matters much for what goes on in schools
8. Being a board member has negatively impacted my emotional well-being
9. Being a board member has positively contributed to my personal development

D. Training and Preparation

Q13. How confident do you feel in your ability to do the following as a board member?
(Select, for each, from: Not at all confident, Not very confident, Somewhat confident, Very Confident)

1. Establish strategic plans and set district goals
2. Build an effective relationship with the superintendent
3. Evaluate the superintendent
4. Identify which policies will promote student learning
5. Navigate state-level rules tied to open meetings and board member interactions (e.g., the Brown Act)
6. Understand and pass the yearly budget +LCAP
7. Run school board meetings (e.g., Robert's Rules of Order)
8. Engage with the community to address district goals
9. Interpret and use data to inform decisions
10. Interpret and use data to advance equity
11. Evaluate the effectiveness of district programs and services
12. Evaluate the effectiveness of classroom curricula
13. Understand issues related to personnel and union contracts
14. Navigate social media interactions
15. Navigate conflict and/or political tensions within the community, district, and/or board

Q14. Have you received support or training to do the following tasks during your tenure so far as a board member?

(Select, for each, from: No, I have not and would not want more, No, I have not and would want more, Yes, I have and would want more, and Yes, I have and would not want more)

1. Establish strategic plans and setting district goals
2. Build an effective relationship with the superintendent
3. Hire and evaluate the superintendent

4. Identify which policies will promote student learning
5. Navigate state-level rules tied to open meetings and board member interactions (e.g., the Brown Act)
6. Navigate legal guidance related to changes in state and federal policy changes
7. Understand and pass the yearly budget +LCAP
8. Run school board meetings (e.g., Robert’s Rules of Order)
9. Engage with the community to address district goals
10. Interpret and use data to inform decisions
11. Interpret and use data to advance equity
12. Evaluate the effectiveness of district programs and services
13. Evaluate the effectiveness of classroom curricula
14. Understand issues related to personnel and union contracts
15. Navigate social media interactions
16. Navigate conflict and/or political tensions within the community, district, and/or board

Q15. Have you received training and support from the following sources, and if so, how useful has it been?

<p>Yes or No (Drop-down select for each)</p>	<p>If yes, this support has been. . . (Select, for each, from: Not Useful, Somewhat Useful, Useful, Very Useful)</p>
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1. County office of education
2. California School Boards Association
3. National School Boards Association
or similar national organization
(e.g., Council of the Great City
Schools, Leadership for Educational
Equity, etc.)
4. Other state, regional and local
school board associations
5. School District/Superintendent
6. External Mentor

Q16. If the following opportunities were made available to you, how likely are you to participate?

(Select, for each, from: Extremely Unlikely, Somewhat Unlikely, Somewhat Likely, and Extremely Likely)

1. Meet with a mentor who has experience serving on a school board
2. Participate with a network of other current board members **in your local** geographic area
3. Participate with a network of other current board members **outside of** your geographic area
4. Participate with a network of other current board members from districts similar to yours

Q17. *(Optional)* Are there any ideas you have for how to better support you or improve your ability to fulfill your duties as a board member (e.g., topics in which you would like to receive more information, support, and/or training; ways to receive this support)?

E. Conflicts and Tensions

Please read the following hypothetical scenario and answer subsequent questions.

Randomized Hypothetical Scenario 1

Q22 In response to community demands stemming from the Summer 2020 movement for racial justice, the school board in District Y eliminated its School Resource Officer (SRO) program. A recent rise in gun violence at several district-sponsored events has sparked calls from local community leaders to reinstate the SRO program to address the safety concerns of district parents and families. However, students of color within the district are staunchly opposed to SROs returning to their schools, citing past experiences with racial profiling and the use of excessive force. The final vote on reinstating the SRO program will occur at this week's board meeting, where close to 50 community members have already signed up

Randomized Hypothetical Scenario 2

In response to student demands several years ago, the school board in District Y eliminated its School Resource Officer (SRO) program. A recent rise in gun violence at several district-sponsored events has sparked calls from parents and families to reinstate the SRO program to address concerns about safety. However, students within the district remain staunchly opposed to SROs returning to their schools, citing past negative experiences with SROs focusing mostly on dress code violations, cell phone use, and stopping students from vaping instead of making school feel safer. The final vote on reinstating the SRO program will occur at this week's board meeting, where close to 50 community

for public comment concerning this agenda item.

members have already signed up for public comment concerning this agenda item.

Q18. How much do you agree or disagree with the following statements regarding this scenario? *(Select, for each, from: Strongly Disagree, Disagree, Undecided/Need more information, Agree, Strongly Agree)*

1. The school board should respond to the community leaders' concerns by reinstating the SRO program.
2. The school board has a responsibility to prioritize the voices and experiences of the students in the district by keeping the SRO program out of schools.
3. My school board has policies in place that would allow us to successfully navigate this conflict.

Q19. How confident are you as an individual board member and as a board with the following statements based on the scenario?

(Select, for each, from: Not at all confident, Slightly confident, Moderately confident, and Very confident)

1. As an individual board member: my ability to successfully address this conflict.
2. As a school board: our ability to work together to successfully address this conflict.

F. Future Intentions

Q20. Do you intend on seeking reelection or reappointment for another term on the school board?

1. No, definitely not
2. No, probably not
3. Maybe
4. Yes, probably
5. Yes, definitely

Q21. Do you intend to run for some public office (other than school board) in the future?

1. No, definitely
2. No, probably not
3. Maybe
4. Yes, probably
5. Yes, definitely

Q22. (Open-Ended) As part of this project, we will be interviewing a group of school board members to learn more about the topics covered in this survey. Each confidential interview should take about 30 minutes. We are interested in learning more about your perspectives, and will not use your name or any identifying information in anything that we report. **If you are interested in participating in an interview, please provide your email address.** If you are selected to participate in these interviews, you will receive a small honorarium to thank you for your participation.

Lastly, we would like to know a little bit about you and your district. This will help us understand your responses to the survey better and allow for better analysis of the survey data.

Q23. (Drop-down) Excluding this year, approximately how many years have you served as a board member?

Q24. Generally speaking, do you think of yourself as a Republican, a Democrat, an Independent, or something else?

1. Democrat
 - a. Subquestion: Would you call yourself a strong Democrat or a not very strong Democrat?
 - i. Very strong Democrat (3)
 - ii. Strong Democrat (2)
 - iii. Not very strong Democrat (1)
2. Republican
 - a. Subquestion: Would you call yourself a strong Republican or a not very strong Republican?
 - i. Very strong Republican
 - ii. Strong Republican
 - iii. Not very strong Republican
3. Independent

<p>4. Another party (please specify)</p> <p>5. No preference</p>	
<p>Q25. Are board members in your district elected/appointed at-large (the whole school district) or by trustee area (an election district within the overall school district)?</p> <p>1. Elected/appointed at-large</p> <p>2. Elected/appointed by trustee area</p> <p>3. A combination of both</p>	
<p>Q26. For the term you're currently serving, were you elected or appointed to your position on the school board?</p> <p>1. I was elected to my position.</p> <p style="padding-left: 20px;">a. Subquestion: In your most recent election, did you run against someone or were you the only candidate for your seat on the board?</p> <p style="padding-left: 40px;">i. Ran against other candidates</p> <p style="padding-left: 40px;">ii. Ran unopposed</p> <p>2. I was appointed to my position</p>	<p>Q27. If you were elected to your current term, approximately how much money did you (or your campaign committee) spend on your most recent school board election?</p> <p>1. Less than \$100</p> <p>2. \$100-\$499</p> <p>3. \$500-\$999</p> <p>4. \$1,000-\$4,999</p> <p>5. \$5,000-\$9,999</p> <p>6. \$10,000-\$24,999</p> <p>7. \$25,000-\$49,999</p> <p>8. \$50,000-\$99,999</p> <p>9. \$100,000-\$499,999</p> <p>10. \$500,000 or more</p> <p>11. I don't know</p>
<p>Q28. Are you a student board member?</p> <p>1. Yes</p> <p>2. No</p>	<p>Q29. Do you have a student on your school board?</p> <p>1. Yes</p> <p>2. No</p>
<p>Q30. What is your occupation?</p> <p>1. Business</p> <p>2. Education</p> <p>3. Government/Public sector work (e.g., police dept., fire dept., municipal agency)</p> <p>4. Homemaker/Volunteer</p> <p>5. Law</p> <p>6. Medicine/Health</p> <p>7. Nonprofit</p>	

8. Agriculture, fishing, and forestry
9. Trades (e.g., plumber, electrician, contractor)
10. Retail
11. Food Service/Restaurant
12. Retired
13. If other, please specify (fill in)
14. Decline to respond

Q31. What is the highest level of education you have completed?

1. Grade school
2. High school
3. Some college
4. Associates degree
5. Four-year college degree (e.g., B.A. or B.S.)
6. Some graduate school
7. Master's degree or professional degree
8. Doctorate
9. Decline to respond

Q32. What best describes your gender identity?

1. Man
2. Woman
3. Nonbinary
4. Decline to respond

Q33. Do you identify as Latino or of Hispanic origin?

1. Yes
2. No
3. Decline to respond

Q34. What best describes your racial identity?

1. White
2. Black or African American
3. American Indian or Alaskan Native
4. Asian
5. Native Hawaiian or Pacific Islander
6. Multiracial
7. Other (fill in)
8. Decline to respond

Q35. (*Open-ended*) In what year were you born?

Q36. Are you a current or former parent/grandparent/caregiver of children in the school district?

1. I have never had a child/grandchild enrolled in the school district
2. Current parent/grandparent/caregiver
3. Former parent/grandparent/caregiver
4. Decline to respond

Q37. What is your annual household income?

1. Less than \$10,000
2. \$10,000 to \$14,999
3. \$15,000 to \$24,999 \$25,000 to \$34,999 (4)
4. \$35,000 to \$49,999 (5)
5. \$50,000 to \$74,999 (6)
6. \$75,000 to \$99,999 (7)
7. \$100,000 to \$149,999 (8)
8. \$150,000 to \$199,999 (9)
9. \$200,000 or more (10)
10. Decline to respond (11)

Q38. (*Open-ended*) If you prefer that we use a different email address to contact you in the future (e.g., to share the survey results), please include that information here.

Appendix X

Technical notes on creating community partisan variables

We began by projecting both the precinct and school district shapefiles to California Albers Equal Area (NAD83) using the Project tool, ensuring that geometric area calculations would be unbiased and directly comparable across features. It is worth restating that Tabulate Intersection in ArcGIS operates on the actual coordinate system of the input data, not the map frame's on-the-fly projection. We verified successful projection by running Calculate Geometry on test polygons and confirming that area values differed substantially from the unprojected geographic coordinates. Before proceeding with overlay operations, we repaired geometry on both layers and migrated all data to a file geodatabase to avoid field truncation issues inherent to shapefiles. We then dissolved the precinct layer by GEOID using the Dissolve tool with "Create multipart features" enabled and SUM statistics on vote count fields (DEM_COUNT, REP_COUNT, TOTAL_COUNT), which consolidated non-contiguous precinct pieces sharing a single GEOID into one record. We did this because California's precinct data contained multiple OBJECTID records per GEOID, which were artifacts of redistricting or split precincts, and failing to dissolve would have inflated vote totals in future calculations. On the dissolved precinct layer, we added a Prec_Area field and used Calculate Geometry to establish the denominator for area-based apportionment weights.

We then executed Tabulate Intersection with school districts as the zone features (zone field: CDCODE, renamed to DIST_ID for clarity) and dissolved precincts as class features (class field: GEOID), producing a table with one row per district-precinct intersection and an AREA field representing the overlap area in square kilometers. We joined the dissolved precinct attributes (Prec_Area, SUM_DEM_COUNT, SUM_REP_COUNT, SUM_TOTAL_COUNT) to this table on GEOID, then calculated a weight field $W_PrecShare = AREA / Prec_Area$, expressing the fraction of each precinct's total area falling within each district. Using this weight, we computed apportioned vote counts per intersection: $DEM_APPORT = SUM_DEM_COUNT \times W_PrecShare$, $REP_APPORT = SUM_REP_COUNT \times W_PrecShare$, and $TOTAL_APPORT = SUM_TOTAL_COUNT \times W_PrecShare$. We used Summary Statistics to aggregate these apportioned counts by DIST_ID

(summing DEM_APPORT, REP_APPORT, and TOTAL_APPORT), yielding district-level vote totals that properly account for precincts crossing district boundaries. Finally, we joined the aggregated summary back to the district shapefile, calculated partisan vote shares ($PCT_DEM = \frac{SUM_DEM_APPORT}{SUM_TOTAL_APPORT}$; $PCT_REP = \frac{SUM_REP_APPORT}{SUM_TOTAL_APPORT}$), and exported the attribute table for statistical analysis.

We checked our method for a sample of GEOIDs, summing W_PrecShare across all districts yielded values near 1.0, indicating correct area apportionment and absence of duplicate features. We spot-checked precincts fully contained within single districts ($W_PrecShare \approx 1.0$ for one district, ≈ 0 elsewhere) and boundary-crossing precincts (weights summing to ≈ 1.0 across multiple districts). One expected artifact is that statewide vote totals, when summed across all districts, exceed the actual voter count because elementary, unified, and high school districts overlap geographically. We verified that $SUM_DEM_APPORT + SUM_REP_APPORT \approx SUM_TOTAL_APPORT$ within each district (accounting for third-party votes and undervotes) and confirmed that the dissolved precinct layer contained exactly one record per unique GEOID, eliminating the risk of using pre-dissolve counts in apportionment calculations.

Appendix Table A1a. How important to the board role, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Working to set district goals and policies	4.62	536	4.54	186	0.09	0.27
Advancing goals related to educational justice	3.93	534	3.55	186	0.00	0.00
Celebrating leaders, educators and staff	3.97	536	3.87	188	0.12	0.28
Insulating the district from outside politics	3.66	533	3.63	186	0.71	0.79
Centering the voices of marginalized students	4.00	534	3.72	186	0.00	0.00
Ensuring compliance with state law and federal laws and po	4.32	537	4.27	187	0.37	0.56
Ensuring responsible use of public funds	4.74	538	4.75	187	0.79	0.79
Hiring and evaluating the superintendent	4.75	537	4.73	188	0.68	0.79
Monitoring student learning outcomes	4.51	536	4.44	187	0.20	0.36

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Working to set district goals and policies	4.60	426	4.59	296	0.88	0.88
Advancing goals related to educational justice	4.00	425	3.58	295	0.00	0.00
Celebrating leaders, educators and staff	4.03	425	3.81	299	0.00	0.00
Insulating the district from outside politics	3.63	424	3.68	295	0.41	0.48
Centering the voices of marginalized students	4.08	424	3.72	296	0.00	0.00
Ensuring compliance with state law and federal laws and po	4.33	427	4.28	297	0.32	0.47
Ensuring responsible use of public funds	4.73	427	4.77	298	0.22	0.39
Hiring and evaluating the superintendent	4.73	426	4.77	299	0.43	0.48
Monitoring student learning outcomes	4.52	425	4.46	298	0.22	0.39

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Working to set district goals and policies	4.55	356	4.62	270	0.16	0.24
Advancing goals related to educational justice	4.00	357	3.66	268	0.00	0.00
Celebrating leaders, educators and staff	4.03	357	3.85	270	0.00	0.01
Insulating the district from outside politics	3.61	357	3.68	267	0.35	0.38
Centering the voices of marginalized students	4.04	357	3.79	269	0.00	0.00
Ensuring compliance with state law and federal laws and po	4.32	359	4.27	269	0.38	0.38
Ensuring responsible use of public funds	4.72	358	4.77	271	0.13	0.24
Hiring and evaluating the superintendent	4.72	359	4.78	270	0.15	0.24
Monitoring student learning outcomes	4.53	358	4.47	270	0.20	0.26

Appendix Table A1b. How important to the board role, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Working to set district goals and policies	4.65	165	4.40	146	4.63	297	4.68	114	0.00	0.00
Advancing goals related to educational justice	3.85	165	3.75	146	3.86	296	3.83	113	0.72	0.81
Celebrating leaders, educators and staff	3.82	165	3.92	148	3.98	297	4.04	114	0.09	0.20
Insulating the district from outside politics	3.63	163	3.70	147	3.65	293	3.61	116	0.87	0.87
Centering the voices of marginalized students	3.87	164	3.81	145	4.04	297	3.88	114	0.05	0.16
Ensuring compliance with state law and federal laws and po	4.29	164	4.29	147	4.36	297	4.23	116	0.42	0.62
Ensuring responsible use of public funds	4.77	165	4.70	147	4.75	297	4.77	116	0.56	0.72
Hiring and evaluating the superintendent	4.81	165	4.65	147	4.77	297	4.72	116	0.04	0.16
Monitoring student learning outcomes	4.51	165	4.40	147	4.55	295	4.46	116	0.12	0.21

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Working to set district goals and policies	4.45	143	4.63	378	4.64	201	0.00	0.01
Advancing goals related to educational justice	3.68	145	3.85	375	3.92	200	0.09	0.20
Celebrating leaders, educators and staff	3.89	146	3.96	378	3.95	200	0.66	0.69
Insulating the district from outside politics	3.66	145	3.67	377	3.60	197	0.69	0.69
Centering the voices of marginalized students	3.73	143	3.98	376	3.98	201	0.01	0.03
Ensuring compliance with state law and federal laws and po	4.26	145	4.30	379	4.37	200	0.41	0.69
Ensuring responsible use of public funds	4.71	145	4.76	380	4.74	200	0.50	0.69
Hiring and evaluating the superintendent	4.72	145	4.76	379	4.74	201	0.66	0.69
Monitoring student learning outcomes	4.33	145	4.53	378	4.55	200	0.00	0.01

Appendix Table A1c. How important to the board role, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Working to set district goals and policies	4.65	308	4.56	205	0.06	0.07
Advancing goals related to educational justice	3.97	310	3.60	204	0.00	0.00
Celebrating leaders, educators and staff	3.98	308	3.81	206	0.01	0.02
Insulating the district from outside politics	3.63	308	3.67	203	0.56	0.56
Centering the voices of marginalized students	4.02	308	3.70	205	0.00	0.00
Ensuring compliance with state law and federal laws and po	4.40	309	4.15	206	0.00	0.00
Ensuring responsible use of public funds	4.79	309	4.70	206	0.04	0.05
Hiring and evaluating the superintendent	4.81	308	4.70	207	0.02	0.03
Monitoring student learning outcomes	4.56	308	4.42	206	0.01	0.02

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Working to set district goals and policies	4.59	360	4.66	118	0.26	0.38
Advancing goals related to educational justice	3.76	361	4.08	118	0.00	0.01
Celebrating leaders, educators and staff	3.88	360	4.02	119	0.07	0.22
Insulating the district from outside politics	3.64	358	3.64	118	0.99	0.99
Centering the voices of marginalized students	3.80	359	4.20	119	0.00	0.00
Ensuring compliance with state law and federal laws and po	4.25	361	4.38	119	0.13	0.30
Ensuring responsible use of public funds	4.73	362	4.80	118	0.20	0.35
Hiring and evaluating the superintendent	4.77	362	4.76	119	0.99	0.99
Monitoring student learning outcomes	4.49	360	4.54	119	0.49	0.63

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Working to set district goals and policies	4.64	344	4.56	178	0.12	0.21
Advancing goals related to educational justice	4.11	345	3.24	178	0.00	0.00
Celebrating leaders, educators and staff	3.94	344	3.85	180	0.18	0.26
Insulating the district from outside politics	3.65	341	3.64	179	0.97	0.97
Centering the voices of marginalized students	4.13	343	3.41	179	0.00	0.00
Ensuring compliance with state law and federal laws and po	4.35	344	4.19	180	0.02	0.05
Ensuring responsible use of public funds	4.76	344	4.75	180	0.84	0.97
Hiring and evaluating the superintendent	4.82	346	4.65	178	0.00	0.00
Monitoring student learning outcomes	4.51	343	4.51	180	0.97	0.97

Appendix Table A2. Differences by experience

Label	Experienced: 6+ Years		Inexperienced: <6 Years		P Val	Adj
	Mean	N	Mean	N		
How important (role): Working to set district goals and policies	4.63	227	4.59	296	0.43	0.58
How important (role): Advancing goals related to educational justice	3.82	227	3.80	297	0.78	0.83
How important (role): Celebrating leaders, educators and staff	3.93	227	3.90	298	0.65	0.76
How important (role): Insulating the district from outside politics	3.72	225	3.58	296	0.10	0.17
How important (role): Centering the voices of marginalized students	3.91	225	3.86	298	0.59	0.72
How important (role): Ensuring compliance with state law and federal laws and po	4.28	227	4.32	298	0.50	0.65
How important (role): Ensuring responsible use of public funds	4.75	227	4.76	298	0.84	0.88
How important (role): Hiring and evaluating the superintendent	4.85	226	4.69	299	0.00	0.00
How important (role): Monitoring student learning outcomes	4.48	228	4.52	296	0.42	0.57
Average hours per month on board activities (continuous)	20.86	228	23.83	299	0.01	0.03
Past year: felt political pressure to not run again	0.05	228	0.09	300	0.13	0.22
Past year: felt that the electoral process is more challenging than you had anti	0.13	228	0.18	300	0.13	0.22
Past year: had interpersonal conflict and/or significant disagreement with other	0.37	228	0.35	300	0.65	0.76
Past year: felt that being a school board member is more politically challenging	0.31	228	0.48	300	0.00	0.00
Past year: experienced threats of personal violence or harassment to you or your	0.14	228	0.15	300	0.73	0.82
Past year: experienced derogatory personal comments on social media	0.27	228	0.32	300	0.23	0.35
Past year: been notified of threats or harassment against the superintendent or	0.18	228	0.18	300	0.89	0.92
Agree: Fellow board members respectfully listen to my opinions	3.30	227	3.20	298	0.15	0.24
Agree: My perspectives help shape our school board's decisions	3.38	225	3.20	298	0.01	0.02
Agree: As a board member I can make a real difference in the wellbeing of studen	3.37	227	3.23	297	0.02	0.05
Agree: Sometimes I wonder if my work on the board matters much for what goes on	1.98	224	2.29	298	0.00	0.00
Agree: Being a board member has negatively impacted my emotional wellbeing	1.86	225	2.11	298	0.00	0.01
Agree: Being a board member has positively contributed to my personal developmen	3.35	224	3.23	298	0.06	0.12
How confident: Establish strategic plans and set district goals	3.70	222	3.34	299	0.00	0.00
How confident: Build an effective relationship with the superintendent	3.86	222	3.68	299	0.00	0.00
How confident: Evaluate the superintendent	3.76	221	3.61	299	0.00	0.01
How confident: Identify which policies will promote student learning	3.43	222	3.30	299	0.03	0.07
How confident: Navigate state-level rules tied to open meetings and board member	3.63	222	3.36	299	0.00	0.00
How confident: Understand and pass the yearly budget +LCAP	3.65	224	3.36	299	0.00	0.00
How confident: Run school board meetings (e.g., Robert's Rules of Order)	3.79	222	3.35	299	0.00	0.00
How confident: Engage with the community to address district goals	3.50	223	3.35	299	0.01	0.03
How confident: Interpret and use data to inform decisions	3.58	223	3.51	298	0.22	0.34
How confident: Interpret and use data to advance equity	3.45	219	3.29	296	0.01	0.03
How confident: Evaluate the effectiveness of district programs and services	3.36	223	3.23	298	0.03	0.07
How confident: Evaluate the effectiveness of classroom curricula	3.04	223	3.02	299	0.72	0.82
How confident: Understand issues related to personnel and union contracts	3.50	223	3.28	299	0.00	0.00
How confident: Navigate social media interactions	3.01	222	2.84	296	0.03	0.07
How confident: Navigate conflict/political tensions within community, district,	3.24	222	3.01	298	0.00	0.00
Agree: Decisions are best made locally with limited state-level directives or ma	3.19	226	3.14	295	0.50	0.65
Agree: More state-level guidance would be helpful to accomplish our work	2.10	223	2.17	296	0.37	0.53
Agree: State-level policies constrain our ability to be responsive to community	2.73	222	2.70	295	0.77	0.83
Training in: Establish strategic plans and setting district goals	0.69	225	0.77	297	0.06	0.11
Training in: Build an effective relationship with the superintendent	0.46	226	0.52	299	0.13	0.22
Training in: Hire and evaluate the superintendent	0.51	226	0.61	297	0.02	0.05
Training in: Identify which policies will promote student learning	0.78	227	0.84	296	0.07	0.14
Training in: Navigate state-level rules tied to open meetings and board member i	0.48	227	0.62	297	0.00	0.01
Training in: Navigate legal guidance related to changes in state and federal pol	0.80	226	0.83	297	0.37	0.53
Training in: Understand and pass the yearly budget +LCAP	0.54	226	0.71	298	0.00	0.00
Training in: Run school board meetings (e.g., Robert's Rules of Order)	0.46	227	0.63	295	0.00	0.00
Training in: Engage with the community to address district goals	0.67	227	0.77	294	0.01	0.03
Training in: Interpret and use data to inform decisions	0.75	227	0.76	293	0.75	0.83
Training in: Interpret and use data to advance equity	0.70	223	0.70	292	0.95	0.97
Training in: Evaluate the effectiveness of district programs and services	0.74	226	0.84	295	0.01	0.03
Training in: Evaluate the effectiveness of classroom curricula	0.76	225	0.83	296	0.04	0.09
Training in: Understand issues related to personnel and union contracts	0.60	225	0.74	296	0.00	0.00
Training in: Navigate social media interactions	0.62	226	0.62	295	1.00	1.00
Training in: Navigate conflict/political tensions within community, district, an	0.70	225	0.72	294	0.56	0.71
How likely (if avail): Meet with a mentor who has experience serving on a school	2.65	226	3.11	296	0.00	0.00
How likely (if avail): Participate with network of board members in your local g	3.24	226	3.28	294	0.61	0.74
How likely (if avail): Participate with network of board members outside of your	2.69	226	2.81	294	0.15	0.24
How likely (if avail): Participate with network of board members from districts	3.13	224	3.26	293	0.05	0.10
seek_reelect_bi	0.71	225	0.81	298	0.01	0.03
run_for_office_bi	0.51	136	0.46	207	0.38	0.53

Appendix Table A3a. Board operations, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Our board effectively uses time in board meetings	3.13	437	3.21	159	0.26	0.47
Our board meeting agendas and discussions align with our district's visio	3.22	437	3.25	159	0.75	0.75
Fellow board members respectfully listen to my opinions	3.19	438	3.40	159	0.00	0.03
Our board leverages the knowledge/expertise of each board member to advan	3.05	436	3.20	159	0.05	0.12
My perspectives help shape our school board's decisions	3.29	437	3.26	159	0.66	0.75
As a board member I can make a real difference in the wellbeing of studen	3.33	438	3.17	159	0.01	0.04
Sometimes I wonder if my work on the board matters much for what goes on	2.15	437	2.18	158	0.67	0.75
Being a board member has negatively impacted my emotional wellbeing	1.98	437	2.04	159	0.48	0.72
Being a board member has positively contributed to my personal developmen	3.32	436	3.14	159	0.01	0.03

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Our board effectively uses time in board meetings	3.14	344	3.17	252	0.66	0.66
Our board meeting agendas and discussions align with our district's visio	3.22	344	3.25	252	0.64	0.66
Fellow board members respectfully listen to my opinions	3.18	345	3.35	252	0.01	0.06
Our board leverages the knowledge/expertise of each board member to advan	3.02	343	3.19	252	0.01	0.06
My perspectives help shape our school board's decisions	3.23	344	3.35	252	0.05	0.10
As a board member I can make a real difference in the wellbeing of studen	3.27	346	3.31	251	0.54	0.66
Sometimes I wonder if my work on the board matters much for what goes on	2.21	345	2.09	250	0.10	0.17
Being a board member has negatively impacted my emotional wellbeing	1.93	344	2.08	252	0.04	0.10
Being a board member has positively contributed to my personal developmen	3.26	344	3.29	251	0.57	0.66

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Our board effectively uses time in board meetings	3.10	286	3.22	237	0.08	0.09
Our board meeting agendas and discussions align with our district's visio	3.17	286	3.32	237	0.02	0.03
Fellow board members respectfully listen to my opinions	3.19	287	3.35	237	0.02	0.03
Our board leverages the knowledge/expertise of each board member to advan	3.01	285	3.22	237	0.01	0.03
My perspectives help shape our school board's decisions	3.22	286	3.38	237	0.01	0.03
As a board member I can make a real difference in the wellbeing of studen	3.25	288	3.36	237	0.07	0.09
Sometimes I wonder if my work on the board matters much for what goes on	2.25	286	2.07	236	0.02	0.03
Being a board member has negatively impacted my emotional wellbeing	1.96	286	2.05	237	0.29	0.29
Being a board member has positively contributed to my personal developmen	3.21	286	3.35	237	0.02	0.03

Appendix Table A3b. Board operations, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Our board effectively uses time in board meetings	2.93	147	3.25	115	3.19	243	3.30	91	0.00	0.00
Our board meeting agendas and discussions align with our district's visio	3.13	147	3.24	115	3.25	243	3.33	91	0.19	0.29
Fellow board members respectfully listen to my opinions	3.14	147	3.32	115	3.25	244	3.33	91	0.19	0.29
Our board leverages the knowledge/expertise of each board member to advan	2.90	147	3.22	114	3.12	243	3.15	91	0.01	0.03
My perspectives help shape our school board's decisions	3.29	147	3.21	115	3.32	243	3.23	91	0.47	0.52
As a board member I can make a real difference in the wellbeing of studen	3.27	147	3.24	116	3.34	243	3.24	91	0.52	0.52
Sometimes I wonder if my work on the board matters much for what goes on	2.24	147	2.13	114	2.11	243	2.18	91	0.51	0.52
Being a board member has negatively impacted my emotional wellbeing	2.21	147	1.86	116	1.95	243	1.93	90	0.01	0.03
Being a board member has positively contributed to my personal developmen	3.34	147	3.12	114	3.33	243	3.22	91	0.04	0.08

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Our board effectively uses time in board meetings	3.26	110	3.22	314	2.97	172	0.00	0.00
Our board meeting agendas and discussions align with our district's visio	3.30	110	3.29	314	3.07	172	0.00	0.00
Fellow board members respectfully listen to my opinions	3.45	110	3.31	315	3.01	172	0.00	0.00
Our board leverages the knowledge/expertise of each board member to advan	3.28	109	3.20	314	2.78	172	0.00	0.00
My perspectives help shape our school board's decisions	3.26	110	3.33	314	3.19	172	0.08	0.12
As a board member I can make a real difference in the wellbeing of studen	3.26	109	3.34	316	3.22	172	0.20	0.22
Sometimes I wonder if my work on the board matters much for what goes on	2.09	109	2.16	314	2.20	172	0.61	0.61
Being a board member has negatively impacted my emotional wellbeing	1.78	111	1.96	313	2.19	172	0.00	0.00
Being a board member has positively contributed to my personal developmen	3.18	108	3.32	315	3.26	172	0.19	0.22

Appendix Table A3c. Board operations, by subgroups

	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Our board effectively uses time in board meetings	3.14	306	3.14	208	0.92	0.98
Our board meeting agendas and discussions align with our district's visio	3.22	307	3.23	208	0.89	0.98
Fellow board members respectfully listen to my opinions	3.21	308	3.33	207	0.07	0.31
Our board leverages the knowledge/expertise of each board member to advan	3.05	306	3.16	208	0.13	0.39
My perspectives help shape our school board's decisions	3.28	307	3.28	208	0.98	0.98
As a board member I can make a real difference in the wellbeing of studen	3.26	308	3.32	207	0.35	0.67
Sometimes I wonder if my work on the board matters much for what goes on	2.16	306	2.16	207	0.96	0.98
Being a board member has negatively impacted my emotional wellbeing	2.07	307	1.90	208	0.04	0.31
Being a board member has positively contributed to my personal developmen	3.30	306	3.25	208	0.37	0.67

	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Our board effectively uses time in board meetings	3.18	361	3.08	118	0.25	0.45
Our board meeting agendas and discussions align with our district's visio	3.27	362	3.14	118	0.12	0.26
Fellow board members respectfully listen to my opinions	3.32	361	3.18	119	0.08	0.26
Our board leverages the knowledge/expertise of each board member to advan	3.10	361	3.11	118	0.91	0.91
My perspectives help shape our school board's decisions	3.27	362	3.31	118	0.60	0.77
As a board member I can make a real difference in the wellbeing of studen	3.29	361	3.32	119	0.71	0.80
Sometimes I wonder if my work on the board matters much for what goes on	2.21	360	2.00	118	0.02	0.22
Being a board member has negatively impacted my emotional wellbeing	1.96	362	2.05	118	0.38	0.57
Being a board member has positively contributed to my personal developmen	3.27	362	3.38	117	0.11	0.26

	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Our board effectively uses time in board meetings	3.09	343	3.24	180	0.05	0.21
Our board meeting agendas and discussions align with our district's visio	3.19	344	3.28	179	0.22	0.40
Fellow board members respectfully listen to my opinions	3.23	345	3.29	180	0.40	0.53
Our board leverages the knowledge/expertise of each board member to advan	3.08	343	3.11	179	0.69	0.69
My perspectives help shape our school board's decisions	3.32	344	3.20	179	0.07	0.21
As a board member I can make a real difference in the wellbeing of studen	3.33	344	3.20	180	0.04	0.21
Sometimes I wonder if my work on the board matters much for what goes on	2.18	344	2.12	179	0.50	0.56
Being a board member has negatively impacted my emotional wellbeing	2.05	344	1.92	179	0.13	0.29
Being a board member has positively contributed to my personal developmen	3.30	344	3.25	178	0.41	0.53

Appendix Table A4a. Sources of tension, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	2.64	491	2.53	177	0.21	0.48
Charter schools and their expansion	1.74	490	1.71	178	0.72	0.78
Labor union issues	2.29	490	2.21	177	0.31	0.56
Natural disasters (e.g., fires, floods)	1.55	490	2.08	178	0.00	0.00
District-approved books/curriculum	1.71	488	1.86	177	0.03	0.15
Teaching about race/racism and/or ethnic studies	1.94	486	1.99	176	0.51	0.78
Transgender issues: Sports participation	1.77	487	1.72	177	0.60	0.78
Transgender issues: Pronouns	1.75	482	1.78	176	0.71	0.78
Transgender issues: Bathroom or locker room use	1.81	485	1.83	176	0.81	0.81
Anti-Semitism	1.55	486	1.70	176	0.03	0.15
Islamophobia	1.48	484	1.50	173	0.68	0.78
The inclusion of religious values and beliefs in schools	1.57	484	1.59	176	0.74	0.78
Perceived threats to traditional values	1.84	484	1.99	176	0.06	0.18
Global issues (e.g., wars)	1.70	484	1.74	175	0.60	0.78
Uncertainty about federal funding and oversight	2.87	489	2.78	176	0.27	0.55
Changes in federal immigration enforcement policies	2.86	487	2.20	177	0.00	0.00
Federal policies banning DEI policies or programs	2.40	485	2.24	174	0.07	0.18
Influence of other federal policies/executive orders	2.53	484	2.36	175	0.05	0.18

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	2.76	387	2.40	281	0.00	0.00
Charter schools and their expansion	1.79	387	1.65	281	0.05	0.12
Labor union issues	2.26	385	2.27	282	0.91	0.91
Natural disasters (e.g., fires, floods)	1.68	386	1.70	282	0.83	0.88
District-approved books/curriculum	1.72	383	1.79	282	0.24	0.43
Teaching about race/racism and/or ethnic studies	1.89	382	2.05	280	0.02	0.06
Transgender issues: Sports participation	1.77	384	1.74	280	0.65	0.84
Transgender issues: Pronouns	1.73	382	1.79	276	0.38	0.57
Transgender issues: Bathroom or locker room use	1.81	382	1.82	279	0.83	0.88
Anti-Semitism	1.46	382	1.76	280	0.00	0.00
Islamophobia	1.41	378	1.58	279	0.00	0.01
The inclusion of religious values and beliefs in schools	1.55	381	1.60	279	0.43	0.59
Perceived threats to traditional values	1.83	382	1.95	278	0.09	0.18
Global issues (e.g., wars)	1.71	381	1.72	278	0.82	0.88
Uncertainty about federal funding and oversight	2.92	384	2.75	281	0.01	0.05
Changes in federal immigration enforcement policies	2.88	384	2.41	280	0.00	0.00
Federal policies banning DEI policies or programs	2.39	380	2.31	279	0.34	0.55
Influence of other federal policies/executive orders	2.55	379	2.39	280	0.03	0.08

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	2.71	325	2.51	256	0.02	0.07
Charter schools and their expansion	1.79	325	1.64	256	0.05	0.12
Labor union issues	2.27	323	2.32	257	0.52	0.65
Natural disasters (e.g., fires, floods)	1.69	324	1.66	257	0.74	0.78
District-approved books/curriculum	1.72	321	1.79	257	0.32	0.53
Teaching about race/racism and/or ethnic studies	1.84	320	2.02	256	0.01	0.05
Transgender issues: Sports participation	1.74	322	1.79	256	0.49	0.65
Transgender issues: Pronouns	1.72	321	1.79	252	0.35	0.53
Transgender issues: Bathroom or locker room use	1.80	322	1.83	254	0.73	0.78
Anti-Semitism	1.44	321	1.78	255	0.00	0.00
Islamophobia	1.39	319	1.60	255	0.00	0.00
The inclusion of religious values and beliefs in schools	1.56	320	1.60	255	0.54	0.65
Perceived threats to traditional values	1.81	321	1.96	254	0.05	0.12
Global issues (e.g., wars)	1.67	319	1.73	255	0.35	0.53
Uncertainty about federal funding and oversight	2.91	323	2.75	256	0.03	0.08
Changes in federal immigration enforcement policies	2.84	323	2.52	255	0.00	0.00
Federal policies banning DEI policies or programs	2.36	321	2.37	254	0.82	0.82
Influence of other federal policies/executive orders	2.54	318	2.46	255	0.33	0.53

Appendix Table A4b. Sources of tension, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Declining enrollment	2.62	159	2.53	135	2.69	269	2.50	105	0.34	0.44
Charter schools and their expansion	1.95	159	1.59	135	1.68	269	1.70	105	0.00	0.01
Labor union issues	2.38	159	2.00	134	2.36	270	2.19	104	0.00	0.00
Natural disasters (e.g., fires, floods)	1.64	159	2.01	135	1.53	270	1.79	104	0.00	0.00
District-approved books/curriculum	1.84	159	1.76	134	1.74	269	1.62	103	0.24	0.35
Teaching about race/racism and/or ethnic studies	2.11	158	1.87	133	1.96	267	1.83	104	0.05	0.09
Transgender issues: Sports participation	1.78	157	1.67	134	1.74	269	1.86	104	0.48	0.57
Transgender issues: Pronouns	1.79	156	1.68	133	1.77	265	1.77	104	0.76	0.80
Transgender issues: Bathroom or locker room use	1.83	157	1.75	132	1.81	268	1.90	104	0.65	0.73
Anti-Semitism	1.86	157	1.38	134	1.64	267	1.33	104	0.00	0.00
Islamophobia	1.71	156	1.33	130	1.50	268	1.30	103	0.00	0.00
The inclusion of religious values and beliefs in schools	1.63	156	1.57	134	1.61	267	1.40	103	0.07	0.12
Perceived threats to traditional values	1.89	155	1.93	134	1.86	267	1.84	104	0.85	0.85
Global issues (e.g., wars)	1.82	156	1.61	133	1.73	267	1.64	103	0.08	0.12
Uncertainty about federal funding and oversight	2.88	158	2.72	135	2.90	268	2.83	104	0.26	0.35
Changes in federal immigration enforcement policies	2.98	157	2.27	135	2.79	267	2.50	105	0.00	0.00
Federal policies banning DEI policies or programs	2.53	156	1.95	131	2.48	267	2.28	105	0.00	0.00
Influence of other federal policies/executive orders	2.58	158	2.22	132	2.62	265	2.34	104	0.00	0.00

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Declining enrollment	2.61	132	2.59	352	2.66	184	0.77	0.77
Charter schools and their expansion	1.71	132	1.61	353	1.96	183	0.00	0.00
Labor union issues	2.10	131	2.24	352	2.45	184	0.00	0.00
Natural disasters (e.g., fires, floods)	1.98	132	1.66	352	1.53	184	0.00	0.00
District-approved books/curriculum	1.61	131	1.73	350	1.88	184	0.01	0.02
Teaching about race/racism and/or ethnic studies	1.69	130	1.94	349	2.17	183	0.00	0.00
Transgender issues: Sports participation	1.54	131	1.69	349	2.03	184	0.00	0.00
Transgender issues: Pronouns	1.53	130	1.70	346	2.03	182	0.00	0.00
Transgender issues: Bathroom or locker room use	1.53	129	1.79	349	2.07	183	0.00	0.00
Anti-Semitism	1.31	131	1.61	348	1.75	183	0.00	0.00
Islamophobia	1.24	127	1.48	347	1.66	183	0.00	0.00
The inclusion of religious values and beliefs in schools	1.40	131	1.56	346	1.72	183	0.00	0.00
Perceived threats to traditional values	1.79	131	1.80	348	2.09	181	0.00	0.00
Global issues (e.g., wars)	1.52	130	1.75	346	1.78	183	0.00	0.01
Uncertainty about federal funding and oversight	2.74	132	2.87	350	2.87	183	0.32	0.34
Changes in federal immigration enforcement policies	2.23	132	2.74	349	2.90	183	0.00	0.00
Federal policies banning DEI policies or programs	1.95	128	2.43	350	2.50	181	0.00	0.00
Influence of other federal policies/executive orders	2.21	129	2.55	349	2.56	181	0.00	0.00

Appendix Table A4c. Sources of tension, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	2.63	309	2.53	208	0.31	0.55
Charter schools and their expansion	1.70	310	1.71	207	0.93	0.94
Labor union issues	2.34	309	2.25	207	0.26	0.52
Natural disasters (e.g., fires, floods)	1.76	310	1.60	207	0.04	0.15
District-approved books/curriculum	1.71	308	1.74	206	0.70	0.84
Teaching about race/racism and/or ethnic studies	1.99	307	1.94	206	0.57	0.80
Transgender issues: Sports participation	1.71	308	1.75	206	0.58	0.80
Transgender issues: Pronouns	1.73	308	1.74	204	0.94	0.94
Transgender issues: Bathroom or locker room use	1.78	309	1.84	205	0.44	0.73
Anti-Semitism	1.66	309	1.57	206	0.23	0.52
Islamophobia	1.53	307	1.45	203	0.21	0.52
The inclusion of religious values and beliefs in schools	1.55	308	1.57	205	0.75	0.84
Perceived threats to traditional values	1.85	308	1.83	206	0.72	0.84
Global issues (e.g., wars)	1.78	307	1.66	206	0.09	0.27
Uncertainty about federal funding and oversight	2.93	308	2.75	207	0.02	0.10
Changes in federal immigration enforcement policies	2.86	309	2.51	207	0.00	0.00
Federal policies banning DEI policies or programs	2.50	309	2.21	202	0.00	0.01
Influence of other federal policies/executive orders	2.65	309	2.32	203	0.00	0.00

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	2.54	364	2.73	118	0.10	0.26
Charter schools and their expansion	1.67	363	1.77	119	0.29	0.48
Labor union issues	2.32	364	2.26	119	0.52	0.55
Natural disasters (e.g., fires, floods)	1.74	364	1.66	119	0.39	0.54
District-approved books/curriculum	1.75	361	1.66	119	0.28	0.48
Teaching about race/racism and/or ethnic studies	1.98	360	1.92	119	0.48	0.55
Transgender issues: Sports participation	1.78	361	1.56	119	0.02	0.19
Transgender issues: Pronouns	1.78	360	1.59	118	0.05	0.22
Transgender issues: Bathroom or locker room use	1.86	361	1.61	119	0.01	0.19
Anti-Semitism	1.63	362	1.63	119	0.97	0.97
Islamophobia	1.48	358	1.57	119	0.22	0.44
The inclusion of religious values and beliefs in schools	1.57	360	1.51	119	0.51	0.55
Perceived threats to traditional values	1.88	361	1.72	119	0.10	0.26
Global issues (e.g., wars)	1.73	360	1.78	119	0.48	0.55
Uncertainty about federal funding and oversight	2.82	363	2.98	118	0.09	0.26
Changes in federal immigration enforcement policies	2.67	363	2.88	119	0.04	0.22
Federal policies banning DEI policies or programs	2.36	359	2.46	118	0.36	0.54
Influence of other federal policies/executive orders	2.49	360	2.63	118	0.18	0.41

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	2.68	346	2.40	180	0.00	0.01
Charter schools and their expansion	1.72	347	1.68	179	0.65	0.68
Labor union issues	2.31	346	2.30	179	0.93	0.93
Natural disasters (e.g., fires, floods)	1.72	346	1.66	180	0.49	0.55
District-approved books/curriculum	1.61	343	1.97	180	0.00	0.00
Teaching about race/racism and/or ethnic studies	1.87	342	2.18	179	0.00	0.00
Transgender issues: Sports participation	1.58	344	2.03	179	0.00	0.00
Transgender issues: Pronouns	1.62	341	1.99	179	0.00	0.00
Transgender issues: Bathroom or locker room use	1.67	343	2.09	180	0.00	0.00
Anti-Semitism	1.70	343	1.50	180	0.01	0.01
Islamophobia	1.56	343	1.39	176	0.01	0.01
The inclusion of religious values and beliefs in schools	1.50	342	1.67	179	0.02	0.02
Perceived threats to traditional values	1.68	344	2.19	179	0.00	0.00
Global issues (e.g., wars)	1.78	343	1.62	177	0.02	0.02
Uncertainty about federal funding and oversight	3.01	345	2.58	179	0.00	0.00
Changes in federal immigration enforcement policies	2.99	344	2.22	180	0.00	0.00
Federal policies banning DEI policies or programs	2.67	343	1.85	177	0.00	0.00
Influence of other federal policies/executive orders	2.80	342	1.97	177	0.00	0.00

Appendix Table A5a. Differences by electoral competition

Label	Ran Unopposed		Ran Opposed		P Val	Adj
	Mean	N	Mean	N		
Source of tension: Declining enrollment	2.51	183	2.61	276	0.35	0.49
Source of tension: Charter schools and their expansion	1.69	183	1.73	276	0.62	0.73
Source of tension: Labor union issues	2.28	181	2.35	277	0.43	0.57
Source of tension: Natural disasters (e.g., fires, floods)	1.69	182	1.64	277	0.55	0.67
Source of tension: District-approved books/curriculum	1.62	180	1.81	277	0.01	0.04
Source of tension: Teaching about race/racism and/or ethnic studies	1.89	182	2.06	276	0.05	0.13
Source of tension: Transgender issues: Sports participation	1.70	181	1.82	277	0.16	0.27
Source of tension: Transgender issues: Pronouns	1.69	179	1.86	277	0.06	0.13
Source of tension: Transgender issues: Bathroom or locker room use	1.77	181	1.91	277	0.13	0.24
Source of tension: Anti-Semitism	1.59	182	1.67	277	0.31	0.44
Source of tension: Islamophobia	1.42	179	1.55	276	0.06	0.13
Source of tension: The inclusion of religious values and beliefs in schools	1.45	181	1.66	276	0.01	0.02
Source of tension: Perceived threats to traditional values	1.71	181	2.00	277	0.00	0.01
Source of tension: Global issues (e.g., wars)	1.65	181	1.80	276	0.03	0.08
Source of tension: Uncertainty about federal funding and oversight	2.85	181	2.85	277	0.94	0.94
Source of tension: Changes in federal immigration enforcement policies	2.66	182	2.70	277	0.74	0.82
Source of tension: Federal policies banning DEI policies or programs	2.38	181	2.32	276	0.54	0.67
Source of tension: Influence of other federal policies/executive orders	2.54	181	2.44	275	0.28	0.42
Impeded goals: Declining enrollment	0.45	183	0.43	277	0.70	0.80
Impeded goals: Charter schools and their expansion	0.06	183	0.05	277	0.79	0.83
Impeded goals: Labor union issues	0.27	183	0.28	277	0.75	0.82
Impeded goals: Natural disasters	0.09	183	0.08	277	0.76	0.82
Impeded goals: District-approved books/curriculum	0.07	183	0.09	277	0.41	0.55
Impeded goals: Teaching about race/racism and/or ethnic studies	0.07	183	0.11	277	0.15	0.26
Impeded goals: Transgender issues: Sports participation	0.02	183	0.05	277	0.06	0.13
Impeded goals: Transgender issues: Pronouns	0.01	183	0.04	277	0.07	0.15
Impeded goals: Transgender issues: Bathroom or locker room use	0.03	183	0.05	277	0.17	0.28
Impeded goals: Anti-Semitism	0.02	183	0.03	277	0.50	0.63
Impeded goals: Islamophobia	0.01	183	0.00	277	0.77	0.82
Impeded goals: The inclusion of religious values and beliefs in schools	0.01	183	0.01	277	0.75	0.82
Impeded goals: Perceived threats to traditional values	0.09	183	0.12	277	0.44	0.58
Impeded goals: Global issues	0.04	183	0.02	277	0.29	0.43
Impeded goals: Uncertainty about federal funding and oversight	0.42	183	0.35	277	0.11	0.21
Impeded goals: Changes in federal immigration enforcement policies	0.28	183	0.18	277	0.01	0.04
Impeded goals: Federal policies banning DEI policies or programs	0.12	183	0.09	277	0.37	0.50
Impeded goals: Influence of other federal policies/executive orders	0.14	183	0.14	277	0.81	0.85
Past year: felt political pressure to not run again	0.03	183	0.11	277	0.00	0.02
Past year: felt that the electoral process is more challenging that you had anti	0.14	183	0.18	277	0.28	0.42
Past year: had interpersonal conflict and/or significant disagreement with other	0.22	183	0.47	277	0.00	0.00
Past year: felt that being a school board member is more politically challenging	0.31	183	0.49	277	0.00	0.00
Past year: experienced threats of personal violence or harassment to you or your	0.11	183	0.18	277	0.04	0.10
Past year: experienced derogatory personal comments on social media	0.19	183	0.41	277	0.00	0.00
Past year: been notified of threats or harassment against the superintendent or	0.13	183	0.23	277	0.01	0.04
seek_reelect_bi	0.78	183	0.74	274	0.32	0.46
run_for_office_bi	0.42	116	0.49	187	0.24	0.37
Agree: My perspectives help shape our school board's decisions	3.40	182	3.19	274	0.00	0.02
Agree: As a board member I can make a real difference in the wellbeing of studen	3.38	181	3.22	276	0.02	0.07
Agree: Sometimes I wonder if my work on the board matters much for what goes on	2.08	181	2.22	274	0.09	0.19
Agree: Being a board member has negatively impacted my emotional wellbeing	1.77	182	2.19	274	0.00	0.00
Agree: Being a board member has positively contributed to my personal developmen	3.36	181	3.22	274	0.03	0.08

Appendix Table A5b. Differences by electoral competition

Label	Ran Unopposed		Ran Opposed		P Val	Adj
	Mean	N	Mean	N		
Administrative District Average Test Score, Math, OL, CS	-0.14	163	-0.12	245	0.70	0.80
Administrative District Average Test Score, RLA, OL, CS	-0.13	157	-0.12	242	0.87	0.89
District conditions: Relationships between constituents and school district lead	3.26	182	3.07	276	0.00	0.01
District conditions: Relationships between groups with different political affi	2.88	178	2.54	274	0.00	0.00
District conditions: Relationships between the school board and superintendent	3.70	182	3.50	276	0.00	0.01
District conditions: Relationships between school board members	3.50	182	3.05	277	0.00	0.00
District conditions: Financial status of the district	3.16	182	3.06	277	0.18	0.29
District conditions: Academic performance of students in the district	2.87	182	2.76	277	0.12	0.22
District conditions: Socioemotional wellbeing of students in the district	2.93	180	2.79	274	0.01	0.04
How representative of the district are participating families?	3.42	182	3.24	275	0.04	0.11
Agree: Community engagement has improved the work of our board	3.21	182	3.02	274	0.01	0.02
Agree: People who do not live in our community have an outsized influence board	1.72	182	1.98	270	0.00	0.01
Agree: District engagement activities tend to be dominated by a few individuals	2.37	182	2.67	271	0.00	0.00
Agree: Having student board members is an effective way to include the voices an	2.86	168	3.06	258	0.03	0.08
Agree: Our board struggles to obtain input from underrepresented or marginalized	2.33	180	2.50	274	0.06	0.14
Agree: Our board effectively uses time in board meetings	3.35	181	3.00	275	0.00	0.00
Agree: Our board meeting agendas and discussions align with our district's visio	3.43	182	3.08	274	0.00	0.00
Agree: Fellow board members respectfully listen to my opinions	3.43	182	3.08	276	0.00	0.00
Agree: Our board leverages the knowledge/expertise of each board member to advan	3.28	182	2.93	274	0.00	0.00
Training in: Establish strategic plans and setting district goals	0.70	181	0.73	275	0.50	0.63
Training in: Build an effective relationship with the superintendent	0.43	182	0.51	275	0.11	0.21
Training in: Hire and evaluate the superintendent	0.49	182	0.60	273	0.02	0.05
Training in: Identify which policies will promote student learning	0.80	183	0.81	272	0.70	0.80
Training in: Navigate state-level rules tied to open meetings and board member i	0.47	182	0.59	274	0.01	0.04
Training in: Navigate legal guidance related to changes in state and federal pol	0.79	182	0.83	274	0.21	0.34
Training in: Understand and pass the yearly budget +LCAP	0.57	182	0.66	274	0.05	0.13
Training in: Run school board meetings (e.g., Robert's Rules of Order)	0.48	183	0.58	274	0.03	0.08
Training in: Engage with the community to address district goals	0.63	181	0.76	273	0.00	0.02
Training in: Interpret and use data to inform decisions	0.75	181	0.75	273	0.90	0.91
Training in: Interpret and use data to advance equity	0.67	180	0.70	269	0.55	0.67
Training in: Evaluate the effectiveness of district programs and services	0.73	182	0.83	272	0.01	0.03
Training in: Evaluate the effectiveness of classroom curricula	0.77	182	0.81	272	0.26	0.40
Training in: Understand issues related to personnel and union contracts	0.65	182	0.68	272	0.48	0.62
Training in: Navigate social media interactions	0.54	183	0.67	272	0.01	0.02
Training in: Navigate conflict/political tensions within community, district, an	0.63	182	0.76	273	0.00	0.02
Average hours per month on board activities (continuous)	19.49	183	25.22	276	0.00	0.00
Age in years (continuous)	58.41	175	56.51	263	0.11	0.21
Identifies as a woman (binary)	0.61	181	0.59	273	0.62	0.73
Annual household income (continuous)	150728	158	162901	237	0.05	0.13
Completed bachelors degree or higher (binary)	0.80	181	0.84	275	0.19	0.30
In an education related occupation (binary)	0.18	160	0.28	246	0.02	0.06
Currently a parent/caregiver of child in district (binary)	0.37	182	0.41	273	0.37	0.50
Ever a parent/caregiver of child in district (binary)	0.88	182	0.84	273	0.23	0.37
Identifies as Latino or Hispanic (binary)	0.16	178	0.21	266	0.14	0.24
Identifies as Asian (binary)	0.04	168	0.08	253	0.09	0.19
Identifies as Black (binary)	0.02	168	0.05	253	0.08	0.17
Identifies as Other racial group (binary)	0.16	168	0.15	253	0.77	0.82
Identifies as White (binary)	0.79	168	0.72	253	0.15	0.26
Identifies as a Democrat (binary)	0.64	182	0.64	276	0.87	0.89

Appendix Table A6a. Retention, well-being and political challenges, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Plans to seek reelection (binary)	0.80	390	0.66	137	0.00	0.01
Plans to run for other office (binary)	0.51	260	0.38	84	0.04	0.11
Agree: Being a board member has negatively impacted my emotional wellbeing	1.98	437	2.04	159	0.48	0.48
Agree: Being a board member has positively contributed to my personal developmen	3.32	436	3.14	159	0.01	0.03
Past year: felt political pressure to not run again	0.06	596	0.04	205	0.34	0.37
Past year: felt that the electoral process is more challenging that you had anti	0.14	596	0.09	205	0.08	0.12
Past year: had interpersonal conflict and/or significant disagreement with other	0.31	596	0.22	205	0.02	0.06
Past year: felt that being a school board member is more politically challenging	0.34	596	0.28	205	0.11	0.15
Past year: experienced threats of personal violence or harassment to you or your	0.13	596	0.08	205	0.05	0.11
Past year: experienced derogatory personal comments on social media	0.25	596	0.19	205	0.07	0.12
Past year: been notified of threats or harassment against the superintendent or	0.14	596	0.12	205	0.33	0.37

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Plans to seek reelection (binary)	0.80	306	0.71	221	0.02	0.10
Plans to run for other office (binary)	0.53	204	0.40	140	0.02	0.10
Agree: Being a board member has negatively impacted my emotional wellbeing	1.93	344	2.08	252	0.04	0.15
Agree: Being a board member has positively contributed to my personal developmen	3.26	344	3.29	251	0.57	0.74
Past year: felt political pressure to not run again	0.06	471	0.05	330	0.77	0.85
Past year: felt that the electoral process is more challenging that you had anti	0.13	471	0.13	330	0.90	0.90
Past year: had interpersonal conflict and/or significant disagreement with other	0.30	471	0.26	330	0.16	0.34
Past year: felt that being a school board member is more politically challenging	0.31	471	0.35	330	0.31	0.57
Past year: experienced threats of personal violence or harassment to you or your	0.12	471	0.11	330	0.60	0.74
Past year: experienced derogatory personal comments on social media	0.21	471	0.27	330	0.09	0.24
Past year: been notified of threats or harassment against the superintendent or	0.13	471	0.15	330	0.58	0.74

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Plans to seek reelection (binary)	0.79	258	0.74	211	0.20	0.36
Plans to run for other office (binary)	0.52	174	0.40	133	0.03	0.11
Agree: Being a board member has negatively impacted my emotional wellbeing	1.96	286	2.05	237	0.29	0.46
Agree: Being a board member has positively contributed to my personal developmen	3.21	286	3.35	237	0.02	0.10
Past year: felt political pressure to not run again	0.06	389	0.06	307	0.77	0.94
Past year: felt that the electoral process is more challenging that you had anti	0.11	389	0.16	307	0.04	0.12
Past year: had interpersonal conflict and/or significant disagreement with other	0.28	389	0.28	307	0.99	0.99
Past year: felt that being a school board member is more politically challenging	0.30	389	0.39	307	0.01	0.09
Past year: experienced threats of personal violence or harassment to you or your	0.12	389	0.11	307	0.86	0.95
Past year: experienced derogatory personal comments on social media	0.22	389	0.28	307	0.11	0.23
Past year: been notified of threats or harassment against the superintendent or	0.13	389	0.16	307	0.34	0.47

Appendix Table A6b. Retention, well-being and political challenges, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Plans to seek reelection (binary)	0.81	134	0.76	97	0.76	217	0.70	79	0.27	0.30
Plans to run for other office (binary)	0.52	91	0.46	57	0.47	148	0.46	48	0.85	0.85
Agree: Being a board member has negatively impacted my emotional wellbeing	2.21	147	1.86	116	1.95	243	1.93	90	0.01	0.01
Agree: Being a board member has positively contributed to my personal developmen	3.34	147	3.12	114	3.33	243	3.22	91	0.04	0.04
Past year: felt political pressure to not run again	0.10	179	0.02	167	0.05	329	0.05	126	0.02	0.03
Past year: felt that the electoral process is more challenging that you had anti	0.17	179	0.05	167	0.17	329	0.06	126	0.00	0.00
Past year: had interpersonal conflict and/or significant disagreement with other	0.41	179	0.14	167	0.32	329	0.21	126	0.00	0.00
Past year: felt that being a school board member is more politically challenging	0.44	179	0.22	167	0.36	329	0.23	126	0.00	0.00
Past year: experienced threats of personal violence or harassment to you or your	0.20	179	0.07	167	0.13	329	0.03	126	0.00	0.00
Past year: experienced derogatory personal comments on social media	0.36	179	0.10	167	0.27	329	0.14	126	0.00	0.00
Past year: been notified of threats or harassment against the superintendent or	0.18	179	0.08	167	0.16	329	0.08	126	0.01	0.01

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Plans to seek reelection (binary)	0.75	95	0.74	281	0.81	151	0.21	0.23
Plans to run for other office (binary)	0.46	59	0.49	181	0.47	104	0.92	0.92
Agree: Being a board member has negatively impacted my emotional wellbeing	1.78	111	1.96	313	2.19	172	0.00	0.00
Agree: Being a board member has positively contributed to my personal developmen	3.18	108	3.32	315	3.26	172	0.19	0.23
Past year: felt political pressure to not run again	0.03	159	0.04	429	0.10	213	0.00	0.00
Past year: felt that the electoral process is more challenging that you had anti	0.05	159	0.13	429	0.18	213	0.00	0.00
Past year: had interpersonal conflict and/or significant disagreement with other	0.14	159	0.26	429	0.44	213	0.00	0.00
Past year: felt that being a school board member is more politically challenging	0.18	159	0.30	429	0.51	213	0.00	0.00
Past year: experienced threats of personal violence or harassment to you or your	0.08	159	0.08	429	0.22	213	0.00	0.00
Past year: experienced derogatory personal comments on social media	0.09	159	0.20	429	0.42	213	0.00	0.00
Past year: been notified of threats or harassment against the superintendent or	0.11	159	0.12	429	0.19	213	0.02	0.03

Appendix Table A6c. Retention, well-being and political challenges, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Plans to seek reelection (binary)	0.74	308	0.80	205	0.10	0.12
Plans to run for other office (binary)	0.37	185	0.59	152	0.00	0.00
Agree: Being a board member has negatively impacted my emotional wellbeing	2.07	307	1.90	208	0.04	0.07
Agree: Being a board member has positively contributed to my personal developmen	3.30	306	3.25	208	0.37	0.41
Past year: felt political pressure to not run again	0.10	310	0.02	208	0.00	0.00
Past year: felt that the electoral process is more challenging that you had anti	0.19	310	0.12	208	0.04	0.07
Past year: had interpersonal conflict and/or significant disagreement with other	0.40	310	0.30	208	0.01	0.03
Past year: felt that being a school board member is more politically challenging	0.47	310	0.31	208	0.00	0.00
Past year: experienced threats of personal violence or harassment to you or your	0.16	310	0.11	208	0.06	0.08
Past year: experienced derogatory personal comments on social media	0.35	310	0.24	208	0.01	0.03
Past year: been notified of threats or harassment against the superintendent or	0.17	310	0.19	208	0.63	0.63

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Plans to seek reelection (binary)	0.74	361	0.84	117	0.03	0.17
Plans to run for other office (binary)	0.40	224	0.61	89	0.00	0.01
Agree: Being a board member has negatively impacted my emotional wellbeing	1.96	362	2.05	118	0.38	0.54
Agree: Being a board member has positively contributed to my personal developmen	3.27	362	3.38	117	0.11	0.36
Past year: felt political pressure to not run again	0.05	364	0.08	119	0.16	0.36
Past year: felt that the electoral process is more challenging that you had anti	0.15	364	0.18	119	0.46	0.54
Past year: had interpersonal conflict and/or significant disagreement with other	0.33	364	0.40	119	0.14	0.36
Past year: felt that being a school board member is more politically challenging	0.39	364	0.43	119	0.49	0.54
Past year: experienced threats of personal violence or harassment to you or your	0.12	364	0.17	119	0.22	0.40
Past year: experienced derogatory personal comments on social media	0.29	364	0.33	119	0.45	0.54
Past year: been notified of threats or harassment against the superintendent or	0.18	364	0.18	119	0.88	0.88

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Plans to seek reelection (binary)	0.75	345	0.79	179	0.31	0.49
Plans to run for other office (binary)	0.48	223	0.47	121	0.88	0.88
Agree: Being a board member has negatively impacted my emotional wellbeing	2.05	344	1.92	179	0.13	0.28
Agree: Being a board member has positively contributed to my personal developmen	3.30	344	3.25	178	0.41	0.57
Past year: felt political pressure to not run again	0.08	347	0.06	180	0.48	0.59
Past year: felt that the electoral process is more challenging that you had anti	0.18	347	0.12	180	0.09	0.28
Past year: had interpersonal conflict and/or significant disagreement with other	0.38	347	0.33	180	0.23	0.43
Past year: felt that being a school board member is more politically challenging	0.41	347	0.39	180	0.74	0.82
Past year: experienced threats of personal violence or harassment to you or your	0.16	347	0.11	180	0.10	0.28
Past year: experienced derogatory personal comments on social media	0.33	347	0.26	180	0.13	0.28
Past year: been notified of threats or harassment against the superintendent or	0.20	347	0.12	180	0.02	0.20

Appendix Table A7a. How confident, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and set district goals	3.49	403	3.48	143	0.84	0.98
Build an effective relationship with the superintendent	3.76	403	3.77	143	0.87	0.98
Evaluate the superintendent	3.66	401	3.71	143	0.42	0.80
Identify which policies will promote student learning	3.38	403	3.29	143	0.13	0.40
Navigate state-level rules tied to open meetings and board member	3.50	403	3.40	143	0.09	0.39
Understand and pass the yearly budget +LCAP	3.47	405	3.52	143	0.43	0.80
Run school board meetings (e.g., Robert's Rules of Order)	3.55	403	3.52	143	0.65	0.98
Engage with the community to address district goals	3.44	404	3.34	143	0.10	0.39
Interpret and use data to inform decisions	3.54	403	3.52	143	0.81	0.98
Interpret and use data to advance equity	3.40	398	3.21	140	0.01	0.11
Evaluate the effectiveness of district programs and services	3.28	404	3.28	141	0.99	0.99
Evaluate the effectiveness of classroom curricula	3.04	404	2.96	142	0.27	0.68
Understand issues related to personnel and union contracts	3.37	404	3.37	142	0.92	0.98
Navigate social media interactions	2.95	400	2.81	142	0.10	0.39
Navigate conflict/political tensions within community, district,	3.11	402	3.09	142	0.75	0.98

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and set district goals	3.46	314	3.51	232	0.41	0.55
Build an effective relationship with the superintendent	3.74	314	3.79	232	0.30	0.55
Evaluate the superintendent	3.68	313	3.66	231	0.71	0.77
Identify which policies will promote student learning	3.39	314	3.31	232	0.14	0.36
Navigate state-level rules tied to open meetings and board member	3.52	314	3.41	232	0.05	0.21
Understand and pass the yearly budget +LCAP	3.46	316	3.50	232	0.46	0.57
Run school board meetings (e.g., Robert's Rules of Order)	3.53	314	3.56	232	0.57	0.65
Engage with the community to address district goals	3.43	315	3.38	232	0.37	0.55
Interpret and use data to inform decisions	3.54	314	3.53	232	0.88	0.88
Interpret and use data to advance equity	3.40	312	3.28	226	0.06	0.21
Evaluate the effectiveness of district programs and services	3.30	314	3.25	231	0.37	0.55
Evaluate the effectiveness of classroom curricula	3.07	315	2.96	231	0.09	0.27
Understand issues related to personnel and union contracts	3.40	315	3.33	231	0.24	0.51
Navigate social media interactions	2.99	313	2.80	229	0.01	0.17
Navigate conflict/political tensions within community, district,	3.17	313	3.03	231	0.03	0.20

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and set district goals	3.46	265	3.50	220	0.48	0.87
Build an effective relationship with the superintendent	3.72	265	3.80	220	0.14	0.42
Evaluate the superintendent	3.66	264	3.68	219	0.64	0.87
Identify which policies will promote student learning	3.34	265	3.35	220	0.81	0.94
Navigate state-level rules tied to open meetings and board member	3.48	265	3.47	220	0.96	0.96
Understand and pass the yearly budget +LCAP	3.42	267	3.51	220	0.14	0.42
Run school board meetings (e.g., Robert's Rules of Order)	3.49	265	3.59	220	0.11	0.42
Engage with the community to address district goals	3.40	266	3.40	220	0.91	0.96
Interpret and use data to inform decisions	3.48	265	3.55	220	0.20	0.42
Interpret and use data to advance equity	3.35	262	3.37	216	0.82	0.94
Evaluate the effectiveness of district programs and services	3.28	265	3.24	219	0.59	0.87
Evaluate the effectiveness of classroom curricula	3.06	266	2.95	219	0.10	0.42
Understand issues related to personnel and union contracts	3.35	266	3.37	219	0.63	0.87
Navigate social media interactions	2.94	265	2.83	217	0.19	0.42
Navigate conflict/political tensions within community, district,	3.14	264	3.04	219	0.15	0.42

Appendix Table A7b How confident, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Establish strategic plans and set district goals	3.53	137	3.47	99	3.50	226	3.39	84	0.52	0.71
Build an effective relationship with the superintendent	3.80	137	3.77	99	3.76	226	3.71	84	0.81	0.86
Evaluate the superintendent	3.63	136	3.72	99	3.67	226	3.70	83	0.63	0.79
Identify which policies will promote student learning	3.30	137	3.30	99	3.46	226	3.25	84	0.03	0.20
Navigate state-level rules tied to open meetings and board member	3.48	137	3.37	100	3.50	226	3.52	83	0.32	0.53
Understand and pass the yearly budget +LCAP	3.53	137	3.36	100	3.51	227	3.46	84	0.20	0.44
Run school board meetings (e.g., Robert's Rules of Order)	3.53	137	3.46	100	3.58	225	3.57	84	0.47	0.70
Engage with the community to address district goals	3.44	137	3.33	100	3.48	226	3.30	84	0.09	0.34
Interpret and use data to inform decisions	3.50	136	3.46	100	3.61	226	3.48	84	0.09	0.34
Interpret and use data to advance equity	3.32	136	3.28	97	3.45	222	3.20	83	0.02	0.20
Evaluate the effectiveness of district programs and services	3.18	137	3.29	99	3.34	225	3.26	84	0.17	0.44
Evaluate the effectiveness of classroom curricula	2.96	137	3.07	100	3.08	225	2.94	84	0.30	0.53
Understand issues related to personnel and union contracts	3.39	137	3.35	100	3.37	225	3.35	84	0.96	0.96
Navigate social media interactions	3.01	135	2.80	99	2.93	225	2.83	83	0.21	0.44
Navigate conflict/political tensions within community, district,	3.05	137	3.14	99	3.11	225	3.16	83	0.72	0.83

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Establish strategic plans and set district goals	3.49	97	3.52	288	3.41	161	0.22	0.59
Build an effective relationship with the superintendent	3.81	97	3.78	288	3.69	161	0.17	0.59
Evaluate the superintendent	3.69	97	3.73	286	3.57	161	0.01	0.11
Identify which policies will promote student learning	3.34	97	3.34	288	3.40	161	0.60	0.69
Navigate state-level rules tied to open meetings and board member	3.41	97	3.46	288	3.54	161	0.24	0.59
Understand and pass the yearly budget +LCAP	3.40	97	3.49	290	3.52	161	0.40	0.59
Run school board meetings (e.g., Robert's Rules of Order)	3.51	97	3.58	288	3.50	161	0.37	0.59
Engage with the community to address district goals	3.34	97	3.36	289	3.55	161	0.01	0.11
Interpret and use data to inform decisions	3.47	97	3.57	288	3.51	161	0.32	0.59
Interpret and use data to advance equity	3.29	93	3.38	286	3.33	159	0.47	0.64
Evaluate the effectiveness of district programs and services	3.25	96	3.31	288	3.24	161	0.58	0.69
Evaluate the effectiveness of classroom curricula	3.04	97	3.01	288	3.03	161	0.94	0.94
Understand issues related to personnel and union contracts	3.40	97	3.35	288	3.37	161	0.82	0.88
Navigate social media interactions	2.80	95	2.88	287	3.04	160	0.06	0.31
Navigate conflict/political tensions within community, district,	3.16	96	3.07	287	3.16	161	0.38	0.59

Appendix Table A7c. How confident, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and set district goals	3.49	306	3.49	206	0.96	0.96
Build an effective relationship with the superintendent	3.76	306	3.75	206	0.82	0.96
Evaluate the superintendent	3.66	306	3.70	204	0.40	0.96
Identify which policies will promote student learning	3.35	306	3.37	206	0.71	0.96
Navigate state-level rules tied to open meetings and board member	3.47	305	3.48	207	0.83	0.96
Understand and pass the yearly budget +LCAP	3.49	307	3.49	207	0.96	0.96
Run school board meetings (e.g., Robert's Rules of Order)	3.48	306	3.62	207	0.02	0.09
Engage with the community to address district goals	3.41	306	3.42	207	0.91	0.96
Interpret and use data to inform decisions	3.57	305	3.50	207	0.20	0.75
Interpret and use data to advance equity	3.42	304	3.23	202	0.00	0.03
Evaluate the effectiveness of district programs and services	3.27	305	3.30	207	0.56	0.96
Evaluate the effectiveness of classroom curricula	3.02	306	3.03	207	0.89	0.96
Understand issues related to personnel and union contracts	3.36	306	3.40	207	0.52	0.96
Navigate social media interactions	2.89	303	2.94	206	0.49	0.96
Navigate conflict/political tensions within community, district,	3.03	304	3.21	207	0.01	0.06

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and set district goals	3.44	360	3.64	118	0.01	0.02
Build an effective relationship with the superintendent	3.74	360	3.84	118	0.12	0.19
Evaluate the superintendent	3.65	358	3.75	118	0.09	0.17
Identify which policies will promote student learning	3.30	360	3.53	118	0.00	0.01
Navigate state-level rules tied to open meetings and board member	3.47	360	3.49	118	0.75	0.75
Understand and pass the yearly budget +LCAP	3.52	361	3.46	119	0.38	0.47
Run school board meetings (e.g., Robert's Rules of Order)	3.55	361	3.58	118	0.66	0.70
Engage with the community to address district goals	3.35	361	3.60	118	0.00	0.00
Interpret and use data to inform decisions	3.52	361	3.63	117	0.07	0.15
Interpret and use data to advance equity	3.32	354	3.49	118	0.02	0.05
Evaluate the effectiveness of district programs and services	3.27	360	3.33	118	0.39	0.47
Evaluate the effectiveness of classroom curricula	3.01	361	3.08	118	0.41	0.47
Understand issues related to personnel and union contracts	3.41	361	3.32	118	0.20	0.31
Navigate social media interactions	2.84	356	3.12	119	0.00	0.01
Navigate conflict/political tensions within community, district,	3.03	359	3.29	118	0.00	0.01

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and set district goals	3.50	344	3.47	176	0.65	0.77
Build an effective relationship with the superintendent	3.76	344	3.74	176	0.72	0.77
Evaluate the superintendent	3.63	343	3.76	176	0.02	0.06
Identify which policies will promote student learning	3.34	344	3.39	176	0.43	0.68
Navigate state-level rules tied to open meetings and board member	3.48	344	3.47	176	0.82	0.82
Understand and pass the yearly budget +LCAP	3.50	346	3.45	176	0.45	0.68
Run school board meetings (e.g., Robert's Rules of Order)	3.51	344	3.60	176	0.17	0.36
Engage with the community to address district goals	3.41	345	3.43	176	0.67	0.77
Interpret and use data to inform decisions	3.56	344	3.51	176	0.29	0.55
Interpret and use data to advance equity	3.44	344	3.19	170	0.00	0.00
Evaluate the effectiveness of district programs and services	3.24	345	3.37	175	0.04	0.12
Evaluate the effectiveness of classroom curricula	2.99	345	3.11	176	0.08	0.19
Understand issues related to personnel and union contracts	3.39	345	3.36	176	0.62	0.77
Navigate social media interactions	2.84	343	3.06	174	0.01	0.03
Navigate conflict/political tensions within community, district,	3.03	343	3.26	176	0.00	0.01

Appendix Table A8a. Training in, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and setting district goals	0.75	404	0.67	141	0.06	0.23
Build an effective relationship with the superintendent	0.50	407	0.49	141	0.85	0.90
Hire and evaluate the superintendent	0.57	406	0.55	140	0.70	0.86
Identify which policies will promote student learning	0.81	406	0.82	140	0.77	0.88
Navigate state-level rules tied to open meetings and board member i	0.56	407	0.52	140	0.40	0.64
Navigate legal guidance related to changes in state and federal pol	0.83	406	0.79	140	0.30	0.54
Understand and pass the yearly budget +LCAP	0.67	407	0.56	140	0.03	0.23
Run school board meetings (e.g., Robert's Rules of Order)	0.56	407	0.54	138	0.70	0.86
Engage with the community to address district goals	0.74	407	0.66	137	0.07	0.23
Interpret and use data to inform decisions	0.77	405	0.68	138	0.03	0.23
Interpret and use data to advance equity	0.71	401	0.65	137	0.16	0.43
Evaluate the effectiveness of district programs and services	0.81	406	0.75	138	0.20	0.45
Evaluate the effectiveness of classroom curricula	0.79	406	0.79	138	0.94	0.94
Understand issues related to personnel and union contracts	0.69	407	0.66	137	0.47	0.68
Navigate social media interactions	0.65	405	0.56	139	0.06	0.23
Navigate conflict/political tensions within community, district, an	0.72	405	0.67	137	0.27	0.54

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and setting district goals	0.77	317	0.68	228	0.02	0.03
Build an effective relationship with the superintendent	0.56	318	0.41	230	0.00	0.00
Hire and evaluate the superintendent	0.59	318	0.53	228	0.13	0.20
Identify which policies will promote student learning	0.82	317	0.80	229	0.47	0.54
Navigate state-level rules tied to open meetings and board member i	0.62	318	0.46	229	0.00	0.00
Navigate legal guidance related to changes in state and federal pol	0.84	317	0.79	229	0.14	0.20
Understand and pass the yearly budget +LCAP	0.71	317	0.54	230	0.00	0.00
Run school board meetings (e.g., Robert's Rules of Order)	0.60	316	0.48	229	0.01	0.02
Engage with the community to address district goals	0.74	316	0.68	228	0.10	0.18
Interpret and use data to inform decisions	0.79	316	0.69	227	0.01	0.03
Interpret and use data to advance equity	0.74	312	0.64	226	0.01	0.03
Evaluate the effectiveness of district programs and services	0.81	315	0.77	229	0.34	0.42
Evaluate the effectiveness of classroom curricula	0.79	316	0.79	228	0.94	0.94
Understand issues related to personnel and union contracts	0.69	317	0.67	227	0.74	0.78
Navigate social media interactions	0.66	316	0.57	228	0.03	0.06
Navigate conflict/political tensions within community, district, an	0.73	317	0.68	225	0.22	0.29

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and setting district goals	0.77	266	0.73	219	0.22	0.35
Build an effective relationship with the superintendent	0.59	267	0.42	220	0.00	0.00
Hire and evaluate the superintendent	0.62	267	0.53	218	0.04	0.12
Identify which policies will promote student learning	0.82	267	0.82	217	0.92	0.98
Navigate state-level rules tied to open meetings and board member i	0.62	266	0.49	219	0.00	0.01
Navigate legal guidance related to changes in state and federal pol	0.87	266	0.77	219	0.00	0.01
Understand and pass the yearly budget +LCAP	0.73	266	0.58	219	0.00	0.00
Run school board meetings (e.g., Robert's Rules of Order)	0.62	265	0.49	219	0.01	0.02
Engage with the community to address district goals	0.75	265	0.70	217	0.15	0.26
Interpret and use data to inform decisions	0.80	265	0.74	217	0.10	0.24
Interpret and use data to advance equity	0.73	262	0.69	216	0.29	0.43
Evaluate the effectiveness of district programs and services	0.79	264	0.79	218	0.96	0.98
Evaluate the effectiveness of classroom curricula	0.80	265	0.80	217	0.98	0.98
Understand issues related to personnel and union contracts	0.70	266	0.67	216	0.46	0.56
Navigate social media interactions	0.67	265	0.60	217	0.12	0.24
Navigate conflict/political tensions within community, district, an	0.73	266	0.70	215	0.46	0.56

Appendix Table A8b. Training in, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Establish strategic plans and setting district goals	0.75	137	0.67	102	0.77	223	0.69	83	0.16	0.34
Build an effective relationship with the superintendent	0.46	137	0.55	103	0.51	224	0.44	84	0.34	0.42
Hire and evaluate the superintendent	0.58	137	0.60	103	0.56	222	0.49	84	0.43	0.45
Identify which policies will promote student learning	0.82	136	0.75	103	0.85	223	0.79	84	0.16	0.34
Navigate state-level rules tied to open meetings and board member i	0.55	137	0.51	103	0.61	224	0.43	83	0.04	0.20
Navigate legal guidance related to changes in state and federal pol	0.81	137	0.77	103	0.85	223	0.80	83	0.34	0.42
Understand and pass the yearly budget +LCAP	0.64	137	0.62	103	0.68	224	0.55	83	0.20	0.34
Run school board meetings (e.g., Robert's Rules of Order)	0.55	137	0.54	102	0.58	224	0.48	82	0.40	0.45
Engage with the community to address district goals	0.74	137	0.68	101	0.75	222	0.63	84	0.15	0.34
Interpret and use data to inform decisions	0.72	137	0.70	102	0.80	221	0.73	83	0.19	0.34
Interpret and use data to advance equity	0.66	137	0.67	100	0.76	219	0.61	82	0.04	0.20
Evaluate the effectiveness of district programs and services	0.80	137	0.76	102	0.82	221	0.73	84	0.25	0.37
Evaluate the effectiveness of classroom curricula	0.79	137	0.81	101	0.79	222	0.77	84	0.94	0.94
Understand issues related to personnel and union contracts	0.67	136	0.63	101	0.74	223	0.61	84	0.08	0.31
Navigate social media interactions	0.59	137	0.52	102	0.70	222	0.61	83	0.01	0.16
Navigate conflict/political tensions within community, district, an	0.74	137	0.64	102	0.74	221	0.67	82	0.21	0.34

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Establish strategic plans and setting district goals	0.63	99	0.73	285	0.81	161	0.01	0.09
Build an effective relationship with the superintendent	0.44	100	0.49	287	0.54	161	0.28	0.35
Hire and evaluate the superintendent	0.56	100	0.54	286	0.61	160	0.32	0.36
Identify which policies will promote student learning	0.74	100	0.83	287	0.82	159	0.11	0.24
Navigate state-level rules tied to open meetings and board member i	0.53	100	0.52	286	0.63	161	0.07	0.24
Navigate legal guidance related to changes in state and federal pol	0.79	99	0.81	286	0.83	161	0.67	0.72
Understand and pass the yearly budget +LCAP	0.60	100	0.62	286	0.70	161	0.20	0.29
Run school board meetings (e.g., Robert's Rules of Order)	0.48	98	0.54	286	0.61	161	0.12	0.24
Engage with the community to address district goals	0.62	98	0.72	286	0.77	160	0.04	0.21
Interpret and use data to inform decisions	0.67	98	0.76	285	0.78	160	0.14	0.24
Interpret and use data to advance equity	0.62	95	0.70	285	0.74	158	0.13	0.24
Evaluate the effectiveness of district programs and services	0.75	99	0.78	285	0.84	160	0.13	0.24
Evaluate the effectiveness of classroom curricula	0.80	98	0.79	286	0.79	160	0.98	0.98
Understand issues related to personnel and union contracts	0.66	98	0.66	287	0.74	159	0.22	0.30
Navigate social media interactions	0.55	98	0.61	286	0.71	160	0.03	0.21
Navigate conflict/political tensions within community, district, an	0.64	97	0.71	285	0.75	160	0.17	0.27

Appendix Table A8c. Training in, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and setting district goals	0.75	306	0.70	208	0.18	0.33
Build an effective relationship with the superintendent	0.48	308	0.51	208	0.47	0.58
Hire and evaluate the superintendent	0.55	306	0.57	208	0.61	0.65
Identify which policies will promote student learning	0.83	308	0.80	206	0.44	0.58
Navigate state-level rules tied to open meetings and board member i	0.56	307	0.55	208	0.79	0.79
Navigate legal guidance related to changes in state and federal pol	0.84	307	0.78	208	0.06	0.14
Understand and pass the yearly budget +LCAP	0.66	307	0.60	208	0.19	0.33
Run school board meetings (e.g., Robert's Rules of Order)	0.60	308	0.49	206	0.02	0.08
Engage with the community to address district goals	0.75	306	0.67	206	0.05	0.13
Interpret and use data to inform decisions	0.80	306	0.68	206	0.00	0.03
Interpret and use data to advance equity	0.75	305	0.63	202	0.00	0.03
Evaluate the effectiveness of district programs and services	0.83	306	0.76	206	0.04	0.13
Evaluate the effectiveness of classroom curricula	0.81	307	0.78	205	0.45	0.58
Understand issues related to personnel and union contracts	0.70	307	0.65	205	0.25	0.40
Navigate social media interactions	0.61	307	0.64	205	0.54	0.62
Navigate conflict/political tensions within community, district, an	0.75	308	0.66	203	0.02	0.08

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and setting district goals	0.72	361	0.78	118	0.19	0.33
Build an effective relationship with the superintendent	0.46	362	0.55	119	0.12	0.24
Hire and evaluate the superintendent	0.54	361	0.59	118	0.32	0.41
Identify which policies will promote student learning	0.81	361	0.83	118	0.69	0.74
Navigate state-level rules tied to open meetings and board member i	0.52	362	0.66	118	0.01	0.04
Navigate legal guidance related to changes in state and federal pol	0.79	362	0.90	118	0.01	0.04
Understand and pass the yearly budget +LCAP	0.60	362	0.75	118	0.00	0.03
Run school board meetings (e.g., Robert's Rules of Order)	0.52	361	0.61	118	0.10	0.23
Engage with the community to address district goals	0.71	360	0.76	117	0.33	0.41
Interpret and use data to inform decisions	0.74	360	0.79	117	0.33	0.41
Interpret and use data to advance equity	0.70	355	0.75	117	0.29	0.41
Evaluate the effectiveness of district programs and services	0.80	360	0.84	117	0.37	0.42
Evaluate the effectiveness of classroom curricula	0.80	359	0.81	118	0.89	0.89
Understand issues related to personnel and union contracts	0.64	359	0.79	118	0.00	0.03
Navigate social media interactions	0.59	359	0.70	118	0.03	0.08
Navigate conflict/political tensions within community, district, an	0.68	359	0.79	118	0.03	0.08

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Establish strategic plans and setting district goals	0.77	345	0.67	177	0.02	0.02
Build an effective relationship with the superintendent	0.49	346	0.49	178	0.91	0.91
Hire and evaluate the superintendent	0.57	346	0.55	176	0.69	0.74
Identify which policies will promote student learning	0.86	346	0.74	176	0.00	0.01
Navigate state-level rules tied to open meetings and board member i	0.58	346	0.51	177	0.13	0.15
Navigate legal guidance related to changes in state and federal pol	0.85	346	0.76	177	0.01	0.02
Understand and pass the yearly budget +LCAP	0.67	346	0.57	177	0.02	0.03
Run school board meetings (e.g., Robert's Rules of Order)	0.58	346	0.51	176	0.10	0.13
Engage with the community to address district goals	0.76	344	0.65	176	0.01	0.02
Interpret and use data to inform decisions	0.78	344	0.69	176	0.01	0.02
Interpret and use data to advance equity	0.79	342	0.52	173	0.00	0.00
Evaluate the effectiveness of district programs and services	0.84	344	0.72	176	0.00	0.01
Evaluate the effectiveness of classroom curricula	0.83	345	0.74	175	0.01	0.02
Understand issues related to personnel and union contracts	0.72	345	0.61	175	0.02	0.02
Navigate social media interactions	0.67	344	0.54	176	0.00	0.02
Navigate conflict/political tensions within community, district, an	0.76	343	0.62	176	0.00	0.01

Appendix Table 9a. Differences by perceived effect of board service on personal development

Label	Agree: Positive Personal Development		Disagree: Positive Personal Development		P Val	Adj
	Mean	N	Mean	N		
How important (role): Advancing goals related to educational justice	3.80	532	3.72	58	0.57	0.76
District conditions: Relationships between constituents and school district lead	3.19	535	2.72	58	0.00	0.00
District conditions: Relationships between groups with different political affi	2.72	524	2.45	58	0.00	0.02
District conditions: Relationships between the school board and superintendent	3.64	535	3.24	58	0.00	0.00
District conditions: Relationships between school board members	3.32	533	2.79	58	0.00	0.00
District conditions: Financial status of the district	3.09	535	2.91	58	0.11	0.23
District conditions: Academic performance of students in the district	2.84	533	2.52	58	0.00	0.01
District conditions: Socioemotional wellbeing of students in the district	2.90	528	2.57	58	0.00	0.00
Source of tension: Declining enrollment	2.61	534	2.64	58	0.87	0.95
Source of tension: Charter schools and their expansion	1.73	534	1.67	58	0.63	0.79
Source of tension: Labor union issues	2.28	533	2.57	58	0.02	0.06
Source of tension: Natural disasters (e.g., fires, floods)	1.71	534	1.69	58	0.89	0.95
Source of tension: District-approved books/curriculum	1.73	532	1.82	57	0.43	0.69
Source of tension: Teaching about race/racism and/or ethnic studies	1.95	529	2.14	58	0.13	0.28
Source of tension: Transgender issues: Sports participation	1.73	531	2.00	58	0.03	0.09
Source of tension: Transgender issues: Pronouns	1.75	528	1.95	57	0.11	0.24
Source of tension: Transgender issues: Bathroom or locker room use	1.81	530	2.02	58	0.10	0.23
Source of tension: Anti-Semitism	1.61	531	1.60	58	0.98	0.99
Source of tension: Islamophobia	1.49	527	1.49	57	0.99	0.99
Source of tension: The inclusion of religious values and beliefs in schools	1.54	530	1.82	57	0.01	0.03
Source of tension: Perceived threats to traditional values	1.84	531	2.12	58	0.03	0.08
Source of tension: Global issues (e.g., wars)	1.71	529	1.84	58	0.18	0.35
Source of tension: Uncertainty about federal funding and oversight	2.85	533	2.95	58	0.42	0.69
Source of tension: Changes in federal immigration enforcement policies	2.73	533	2.55	58	0.21	0.38
Source of tension: Federal policies banning DEI policies or programs	2.38	530	2.26	57	0.43	0.69
Source of tension: Influence of other federal policies/executive orders	2.50	529	2.54	57	0.73	0.84
Impeded goals: Declining enrollment	0.44	537	0.53	58	0.18	0.35
Impeded goals: Charter schools and their expansion	0.06	537	0.05	58	0.77	0.87
Impeded goals: Labor union issues	0.27	537	0.33	58	0.35	0.62
Impeded goals: Natural disasters	0.08	537	0.03	58	0.19	0.35
Impeded goals: District-approved books/curriculum	0.07	537	0.09	58	0.58	0.76
Impeded goals: Teaching about race/racism and/or ethnic studies	0.09	537	0.12	58	0.44	0.69
Impeded goals: Transgender issues: Sports participation	0.04	537	0.05	58	0.64	0.79
Impeded goals: Transgender issues: Pronouns	0.02	537	0.03	58	0.64	0.79
Impeded goals: Transgender issues: Bathroom or locker room use	0.04	537	0.03	58	0.72	0.84
Impeded goals: Anti-Semitism	0.03	537	0.09	58	0.01	0.04
Impeded goals: Islamophobia	0.01	537	0.00	58	0.57	0.76
Impeded goals: The inclusion of religious values and beliefs in schools	0.00	537	0.07	58	0.00	0.00
Impeded goals: Perceived threats to traditional values	0.10	537	0.19	58	0.03	0.08
Impeded goals: Global issues	0.03	537	0.02	58	0.68	0.82
Impeded goals: Uncertainty about federal funding and oversight	0.38	537	0.43	58	0.46	0.69
Impeded goals: Changes in federal immigration enforcement policies	0.23	537	0.12	58	0.06	0.15
Impeded goals: Federal policies banning DEI policies or programs	0.09	537	0.12	58	0.50	0.69
Impeded goals: Influence of other federal policies/executive orders	0.15	537	0.12	58	0.59	0.76

Appendix Table 9b. Differences by perceived effect of board service on personal development

Label	Agree: Positive		Disagree:		P Val	Adj
	Mean	N	Mean	N		
Past year: felt political pressure to not run again	0.06	537	0.17	58	0.00	0.01
Past year: felt that the electoral process is more challenging than you had anti	0.15	537	0.19	58	0.49	0.69
Past year: had interpersonal conflict and/or significant disagreement with other	0.33	537	0.52	58	0.00	0.02
Past year: felt that being a school board member is more politically challenging	0.38	537	0.60	58	0.00	0.01
Past year: experienced threats of personal violence or harassment to you or your	0.12	537	0.29	58	0.00	0.00
Past year: experienced derogatory personal comments on social media	0.28	537	0.43	58	0.01	0.05
Past year: been notified of threats or harassment against the superintendent or	0.17	537	0.17	58	0.95	0.99
Want train in: Establish strategic plans and setting district goals	0.75	489	0.65	52	0.15	0.30
Want train in: Build an effective relationship with the superintendent	0.50	491	0.50	52	0.99	0.99
Want train in: Hire and evaluate the superintendent	0.57	489	0.52	52	0.50	0.69
Want train in: Identify which policies will promote student learning	0.83	490	0.67	51	0.00	0.01
Want train in: Navigate state-level rules tied to open meetings and board member	0.55	490	0.62	52	0.35	0.62
Want train in: Navigate legal guidance related to changes in state and federal p	0.82	490	0.77	52	0.37	0.63
Want train in: Understand and pass the yearly budget +LCAP	0.64	491	0.69	51	0.49	0.69
Want train in: Run school board meetings (e.g., Robert's Rules of Order)	0.55	489	0.54	52	0.85	0.94
Want train in: Engage with the community to address district goals	0.72	487	0.71	52	0.91	0.96
Want train in: Interpret and use data to inform decisions	0.76	487	0.71	52	0.49	0.69
Want train in: Interpret and use data to advance equity	0.70	482	0.65	52	0.46	0.69
Want train in: Evaluate the effectiveness of district programs and services	0.80	487	0.79	52	0.89	0.95
Want train in: Evaluate the effectiveness of classroom curricula	0.80	487	0.77	52	0.62	0.79
Want train in: Understand issues related to personnel and union contracts	0.69	487	0.67	52	0.85	0.94
Want train in: Navigate social media interactions	0.63	487	0.65	52	0.70	0.83
Want train in: Navigate conflict/political tensions within community, district,	0.71	487	0.67	51	0.47	0.69
Rcvd train in: Establish strategic plans and setting district goals	0.80	489	0.54	52	0.00	0.00
Rcvd train in: Build an effective relationship with the superintendent	0.82	491	0.58	52	0.00	0.00
Rcvd train in: Hire and evaluate the superintendent	0.79	489	0.50	52	0.00	0.00
Rcvd train in: Identify which policies will promote student learning	0.71	490	0.55	51	0.02	0.06
Rcvd train in: Navigate state-level rules tied to open meetings and board member	0.91	490	0.81	52	0.02	0.06
Rcvd train in: Navigate legal guidance related to changes in state and federal p	0.79	490	0.69	52	0.11	0.23
Rcvd train in: Understand and pass the yearly budget +LCAP	0.86	491	0.69	51	0.00	0.01
Rcvd train in: Run school board meetings (e.g., Robert's Rules of Order)	0.80	489	0.65	52	0.01	0.04
Rcvd train in: Engage with the community to address district goals	0.75	487	0.58	52	0.01	0.02
Rcvd train in: Interpret and use data to inform decisions	0.77	487	0.56	52	0.00	0.00
Rcvd train in: Interpret and use data to advance equity	0.71	482	0.52	52	0.00	0.02
Rcvd train in: Evaluate the effectiveness of district programs and services	0.71	487	0.46	52	0.00	0.00
Rcvd train in: Evaluate the effectiveness of classroom curricula	0.60	487	0.46	52	0.05	0.12
Rcvd train in: Understand issues related to personnel and union contracts	0.75	487	0.54	52	0.00	0.01
Rcvd train in: Navigate social media interactions	0.57	487	0.42	52	0.04	0.10
Rcvd train in: Navigate conflict/political tensions within community, district,	0.65	487	0.45	51	0.00	0.02

Appendix Table 10a. Differences by efficacy item 1

Label	Agree: My Perspectives		Disagree: My Perspectives		P Val	Adj
	Mean	N	Mean	N		
How important (role): Advancing goals related to educational justice	3.80	542	3.73	49	0.67	0.71
District conditions: Relationships between constituents and school district lead	3.20	544	2.56	50	0.00	0.00
District conditions: Relationships between groups with different political affi	2.74	533	2.28	50	0.00	0.00
District conditions: Relationships between the school board and superintendent	3.66	544	3.00	50	0.00	0.00
District conditions: Relationships between school board members	3.34	542	2.50	50	0.00	0.00
District conditions: Financial status of the district	3.09	544	2.88	50	0.07	0.14
District conditions: Academic performance of students in the district	2.86	542	2.26	50	0.00	0.00
District conditions: Socioemotional wellbeing of students in the district	2.90	539	2.50	48	0.00	0.00
Source of tension: Declining enrollment	2.59	543	2.86	50	0.08	0.17
Source of tension: Charter schools and their expansion	1.72	544	1.82	49	0.48	0.57
Source of tension: Labor union issues	2.27	542	2.60	50	0.02	0.04
Source of tension: Natural disasters (e.g., fires, floods)	1.71	543	1.60	50	0.38	0.51
Source of tension: District-approved books/curriculum	1.72	541	2.00	49	0.02	0.05
Source of tension: Teaching about race/racism and/or ethnic studies	1.93	538	2.38	50	0.00	0.00
Source of tension: Transgender issues: Sports participation	1.71	540	2.22	50	0.00	0.00
Source of tension: Transgender issues: Pronouns	1.72	536	2.18	50	0.00	0.00
Source of tension: Transgender issues: Bathroom or locker room use	1.79	539	2.18	50	0.00	0.01
Source of tension: Anti-Semitism	1.59	540	1.74	50	0.20	0.31
Source of tension: Islamophobia	1.47	537	1.65	48	0.09	0.18
Source of tension: The inclusion of religious values and beliefs in schools	1.53	539	1.96	49	0.00	0.00
Source of tension: Perceived threats to traditional values	1.82	540	2.38	50	0.00	0.00
Source of tension: Global issues (e.g., wars)	1.70	538	1.88	50	0.10	0.18
Source of tension: Uncertainty about federal funding and oversight	2.85	542	2.96	50	0.39	0.51
Source of tension: Changes in federal immigration enforcement policies	2.70	542	2.74	50	0.81	0.82
Source of tension: Federal policies banning DEI policies or programs	2.34	538	2.52	50	0.24	0.34
Source of tension: Influence of other federal policies/executive orders	2.48	537	2.64	50	0.28	0.39
Impeded goals: Declining enrollment	0.44	546	0.56	50	0.10	0.18
Impeded goals: Charter schools and their expansion	0.06	546	0.04	50	0.53	0.60
Impeded goals: Labor union issues	0.27	546	0.32	50	0.46	0.56
Impeded goals: Natural disasters	0.08	546	0.02	50	0.11	0.19
Impeded goals: District-approved books/curriculum	0.06	546	0.20	50	0.00	0.00
Impeded goals: Teaching about race/racism and/or ethnic studies	0.09	546	0.14	50	0.22	0.34
Impeded goals: Transgender issues: Sports participation	0.04	546	0.06	50	0.46	0.56
Impeded goals: Transgender issues: Pronouns	0.02	546	0.04	50	0.49	0.57
Impeded goals: Transgender issues: Bathroom or locker room use	0.05	546	0.02	50	0.39	0.51
Impeded goals: Anti-Semitism	0.03	546	0.02	50	0.62	0.68
Impeded goals: Islamophobia	0.01	546	0.00	50	0.60	0.66
Impeded goals: The inclusion of religious values and beliefs in schools	0.01	546	0.04	50	0.03	0.06
Impeded goals: Perceived threats to traditional values	0.10	546	0.12	50	0.70	0.74
Impeded goals: Global issues	0.03	546	0.00	50	0.24	0.34
Impeded goals: Uncertainty about federal funding and oversight	0.39	546	0.34	50	0.49	0.57
Impeded goals: Changes in federal immigration enforcement policies	0.23	546	0.14	50	0.16	0.26
Impeded goals: Federal policies banning DEI policies or programs	0.09	546	0.16	50	0.11	0.19
Impeded goals: Influence of other federal policies/executive orders	0.14	546	0.14	50	0.93	0.93

Appendix Table 10b. Differences by efficacy item 1

Label	Agree: My Perspectives		Disagree: My Perspectives		P Val	Adj
	Mean	N	Mean	N		
Past year: felt political pressure to not run again	0.07	546	0.10	50	0.43	0.54
Past year: felt that the electoral process is more challenging that you had anti	0.16	546	0.14	50	0.72	0.75
Past year: had interpersonal conflict and/or significant disagreement with other	0.31	546	0.78	50	0.00	0.00
Past year: felt that being a school board member is more politically challenging	0.38	546	0.66	50	0.00	0.00
Past year: experienced threats of personal violence or harassment to you or your	0.13	546	0.24	50	0.03	0.07
Past year: experienced derogatory personal comments on social media	0.28	546	0.40	50	0.08	0.16
Past year: been notified of threats or harassment against the superintendent or	0.17	546	0.14	50	0.58	0.65
Want train in: Establish strategic plans and setting district goals	0.74	495	0.66	47	0.23	0.34
Want train in: Build an effective relationship with the superintendent	0.49	497	0.57	47	0.27	0.39
Want train in: Hire and evaluate the superintendent	0.54	496	0.76	46	0.00	0.02
Want train in: Identify which policies will promote student learning	0.82	495	0.74	47	0.18	0.28
Want train in: Navigate state-level rules tied to open meetings and board member	0.55	496	0.57	47	0.75	0.77
Want train in: Navigate legal guidance related to changes in state and federal p	0.82	496	0.77	47	0.38	0.51
Want train in: Understand and pass the yearly budget +LCAP	0.64	497	0.67	46	0.63	0.68
Want train in: Run school board meetings (e.g., Robert's Rules of Order)	0.53	496	0.74	46	0.01	0.02
Want train in: Engage with the community to address district goals	0.70	493	0.83	47	0.07	0.14
Want train in: Interpret and use data to inform decisions	0.74	493	0.85	47	0.09	0.18
Want train in: Interpret and use data to advance equity	0.69	489	0.80	46	0.10	0.18
Want train in: Evaluate the effectiveness of district programs and services	0.79	493	0.83	47	0.53	0.60
Want train in: Evaluate the effectiveness of classroom curricula	0.80	493	0.74	47	0.38	0.51
Want train in: Understand issues related to personnel and union contracts	0.67	493	0.81	47	0.05	0.12
Want train in: Navigate social media interactions	0.62	493	0.68	47	0.42	0.53
Want train in: Navigate conflict/political tensions within community, district,	0.70	492	0.81	47	0.11	0.19
Rcvd train in: Establish strategic plans and setting district goals	0.80	495	0.47	47	0.00	0.00
Rcvd train in: Build an effective relationship with the superintendent	0.82	497	0.53	47	0.00	0.00
Rcvd train in: Hire and evaluate the superintendent	0.78	496	0.52	46	0.00	0.00
Rcvd train in: Identify which policies will promote student learning	0.71	495	0.53	47	0.01	0.04
Rcvd train in: Navigate state-level rules tied to open meetings and board member	0.91	496	0.74	47	0.00	0.00
Rcvd train in: Navigate legal guidance related to changes in state and federal p	0.80	496	0.55	47	0.00	0.00
Rcvd train in: Understand and pass the yearly budget +LCAP	0.86	497	0.65	46	0.00	0.00
Rcvd train in: Run school board meetings (e.g., Robert's Rules of Order)	0.81	496	0.59	46	0.00	0.00
Rcvd train in: Engage with the community to address district goals	0.75	493	0.57	47	0.01	0.02
Rcvd train in: Interpret and use data to inform decisions	0.76	493	0.62	47	0.03	0.06
Rcvd train in: Interpret and use data to advance equity	0.71	489	0.54	46	0.02	0.05
Rcvd train in: Evaluate the effectiveness of district programs and services	0.71	493	0.51	47	0.01	0.02
Rcvd train in: Evaluate the effectiveness of classroom curricula	0.60	493	0.49	47	0.14	0.23
Rcvd train in: Understand issues related to personnel and union contracts	0.75	493	0.47	47	0.00	0.00
Rcvd train in: Navigate social media interactions	0.57	493	0.38	47	0.01	0.03
Rcvd train in: Navigate conflict/political tensions within community, district,	0.65	492	0.43	47	0.00	0.01

Appendix Table 11a. Differences by perceived effect of board service on emotional wellbeing

Label	Agree: Negatively Impacted My Emotional Wellbeing		Disagree: Negatively Impacted My Emotional Wellbeing		P Val	Adj
	Mean	N	Mean	N		
How important (role): Advancing goals related to educational justice	3.74	167	3.82	424	0.37	0.44
District conditions: Relationships between constituents and school district lead	2.89	166	3.24	428	0.00	0.00
District conditions: Relationships between groups with different political affi	2.39	165	2.82	418	0.00	0.00
District conditions: Relationships between the school board and superintendent	3.37	166	3.69	428	0.00	0.00
District conditions: Relationships between school board members	2.85	166	3.43	426	0.00	0.00
District conditions: Financial status of the district	2.93	166	3.13	428	0.01	0.02
District conditions: Academic performance of students in the district	2.72	166	2.85	426	0.05	0.10
District conditions: Socioemotional wellbeing of students in the district	2.77	166	2.90	421	0.01	0.02
Source of tension: Declining enrollment	2.68	166	2.58	427	0.30	0.38
Source of tension: Charter schools and their expansion	1.63	166	1.76	427	0.13	0.21
Source of tension: Labor union issues	2.45	166	2.24	426	0.02	0.04
Source of tension: Natural disasters (e.g., fires, floods)	1.71	166	1.70	427	0.85	0.87
Source of tension: District-approved books/curriculum	1.90	166	1.68	425	0.00	0.01
Source of tension: Teaching about race/racism and/or ethnic studies	2.17	166	1.88	422	0.00	0.00
Source of tension: Transgender issues: Sports participation	1.92	165	1.69	425	0.01	0.02
Source of tension: Transgender issues: Pronouns	1.92	165	1.70	421	0.01	0.02
Source of tension: Transgender issues: Bathroom or locker room use	1.97	166	1.77	423	0.02	0.04
Source of tension: Anti-Semitism	1.75	166	1.54	424	0.01	0.02
Source of tension: Islamophobia	1.56	164	1.46	421	0.10	0.18
Source of tension: The inclusion of religious values and beliefs in schools	1.69	164	1.51	424	0.01	0.03
Source of tension: Perceived threats to traditional values	2.04	165	1.80	425	0.00	0.02
Source of tension: Global issues (e.g., wars)	1.79	165	1.69	423	0.14	0.22
Source of tension: Uncertainty about federal funding and oversight	2.80	166	2.88	426	0.31	0.38
Source of tension: Changes in federal immigration enforcement policies	2.72	167	2.71	425	0.91	0.91
Source of tension: Federal policies banning DEI policies or programs	2.43	166	2.33	422	0.28	0.36
Source of tension: Influence of other federal policies/executive orders	2.56	166	2.48	421	0.35	0.42
Impeded goals: Declining enrollment	0.48	168	0.43	428	0.27	0.36
Impeded goals: Charter schools and their expansion	0.05	168	0.07	428	0.41	0.48
Impeded goals: Labor union issues	0.35	168	0.25	428	0.02	0.04
Impeded goals: Natural disasters	0.10	168	0.07	428	0.21	0.28
Impeded goals: District-approved books/curriculum	0.11	168	0.05	428	0.02	0.05
Impeded goals: Teaching about race/racism and/or ethnic studies	0.15	168	0.07	428	0.00	0.01
Impeded goals: Transgender issues: Sports participation	0.08	168	0.03	428	0.00	0.02
Impeded goals: Transgender issues: Pronouns	0.04	168	0.02	428	0.11	0.19
Impeded goals: Transgender issues: Bathroom or locker room use	0.05	168	0.04	428	0.46	0.51
Impeded goals: Anti-Semitism	0.06	168	0.02	428	0.02	0.04
Impeded goals: Islamophobia	0.01	168	0.00	428	0.14	0.22
Impeded goals: The inclusion of religious values and beliefs in schools	0.01	168	0.01	428	0.78	0.81
Impeded goals: Perceived threats to traditional values	0.13	168	0.09	428	0.18	0.26
Impeded goals: Global issues	0.02	168	0.03	428	0.48	0.52
Impeded goals: Uncertainty about federal funding and oversight	0.29	168	0.42	428	0.00	0.02
Impeded goals: Changes in federal immigration enforcement policies	0.16	168	0.24	428	0.03	0.06
Impeded goals: Federal policies banning DEI policies or programs	0.13	168	0.08	428	0.13	0.21
Impeded goals: Influence of other federal policies/executive orders	0.16	168	0.14	428	0.52	0.56

Appendix Table 11b. Differences by perceived effect of board service on emotional wellbeing

Label	Agree: Negatively Impacted My Emotional Wellbeing		Disagree: Negatively Impacted My Emotional Wellbeing		P Val	Adj
	Mean	N	Mean	N		
Past year: felt political pressure to not run again	0.21	168	0.02	428	0.00	0.00
Past year: felt that the electoral process is more challenging than you had anticipated	0.20	168	0.14	428	0.10	0.18
Past year: had interpersonal conflict and/or significant disagreement with other board members	0.58	168	0.26	428	0.00	0.00
Past year: felt that being a school board member is more politically challenging	0.64	168	0.31	428	0.00	0.00
Past year: experienced threats of personal violence or harassment to you or your family	0.35	168	0.06	428	0.00	0.00
Past year: experienced derogatory personal comments on social media	0.54	168	0.20	428	0.00	0.00
Past year: been notified of threats or harassment against the superintendent or school board	0.28	168	0.13	428	0.00	0.00
Want train in: Establish strategic plans and setting district goals	0.78	152	0.72	390	0.15	0.22
Want train in: Build an effective relationship with the superintendent	0.53	152	0.48	392	0.31	0.38
Want train in: Hire and evaluate the superintendent	0.59	152	0.55	390	0.51	0.54
Want train in: Identify which policies will promote student learning	0.82	151	0.82	391	0.89	0.90
Want train in: Navigate state-level rules tied to open meetings and board member participation	0.60	151	0.54	392	0.21	0.28
Want train in: Navigate legal guidance related to changes in state and federal policy	0.85	152	0.80	391	0.20	0.28
Want train in: Understand and pass the yearly budget +LCAP	0.66	152	0.63	392	0.45	0.51
Want train in: Run school board meetings (e.g., Robert's Rules of Order)	0.59	151	0.54	391	0.27	0.36
Want train in: Engage with the community to address district goals	0.75	150	0.70	390	0.31	0.38
Want train in: Interpret and use data to inform decisions	0.77	151	0.74	389	0.41	0.48
Want train in: Interpret and use data to advance equity	0.72	148	0.69	387	0.42	0.48
Want train in: Evaluate the effectiveness of district programs and services	0.81	150	0.79	390	0.62	0.65
Want train in: Evaluate the effectiveness of classroom curricula	0.84	150	0.77	390	0.09	0.17
Want train in: Understand issues related to personnel and union contracts	0.74	150	0.66	390	0.07	0.14
Want train in: Navigate social media interactions	0.67	150	0.61	390	0.14	0.22
Want train in: Navigate conflict/political tensions within community, district, and state	0.75	150	0.69	389	0.14	0.22
Rcvd train in: Establish strategic plans and setting district goals	0.67	152	0.81	390	0.00	0.00
Rcvd train in: Build an effective relationship with the superintendent	0.73	152	0.82	392	0.02	0.04
Rcvd train in: Hire and evaluate the superintendent	0.69	152	0.78	390	0.03	0.06
Rcvd train in: Identify which policies will promote student learning	0.61	151	0.72	391	0.01	0.03
Rcvd train in: Navigate state-level rules tied to open meetings and board member participation	0.84	151	0.92	392	0.01	0.02
Rcvd train in: Navigate legal guidance related to changes in state and federal policy	0.70	152	0.81	391	0.01	0.02
Rcvd train in: Understand and pass the yearly budget +LCAP	0.78	152	0.87	392	0.01	0.02
Rcvd train in: Run school board meetings (e.g., Robert's Rules of Order)	0.74	151	0.81	391	0.09	0.17
Rcvd train in: Engage with the community to address district goals	0.67	150	0.76	390	0.04	0.08
Rcvd train in: Interpret and use data to inform decisions	0.64	151	0.79	389	0.00	0.00
Rcvd train in: Interpret and use data to advance equity	0.61	148	0.73	387	0.01	0.02
Rcvd train in: Evaluate the effectiveness of district programs and services	0.59	150	0.73	390	0.00	0.01
Rcvd train in: Evaluate the effectiveness of classroom curricula	0.50	150	0.63	390	0.01	0.02
Rcvd train in: Understand issues related to personnel and union contracts	0.67	150	0.75	390	0.06	0.13
Rcvd train in: Navigate social media interactions	0.51	150	0.57	390	0.20	0.28
Rcvd train in: Navigate conflict/political tensions within community, district, and state	0.58	150	0.65	389	0.12	0.20

Appendix Table A12a. Engaged constituents, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	0.97	435	0.97	156	0.68	0.78
Board study sessions	0.67	421	0.58	153	0.04	0.12
Board committee meetings	0.64	421	0.59	151	0.31	0.49
LCAP development meetings	0.70	420	0.74	151	0.39	0.51
Ad hoc community town halls/forums	0.42	410	0.42	151	0.96	0.96
School-sponsored events	0.95	429	0.88	154	0.00	0.02
Individual communication	0.92	425	0.89	151	0.23	0.45
Group specific meetings	0.61	413	0.48	147	0.01	0.02

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	0.96	339	0.99	252	0.02	0.09
Board study sessions	0.64	328	0.66	246	0.53	0.71
Board committee meetings	0.58	326	0.68	246	0.02	0.09
LCAP development meetings	0.72	326	0.69	245	0.32	0.64
Ad hoc community town halls/forums	0.43	321	0.40	240	0.43	0.69
School-sponsored events	0.93	334	0.94	249	0.68	0.71
Individual communication	0.89	332	0.93	244	0.10	0.26
Group specific meetings	0.57	323	0.58	237	0.71	0.71

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	0.96	285	0.99	235	0.11	0.26
Board study sessions	0.59	274	0.70	230	0.01	0.07
Board committee meetings	0.60	274	0.68	230	0.05	0.20
LCAP development meetings	0.73	273	0.71	229	0.53	0.71
Ad hoc community town halls/forums	0.43	270	0.43	222	0.97	0.97
School-sponsored events	0.94	281	0.94	231	0.84	0.96
Individual communication	0.90	278	0.93	227	0.13	0.26
Group specific meetings	0.57	269	0.60	222	0.50	0.71

Appendix Table A12b. Engaged constituents, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Traditional school board meeting	0.98	149	0.97	115	0.97	237	0.96	90	0.75	0.75
Board study sessions	0.76	146	0.50	111	0.68	230	0.56	87	0.00	0.00
Board committee meetings	0.70	146	0.49	111	0.67	229	0.55	86	0.00	0.00
LCAP development meetings	0.71	145	0.64	110	0.74	228	0.72	88	0.30	0.34
Ad hoc community town halls/forums	0.48	143	0.35	111	0.42	224	0.41	83	0.26	0.34
School-sponsored events	0.94	146	0.88	113	0.97	233	0.91	91	0.03	0.06
Individual communication	0.94	145	0.85	110	0.92	232	0.91	89	0.04	0.06
Group specific meetings	0.66	141	0.33	106	0.63	226	0.57	87	0.00	0.00

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Traditional school board meeting	0.95	110	0.97	314	0.97	167	0.58	0.58
Board study sessions	0.48	106	0.66	304	0.73	164	0.00	0.00
Board committee meetings	0.54	106	0.61	303	0.71	163	0.02	0.04
LCAP development meetings	0.63	104	0.71	303	0.76	164	0.06	0.06
Ad hoc community town halls/forums	0.35	105	0.40	294	0.49	162	0.05	0.06
School-sponsored events	0.88	108	0.95	309	0.95	166	0.04	0.06
Individual communication	0.85	106	0.92	304	0.93	166	0.04	0.06
Group specific meetings	0.34	102	0.58	295	0.71	163	0.00	0.00

Appendix Table A12c. Engaged constituents, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	0.98	306	0.95	201	0.02	0.04
Board study sessions	0.66	299	0.62	196	0.41	0.60
Board committee meetings	0.63	298	0.61	195	0.52	0.60
LCAP development meetings	0.71	297	0.73	195	0.53	0.60
Ad hoc community town halls/forums	0.44	291	0.38	193	0.22	0.44
School-sponsored events	0.96	303	0.89	198	0.01	0.02
Individual communication	0.94	300	0.86	197	0.00	0.02
Group specific meetings	0.58	291	0.58	193	0.99	0.99

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	0.97	358	0.99	116	0.19	0.22
Board study sessions	0.62	351	0.73	113	0.05	0.07
Board committee meetings	0.59	350	0.74	111	0.00	0.01
LCAP development meetings	0.70	349	0.80	112	0.03	0.05
Ad hoc community town halls/forums	0.39	344	0.55	109	0.00	0.01
School-sponsored events	0.93	354	0.95	115	0.55	0.55
Individual communication	0.89	351	0.98	113	0.00	0.01
Group specific meetings	0.54	344	0.72	109	0.00	0.01

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	0.99	341	0.93	174	0.00	0.00
Board study sessions	0.68	333	0.56	170	0.01	0.01
Board committee meetings	0.66	329	0.56	171	0.03	0.04
LCAP development meetings	0.73	331	0.68	169	0.24	0.27
Ad hoc community town halls/forums	0.47	326	0.31	166	0.00	0.00
School-sponsored events	0.93	336	0.93	174	0.92	0.92
Individual communication	0.94	335	0.84	171	0.00	0.00
Group specific meetings	0.60	325	0.53	167	0.15	0.21

Appendix Table A13a. Representation and engagement, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
People who do not live in our community have an outsized influence board	1.90	435	1.72	156	0.03	0.08
Our board struggles to take action in response to community input	2.03	434	1.86	158	0.03	0.08
District engagement activities tend to be dominated by a few individuals	2.54	430	2.61	157	0.44	0.66
Our board struggles to obtain input from underrepresented or marginalized	2.45	435	2.43	158	0.80	0.93
Community engagement has improved the work of our board	3.12	435	3.12	160	0.93	0.93
Having student board members is an effective way to include the voices an	3.01	420	2.91	139	0.28	0.56

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
People who do not live in our community have an outsized influence board	1.91	341	1.78	250	0.07	0.28
Our board struggles to take action in response to community input	2.03	340	1.93	252	0.14	0.28
District engagement activities tend to be dominated by a few individuals	2.53	338	2.60	249	0.35	0.42
Our board struggles to obtain input from underrepresented or marginalized	2.45	341	2.44	252	0.89	0.89
Community engagement has improved the work of our board	3.10	342	3.16	253	0.28	0.42
Having student board members is an effective way to include the voices an	3.04	327	2.91	232	0.09	0.28

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
People who do not live in our community have an outsized influence board	1.86	283	1.81	235	0.50	0.60
Our board struggles to take action in response to community input	2.05	282	1.94	237	0.15	0.22
District engagement activities tend to be dominated by a few individuals	2.58	281	2.47	235	0.15	0.22
Our board struggles to obtain input from underrepresented or marginalized	2.47	283	2.44	237	0.68	0.68
Community engagement has improved the work of our board	3.07	284	3.19	237	0.04	0.22
Having student board members is an effective way to include the voices an	3.04	271	2.92	219	0.12	0.22

Appendix Table A13b. Representation and engagement, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
People who do not live in our community have an outsized influence board	2.02	146	1.72	115	1.86	239	1.74	91	0.02	0.05
Our board struggles to take action in response to community input	2.16	146	1.85	114	2.00	241	1.85	91	0.01	0.04
District engagement activities tend to be dominated by a few individuals	2.70	144	2.49	113	2.56	240	2.43	90	0.08	0.15
Our board struggles to obtain input from underrepresented or marginalized	2.49	146	2.33	114	2.51	241	2.35	92	0.24	0.36
Community engagement has improved the work of our board	3.12	146	3.09	116	3.17	243	3.03	90	0.37	0.43
Having student board members is an effective way to include the voices an	3.00	142	2.85	101	3.03	228	3.01	88	0.43	0.43

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
People who do not live in our community have an outsized influence board	1.70	110	1.73	312	2.18	169	0.00	0.00
Our board struggles to take action in response to community input	1.79	111	1.92	310	2.23	171	0.00	0.00
District engagement activities tend to be dominated by a few individuals	2.52	108	2.50	310	2.70	169	0.03	0.05
Our board struggles to obtain input from underrepresented or marginalized	2.28	109	2.44	313	2.56	171	0.06	0.07
Community engagement has improved the work of our board	3.15	111	3.11	312	3.12	172	0.86	0.86
Having student board members is an effective way to include the voices an	2.69	93	2.99	300	3.14	166	0.00	0.00

Appendix Table A13c. Representation and engagement, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
People who do not live in our community have an outsized influence board	1.89	304	1.80	207	0.21	0.31
Our board struggles to take action in response to community input	2.02	305	2.01	206	0.93	0.93
District engagement activities tend to be dominated by a few individuals	2.54	304	2.55	206	0.83	0.93
Our board struggles to obtain input from underrepresented or marginalized	2.50	305	2.37	206	0.14	0.28
Community engagement has improved the work of our board	3.15	308	3.04	207	0.07	0.21
Having student board members is an effective way to include the voices an	3.12	285	2.85	194	0.00	0.00

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
People who do not live in our community have an outsized influence board	1.80	358	1.89	118	0.30	0.50
Our board struggles to take action in response to community input	1.99	359	2.06	117	0.46	0.50
District engagement activities tend to be dominated by a few individuals	2.51	358	2.59	117	0.41	0.50
Our board struggles to obtain input from underrepresented or marginalized	2.48	359	2.41	117	0.50	0.50
Community engagement has improved the work of our board	3.09	362	3.26	118	0.02	0.05
Having student board members is an effective way to include the voices an	2.95	331	3.22	113	0.01	0.04

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
People who do not live in our community have an outsized influence board	1.86	344	1.87	175	0.92	0.92
Our board struggles to take action in response to community input	2.10	343	1.83	176	0.00	0.00
District engagement activities tend to be dominated by a few individuals	2.62	342	2.40	176	0.00	0.01
Our board struggles to obtain input from underrepresented or marginalized	2.61	343	2.14	177	0.00	0.00
Community engagement has improved the work of our board	3.15	344	3.04	179	0.10	0.12
Having student board members is an effective way to include the voices an	3.11	321	2.80	167	0.00	0.00

Appendix Table A14a. How useful, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	3.04	389	3.07	140	0.70	0.94
Board study sessions	2.99	277	2.91	86	0.50	0.94
Board committee meetings	2.94	255	3.11	89	0.13	0.94
LCAP development meetings	3.00	277	2.91	108	0.34	0.94
Ad hoc community town halls/forums	2.78	176	2.77	69	0.94	0.94
School-sponsored events	3.01	375	3.02	130	0.91	0.94
Individual communication	3.05	364	3.07	129	0.80	0.94
Group specific meetings	3.13	243	3.12	69	0.89	0.94

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	3.04	300	3.06	229	0.85	0.93
Board study sessions	2.94	206	3.01	157	0.49	0.78
Board committee meetings	2.97	183	2.99	161	0.83	0.93
LCAP development meetings	3.01	224	2.93	161	0.33	0.67
Ad hoc community town halls/forums	2.83	141	2.70	104	0.30	0.67
School-sponsored events	3.10	286	2.90	219	0.01	0.09
Individual communication	3.06	278	3.05	215	0.93	0.93
Group specific meetings	3.21	176	3.02	136	0.05	0.21

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	3.05	254	3.05	216	0.95	0.95
Board study sessions	2.89	161	3.03	158	0.18	0.49
Board committee meetings	2.97	156	3.00	152	0.81	0.95
LCAP development meetings	2.98	188	2.97	157	0.91	0.95
Ad hoc community town halls/forums	2.79	115	2.76	102	0.84	0.95
School-sponsored events	3.09	241	2.93	207	0.05	0.42
Individual communication	3.07	231	3.00	205	0.40	0.79
Group specific meetings	3.20	145	3.04	134	0.13	0.49

Appendix Table A14b. How useful, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Traditional school board meeting	3.04	140	3.13	102	3.02	215	3.03	72	0.75	0.89
Board study sessions	2.90	112	3.07	54	2.97	151	2.98	46	0.75	0.89
Board committee meetings	2.86	100	3.18	50	2.97	152	3.07	42	0.23	0.89
LCAP development meetings	2.91	104	2.94	68	3.01	161	3.06	52	0.74	0.89
Ad hoc community town halls/forums	2.65	74	2.77	39	2.85	98	2.85	34	0.56	0.89
School-sponsored events	2.86	132	3.08	93	3.04	211	3.16	69	0.09	0.72
Individual communication	3.02	135	3.04	89	3.06	201	3.12	68	0.88	0.89
Group specific meetings	3.08	95	3.08	37	3.16	139	3.17	41	0.89	0.89

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Traditional school board meeting	3.14	95	3.03	278	3.03	156	0.51	0.82
Board study sessions	2.92	50	2.99	193	2.94	120	0.83	0.87
Board committee meetings	3.17	53	3.03	177	2.82	114	0.05	0.30
LCAP development meetings	2.95	62	3.00	198	2.95	125	0.87	0.87
Ad hoc community town halls/forums	2.85	39	2.89	118	2.59	88	0.07	0.30
School-sponsored events	3.18	88	3.00	264	2.95	153	0.12	0.32
Individual communication	3.01	84	3.06	258	3.07	151	0.86	0.87
Group specific meetings	3.25	36	3.14	161	3.07	115	0.51	0.82

Appendix Table A14c. How useful, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	3.11	276	2.95	187	0.04	0.05
Board study sessions	3.15	190	2.73	123	0.00	0.00
Board committee meetings	3.12	178	2.80	124	0.00	0.01
LCAP development meetings	3.07	199	2.84	144	0.02	0.03
Ad hoc community town halls/forums	2.98	130	2.41	82	0.00	0.00
School-sponsored events	3.05	267	2.90	175	0.09	0.09
Individual communication	3.13	262	2.92	170	0.01	0.01
Group specific meetings	3.23	166	3.02	113	0.03	0.05

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	3.00	323	3.13	110	0.17	0.23
Board study sessions	3.01	210	2.98	81	0.78	0.78
Board committee meetings	2.95	195	3.04	83	0.50	0.57
LCAP development meetings	2.92	234	3.10	87	0.10	0.20
Ad hoc community town halls/forums	2.67	141	2.97	60	0.05	0.20
School-sponsored events	2.95	309	3.12	104	0.10	0.20
Individual communication	2.99	298	3.18	106	0.04	0.20
Group specific meetings	3.10	184	3.27	78	0.13	0.21

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Traditional school board meeting	3.01	311	3.13	159	0.14	0.21
Board study sessions	3.04	214	2.88	104	0.15	0.21
Board committee meetings	3.02	204	2.93	102	0.44	0.44
LCAP development meetings	2.94	228	3.05	118	0.28	0.32
Ad hoc community town halls/forums	2.85	150	2.58	65	0.07	0.21
School-sponsored events	2.96	289	3.08	159	0.16	0.21
Individual communication	3.02	296	3.14	143	0.13	0.21
Group specific meetings	3.21	189	3.01	93	0.06	0.21

Appendix Table A15a. How important (priorities), by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Your district's student test scores	4.10	536	3.90	189	0.00	0.00
Your district's student behavior data	3.89	536	3.86	188	0.54	0.81
Your district's California School Dashboard results	3.80	538	3.54	188	0.00	0.00
Your district's LCAP process	4.07	536	3.80	189	0.00	0.00
Feedback from teachers and/or principals in your dis	4.07	538	4.08	189	0.87	0.99
Feedback from parents and/or parent groups in your d	4.08	537	4.08	189	0.99	0.99

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Your district's student test scores	4.13	427	3.93	298	0.00	0.00
Your district's student behavior data	3.95	425	3.79	299	0.00	0.00
Your district's California School Dashboard results	3.84	426	3.58	300	0.00	0.00
Your district's LCAP process	4.12	425	3.82	300	0.00	0.00
Feedback from teachers and/or principals in your dis	4.11	427	4.02	300	0.12	0.12
Feedback from parents and/or parent groups in your d	4.13	426	4.01	300	0.03	0.03

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Your district's student test scores	4.14	358	4.01	270	0.02	0.03
Your district's student behavior data	4.00	357	3.75	271	0.00	0.00
Your district's California School Dashboard results	3.85	357	3.66	272	0.00	0.01
Your district's LCAP process	4.07	357	3.91	271	0.02	0.03
Feedback from teachers and/or principals in your dis	4.09	358	4.03	272	0.30	0.30
Feedback from parents and/or parent groups in your d	4.11	357	4.00	272	0.09	0.11

Appendix Table A15b. How important (priorities), by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Your district's student test scores	4.01	164	4.03	148	4.09	297	4.02	116	0.64	0.64
Your district's student behavior data	3.81	165	3.95	147	3.89	297	3.90	115	0.34	0.51
Your district's California School Dashboard results	3.68	165	3.67	147	3.83	298	3.66	116	0.08	0.49
Your district's LCAP process	3.96	164	3.93	148	4.08	297	3.92	116	0.18	0.51
Feedback from teachers and/or principals in your dis	4.01	165	4.16	148	4.05	298	4.11	116	0.29	0.51
Feedback from parents and/or parent groups in your d	4.01	165	4.11	148	4.11	297	4.07	116	0.58	0.64

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Your district's student test scores	3.90	146	4.08	379	4.08	200	0.03	0.06
Your district's student behavior data	3.83	145	3.93	378	3.85	201	0.25	0.30
Your district's California School Dashboard results	3.54	145	3.78	380	3.78	201	0.01	0.03
Your district's LCAP process	3.84	146	4.01	379	4.10	200	0.02	0.06
Feedback from teachers and/or principals in your dis	4.14	146	4.09	380	4.00	201	0.18	0.27
Feedback from parents and/or parent groups in your d	4.03	145	4.11	380	4.06	201	0.55	0.55

Appendix Table A15c. How important (priorities), by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Your district's student test scores	3.98	310	3.97	207	0.84	0.84
Your district's student behavior data	3.89	307	3.78	208	0.10	0.15
Your district's California School Dashboard results	3.74	310	3.59	207	0.04	0.13
Your district's LCAP process	4.01	310	3.86	207	0.04	0.13
Feedback from teachers and/or principals in your dis	4.09	310	3.97	208	0.07	0.13
Feedback from parents and/or parent groups in your d	4.05	309	3.99	208	0.40	0.48

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Your district's student test scores	3.99	363	3.96	119	0.71	0.99
Your district's student behavior data	3.86	361	3.86	119	0.99	0.99
Your district's California School Dashboard results	3.67	363	3.68	119	0.90	0.99
Your district's LCAP process	3.92	363	4.08	119	0.08	0.47
Feedback from teachers and/or principals in your dis	4.05	364	4.05	119	0.98	0.99
Feedback from parents and/or parent groups in your d	4.02	363	4.04	119	0.81	0.99

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Your district's student test scores	3.94	345	4.06	180	0.07	0.22
Your district's student behavior data	3.83	345	3.88	179	0.44	0.67
Your district's California School Dashboard results	3.72	347	3.64	179	0.29	0.57
Your district's LCAP process	3.96	347	3.93	179	0.68	0.82
Feedback from teachers and/or principals in your dis	4.05	347	4.03	180	0.82	0.82
Feedback from parents and/or parent groups in your d	3.97	346	4.15	180	0.01	0.06

Appendix Table A16a. District conditions, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Relationships between constituents and school district lead	3.13	489	3.17	180	0.48	0.48
Relationships between groups with different political affi	2.73	481	2.62	175	0.07	0.10
Relationships between the school board and superintendent	3.58	491	3.62	179	0.42	0.48
Relationships between school board members	3.24	491	3.36	178	0.07	0.10
Financial status of the district	3.13	492	2.91	179	0.00	0.01
Academic performance of students in the district	2.77	490	2.93	177	0.01	0.05
Socioemotional wellbeing of students in the district	2.85	486	2.94	175	0.07	0.10

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Relationships between constituents and school district lead	3.10	386	3.20	283	0.06	0.10
Relationships between groups with different political affi	2.75	379	2.63	277	0.02	0.05
Relationships between the school board and superintendent	3.55	386	3.64	284	0.08	0.10
Relationships between school board members	3.24	386	3.31	283	0.24	0.24
Financial status of the district	3.12	387	3.01	284	0.08	0.10
Academic performance of students in the district	2.62	386	3.07	281	0.00	0.00
Socioemotional wellbeing of students in the district	2.79	382	2.99	279	0.00	0.00

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Relationships between constituents and school district lead	3.08	324	3.22	257	0.01	0.01
Relationships between groups with different political affi	2.77	315	2.65	254	0.02	0.03
Relationships between the school board and superintendent	3.52	325	3.70	257	0.00	0.00
Relationships between school board members	3.28	324	3.26	257	0.80	0.82
Financial status of the district	3.06	326	3.05	257	0.82	0.82
Academic performance of students in the district	2.54	323	3.11	257	0.00	0.00
Socioemotional wellbeing of students in the district	2.78	320	2.99	254	0.00	0.00

Appendix Table A16b. District conditions, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Relationships between constituents and school district lead	3.06	158	3.16	135	3.18	271	3.16	105	0.27	0.31
Relationships between groups with different political affi	2.56	156	2.77	131	2.71	265	2.81	104	0.01	0.05
Relationships between the school board and superintendent	3.54	159	3.61	135	3.55	271	3.71	105	0.10	0.14
Relationships between school board members	3.07	159	3.44	134	3.26	270	3.38	106	0.00	0.00
Financial status of the district	3.06	159	3.04	135	3.12	271	3.02	106	0.59	0.59
Academic performance of students in the district	2.77	159	2.78	134	2.90	268	2.69	106	0.05	0.13
Socioemotional wellbeing of students in the district	2.78	158	2.88	132	2.92	265	2.92	106	0.10	0.14

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Relationships between constituents and school district lead	3.20	132	3.18	354	3.03	183	0.01	0.02
Relationships between groups with different political affi	2.79	128	2.79	345	2.49	183	0.00	0.00
Relationships between the school board and superintendent	3.67	132	3.63	354	3.45	184	0.00	0.00
Relationships between school board members	3.49	131	3.35	354	2.96	184	0.00	0.00
Financial status of the district	2.95	132	3.10	355	3.12	184	0.10	0.14
Academic performance of students in the district	2.79	131	2.84	352	2.77	184	0.53	0.53
Socioemotional wellbeing of students in the district	2.91	129	2.89	350	2.82	182	0.29	0.34

Appendix Table A16c. District conditions, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Relationships between constituents and school district lead	3.10	309	3.20	208	0.09	0.34
Relationships between groups with different political affi	2.67	304	2.67	203	0.99	0.99
Relationships between the school board and superintendent	3.57	309	3.63	208	0.36	0.55
Relationships between school board members	3.21	308	3.33	208	0.10	0.34
Financial status of the district	3.04	309	3.13	208	0.17	0.40
Academic performance of students in the district	2.82	308	2.76	208	0.39	0.55
Socioemotional wellbeing of students in the district	2.83	307	2.86	204	0.64	0.75

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Relationships between constituents and school district lead	3.17	363	3.13	119	0.57	0.67
Relationships between groups with different political affi	2.64	354	2.73	118	0.25	0.49
Relationships between the school board and superintendent	3.61	363	3.55	119	0.37	0.52
Relationships between school board members	3.30	362	3.16	119	0.08	0.29
Financial status of the district	3.07	363	3.07	119	0.99	0.99
Academic performance of students in the district	2.84	362	2.69	119	0.06	0.29
Socioemotional wellbeing of students in the district	2.86	359	2.79	117	0.28	0.49

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Relationships between constituents and school district lead	3.10	346	3.23	179	0.03	0.10
Relationships between groups with different political affi	2.65	337	2.74	177	0.15	0.17
Relationships between the school board and superintendent	3.55	346	3.67	179	0.04	0.10
Relationships between school board members	3.21	345	3.32	179	0.13	0.17
Financial status of the district	2.99	346	3.26	180	0.00	0.00
Academic performance of students in the district	2.81	345	2.78	179	0.64	0.64
Socioemotional wellbeing of students in the district	2.82	343	2.91	176	0.09	0.16

Appendix Table A17a. Impeded goals, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	0.38	596	0.37	205	0.83	0.93
Charter schools and their expansion	0.04	596	0.07	205	0.10	0.51
Labor union issues	0.23	596	0.22	205	0.80	0.93
Impeded goals: Natural disasters	0.04	596	0.11	205	0.00	0.01
District-approved books/curriculum	0.05	596	0.07	205	0.44	0.74
Teaching about race/racism and/or ethnic studies	0.08	596	0.06	205	0.27	0.70
Transgender issues: Sports participation	0.04	596	0.02	205	0.34	0.74
Transgender issues: Pronouns	0.02	596	0.02	205	0.96	0.96
Transgender issues: Bathroom or locker room use	0.03	596	0.04	205	0.49	0.74
Anti-Semitism	0.02	596	0.02	205	0.94	0.96
Islamophobia	0.00	596	0.01	205	0.26	0.70
The inclusion of religious values and beliefs in schools	0.01	596	0.00	205	0.62	0.85
Perceived threats to traditional values	0.08	596	0.10	205	0.45	0.74
Global issues	0.02	596	0.03	205	0.20	0.70
Uncertainty about federal funding and oversight	0.33	596	0.30	205	0.49	0.74
Changes in federal immigration enforcement policies	0.20	596	0.10	205	0.00	0.01
Federal policies banning DEI policies or programs	0.08	596	0.09	205	0.69	0.88
Influence of other federal policies/executive orders	0.13	596	0.09	205	0.11	0.51

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	0.41	471	0.34	330	0.05	0.12
Charter schools and their expansion	0.05	471	0.05	330	0.72	0.86
Labor union issues	0.22	471	0.23	330	0.81	0.88
Impeded goals: Natural disasters	0.06	471	0.07	330	0.40	0.51
District-approved books/curriculum	0.04	471	0.08	330	0.01	0.06
Teaching about race/racism and/or ethnic studies	0.06	471	0.10	330	0.02	0.06
Transgender issues: Sports participation	0.03	471	0.05	330	0.18	0.32
Transgender issues: Pronouns	0.02	471	0.02	330	0.83	0.88
Transgender issues: Bathroom or locker room use	0.03	471	0.05	330	0.24	0.36
Anti-Semitism	0.01	471	0.05	330	0.00	0.01
Islamophobia	0.00	471	0.01	330	0.02	0.06
The inclusion of religious values and beliefs in schools	0.01	471	0.00	330	0.22	0.36
Perceived threats to traditional values	0.08	471	0.10	330	0.31	0.42
Global issues	0.01	471	0.03	330	0.04	0.12
Uncertainty about federal funding and oversight	0.34	471	0.29	330	0.11	0.23
Changes in federal immigration enforcement policies	0.21	471	0.12	330	0.00	0.01
Federal policies banning DEI policies or programs	0.08	471	0.08	330	0.95	0.95
Influence of other federal policies/executive orders	0.13	471	0.10	330	0.11	0.23

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	0.39	389	0.36	307	0.38	0.61
Charter schools and their expansion	0.05	389	0.05	307	0.72	0.80
Labor union issues	0.24	389	0.21	307	0.36	0.61
Impeded goals: Natural disasters	0.06	389	0.06	307	0.73	0.80
District-approved books/curriculum	0.04	389	0.07	307	0.08	0.29
Teaching about race/racism and/or ethnic studies	0.06	389	0.07	307	0.41	0.61
Transgender issues: Sports participation	0.03	389	0.05	307	0.10	0.29
Transgender issues: Pronouns	0.02	389	0.03	307	0.32	0.61
Transgender issues: Bathroom or locker room use	0.03	389	0.05	307	0.11	0.29
Anti-Semitism	0.01	389	0.04	307	0.00	0.02
Islamophobia	0.00	389	0.01	307	0.11	0.29
The inclusion of religious values and beliefs in schools	0.01	389	0.01	307	0.81	0.81
Perceived threats to traditional values	0.08	389	0.09	307	0.49	0.68
Global issues	0.01	389	0.03	307	0.05	0.29
Uncertainty about federal funding and oversight	0.35	389	0.30	307	0.14	0.32
Changes in federal immigration enforcement policies	0.22	389	0.13	307	0.00	0.02
Federal policies banning DEI policies or programs	0.08	389	0.08	307	0.75	0.80
Influence of other federal policies/executive orders	0.12	389	0.13	307	0.71	0.80

Appendix Table A17b. Impeded goals, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Declining enrollment	0.37	179	0.35	167	0.41	329	0.34	126	0.49	0.67
Charter schools and their expansion	0.05	179	0.05	167	0.05	329	0.06	126	0.99	0.99
Labor union issues	0.26	179	0.18	167	0.24	329	0.20	126	0.25	0.45
Impeded goals: Natural disasters	0.06	179	0.11	167	0.03	329	0.10	126	0.00	0.01
District-approved books/curriculum	0.06	179	0.04	167	0.07	329	0.04	126	0.48	0.67
Teaching about race/racism and/or ethnic studies	0.16	179	0.03	167	0.06	329	0.05	126	0.00	0.00
Transgender issues: Sports participation	0.05	179	0.01	167	0.04	329	0.05	126	0.11	0.45
Transgender issues: Pronouns	0.03	179	0.02	167	0.02	329	0.02	126	0.78	0.88
Transgender issues: Bathroom or locker room use	0.04	179	0.04	167	0.04	329	0.02	126	0.86	0.91
Anti-Semitism	0.04	179	0.00	167	0.03	329	0.00	126	0.01	0.05
Islamophobia	0.01	179	0.00	167	0.01	329	0.00	126	0.40	0.66
The inclusion of religious values and beliefs in schools	0.02	179	0.01	167	0.00	329	0.00	126	0.23	0.45
Perceived threats to traditional values	0.08	179	0.13	167	0.08	329	0.06	126	0.19	0.45
Global issues	0.03	179	0.01	167	0.02	329	0.01	126	0.21	0.45
Uncertainty about federal funding and oversight	0.30	179	0.30	167	0.33	329	0.37	126	0.52	0.67
Changes in federal immigration enforcement policies	0.20	179	0.17	167	0.18	329	0.15	126	0.77	0.88
Federal policies banning DEI policies or programs	0.09	179	0.04	167	0.09	329	0.10	126	0.19	0.45
Influence of other federal policies/executive orders	0.12	179	0.07	167	0.12	329	0.16	126	0.13	0.45

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Declining enrollment	0.36	159	0.38	429	0.38	213	0.92	0.92
Charter schools and their expansion	0.08	159	0.04	429	0.05	213	0.26	0.42
Labor union issues	0.24	159	0.20	429	0.27	213	0.15	0.31
Impeded goals: Natural disasters	0.11	159	0.06	429	0.04	213	0.02	0.11
District-approved books/curriculum	0.04	159	0.05	429	0.08	213	0.39	0.54
Teaching about race/racism and/or ethnic studies	0.03	159	0.06	429	0.15	213	0.00	0.00
Transgender issues: Sports participation	0.02	159	0.02	429	0.08	213	0.00	0.00
Transgender issues: Pronouns	0.01	159	0.02	429	0.03	213	0.28	0.42
Transgender issues: Bathroom or locker room use	0.05	159	0.02	429	0.05	213	0.11	0.31
Anti-Semitism	0.00	159	0.03	429	0.03	213	0.08	0.31
Islamophobia	0.00	159	0.01	429	0.00	213	0.56	0.68
The inclusion of religious values and beliefs in schools	0.01	159	0.00	429	0.01	213	0.42	0.54
Perceived threats to traditional values	0.08	159	0.07	429	0.11	213	0.22	0.40
Global issues	0.00	159	0.03	429	0.02	213	0.13	0.31
Uncertainty about federal funding and oversight	0.30	159	0.35	429	0.28	213	0.10	0.31
Changes in federal immigration enforcement policies	0.19	159	0.18	429	0.15	213	0.63	0.71
Federal policies banning DEI policies or programs	0.04	159	0.09	429	0.09	213	0.16	0.31
Influence of other federal policies/executive orders	0.11	159	0.12	429	0.12	213	0.86	0.91

Appendix Table A17c. Impeded goals, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	0.45	310	0.45	208	0.88	0.99
Charter schools and their expansion	0.06	310	0.06	208	0.87	0.99
Labor union issues	0.26	310	0.30	208	0.34	0.67
Impeded goals: Natural disasters	0.09	310	0.07	208	0.29	0.67
District-approved books/curriculum	0.06	310	0.08	208	0.46	0.69
Teaching about race/racism and/or ethnic studies	0.09	310	0.09	208	0.93	0.99
Transgender issues: Sports participation	0.02	310	0.04	208	0.18	0.67
Transgender issues: Pronouns	0.02	310	0.04	208	0.11	0.67
Transgender issues: Bathroom or locker room use	0.04	310	0.04	208	0.65	0.90
Anti-Semitism	0.04	310	0.02	208	0.36	0.67
Islamophobia	0.01	310	0.00	208	0.81	0.99
The inclusion of religious values and beliefs in schools	0.02	310	0.00	208	0.24	0.67
Perceived threats to traditional values	0.12	310	0.08	208	0.14	0.67
Global issues	0.03	310	0.03	208	0.99	0.99
Uncertainty about federal funding and oversight	0.37	310	0.41	208	0.37	0.67
Changes in federal immigration enforcement policies	0.25	310	0.20	208	0.22	0.67
Federal policies banning DEI policies or programs	0.11	310	0.09	208	0.43	0.69
Influence of other federal policies/executive orders	0.16	310	0.13	208	0.25	0.67

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	0.44	364	0.53	119	0.08	0.91
Charter schools and their expansion	0.06	364	0.06	119	0.96	0.96
Labor union issues	0.28	364	0.26	119	0.64	0.93
Impeded goals: Natural disasters	0.09	364	0.09	119	0.88	0.93
District-approved books/curriculum	0.07	364	0.08	119	0.58	0.93
Teaching about race/racism and/or ethnic studies	0.08	364	0.12	119	0.25	0.93
Transgender issues: Sports participation	0.03	364	0.01	119	0.15	0.91
Transgender issues: Pronouns	0.02	364	0.03	119	0.84	0.93
Transgender issues: Bathroom or locker room use	0.05	364	0.02	119	0.15	0.91
Anti-Semitism	0.03	364	0.03	119	0.73	0.93
Islamophobia	0.01	364	0.00	119	0.32	0.93
The inclusion of religious values and beliefs in schools	0.01	364	0.02	119	0.42	0.93
Perceived threats to traditional values	0.11	364	0.08	119	0.28	0.93
Global issues	0.03	364	0.03	119	0.85	0.93
Uncertainty about federal funding and oversight	0.40	364	0.39	119	0.74	0.93
Changes in federal immigration enforcement policies	0.23	364	0.20	119	0.47	0.93
Federal policies banning DEI policies or programs	0.11	364	0.09	119	0.59	0.93
Influence of other federal policies/executive orders	0.14	364	0.16	119	0.55	0.93

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Declining enrollment	0.47	347	0.40	180	0.13	0.21
Charter schools and their expansion	0.05	347	0.07	180	0.35	0.40
Labor union issues	0.26	347	0.30	180	0.36	0.40
Impeded goals: Natural disasters	0.07	347	0.09	180	0.44	0.44
District-approved books/curriculum	0.05	347	0.11	180	0.03	0.08
Teaching about race/racism and/or ethnic studies	0.09	347	0.12	180	0.27	0.37
Transgender issues: Sports participation	0.02	347	0.06	180	0.05	0.12
Transgender issues: Pronouns	0.02	347	0.03	180	0.36	0.40
Transgender issues: Bathroom or locker room use	0.03	347	0.06	180	0.13	0.21
Anti-Semitism	0.04	347	0.02	180	0.11	0.21
Islamophobia	0.01	347	0.00	180	0.21	0.32
The inclusion of religious values and beliefs in schools	0.01	347	0.02	180	0.41	0.44
Perceived threats to traditional values	0.09	347	0.15	180	0.03	0.08
Global issues	0.04	347	0.01	180	0.02	0.08
Uncertainty about federal funding and oversight	0.45	347	0.28	180	0.00	0.00
Changes in federal immigration enforcement policies	0.28	347	0.12	180	0.00	0.00
Federal policies banning DEI policies or programs	0.15	347	0.02	180	0.00	0.00
Influence of other federal policies/executive orders	0.17	347	0.10	180	0.03	0.08

Appendix Table A18a. How likely are you to participate if available, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Meet with a mentor who has experience serving on a school	2.97	406	2.75	140	0.02	0.03
Participate with network of board members in your local g	3.31	404	3.10	140	0.01	0.01
Participate with network of board members outside of your	2.81	404	2.57	140	0.01	0.01
Participate with network of board members from districts	3.24	401	3.06	140	0.03	0.03

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Meet with a mentor who has experience serving on a school	2.97	314	2.84	232	0.13	0.38
Participate with network of board members in your local g	3.26	313	3.26	231	1.00	1.00
Participate with network of board members outside of your	2.80	313	2.69	231	0.19	0.38
Participate with network of board members from districts	3.20	311	3.18	230	0.72	0.97

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Meet with a mentor who has experience serving on a school	3.00	264	2.89	219	0.20	0.40
Participate with network of board members in your local g	3.30	263	3.28	219	0.80	0.80
Participate with network of board members outside of your	2.89	263	2.68	219	0.01	0.04
Participate with network of board members from districts	3.25	261	3.21	218	0.54	0.73

Appendix Table A18b. How likely are you to participate if available, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Meet with a mentor who has experience serving on a school	3.03	137	2.88	103	2.94	222	2.70	84	0.10	0.10
Participate with network of board members in your local g	3.39	137	3.01	103	3.31	221	3.18	83	0.00	0.00
Participate with network of board members outside of your	2.93	137	2.67	103	2.75	221	2.55	83	0.02	0.03
Participate with network of board members from districts	3.35	135	3.17	103	3.17	220	3.04	83	0.03	0.04

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Meet with a mentor who has experience serving on a school	2.86	101	2.86	284	3.04	161	0.13	0.17
Participate with network of board members in your local g	3.04	100	3.28	284	3.34	160	0.01	0.01
Participate with network of board members outside of your	2.57	100	2.69	284	2.97	160	0.00	0.00
Participate with network of board members from districts	3.14	100	3.17	283	3.27	158	0.31	0.31

Appendix Table A18c. How likely are you to participate if available, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Meet with a mentor who has experience serving on a school	3.00	307	2.78	206	0.01	0.01
Participate with network of board members in your local g	3.35	306	3.12	206	0.00	0.01
Participate with network of board members outside of your	2.81	306	2.66	206	0.07	0.07
Participate with network of board members from districts	3.27	305	3.08	204	0.01	0.01

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Meet with a mentor who has experience serving on a school	2.81	361	3.15	117	0.00	0.00
Participate with network of board members in your local g	3.21	361	3.40	116	0.02	0.03
Participate with network of board members outside of your	2.65	361	3.01	116	0.00	0.00
Participate with network of board members from districts	3.15	361	3.32	113	0.05	0.05

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Meet with a mentor who has experience serving on a school	2.96	344	2.84	177	0.16	0.22
Participate with network of board members in your local g	3.33	344	3.14	176	0.01	0.02
Participate with network of board members outside of your	2.76	344	2.74	176	0.76	0.76
Participate with network of board members from districts	3.27	342	3.07	176	0.01	0.02

Appendix Table A19a. State role, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
Decisions are best made locally with limited state-level directives or ma	3.16	434	3.20	158	0.53	0.73
More state-level guidance would be helpful to accomplish our work	2.15	432	2.04	158	0.17	0.51
State-level policies constrain our ability to be responsive to community	2.74	431	2.76	157	0.73	0.73

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
Decisions are best made locally with limited state-level directives or ma	3.12	340	3.24	252	0.06	0.06
More state-level guidance would be helpful to accomplish our work	2.19	338	2.03	252	0.02	0.06
State-level policies constrain our ability to be responsive to community	2.68	338	2.83	250	0.05	0.06

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
Decisions are best made locally with limited state-level directives or ma	3.15	282	3.16	236	0.91	0.91
More state-level guidance would be helpful to accomplish our work	2.20	280	2.08	237	0.11	0.34
State-level policies constrain our ability to be responsive to community	2.76	282	2.69	234	0.43	0.64

Appendix Table A19b. State role, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
Decisions are best made locally with limited state-level directives or ma	3.18	146	3.23	115	3.10	239	3.24	92	0.36	0.36
More state-level guidance would be helpful to accomplish our work	2.16	146	2.01	115	2.21	240	1.97	89	0.04	0.13
State-level policies constrain our ability to be responsive to community	2.70	145	2.84	113	2.69	239	2.85	91	0.28	0.36

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Decisions are best made locally with limited state-level directives or ma	3.19	111	3.11	310	3.27	171	0.09	0.26
More state-level guidance would be helpful to accomplish our work	2.02	111	2.16	309	2.12	170	0.31	0.31
State-level policies constrain our ability to be responsive to community	2.79	109	2.68	309	2.83	170	0.19	0.28

Appendix Table A19c. State role, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
Decisions are best made locally with limited state-level directives or ma	3.07	304	3.29	207	0.00	0.00
More state-level guidance would be helpful to accomplish our work	2.18	303	2.05	207	0.08	0.08
State-level policies constrain our ability to be responsive to community	2.64	301	2.79	206	0.07	0.08

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
Decisions are best made locally with limited state-level directives or ma	3.17	360	3.10	116	0.41	0.41
More state-level guidance would be helpful to accomplish our work	2.10	358	2.26	117	0.06	0.09
State-level policies constrain our ability to be responsive to community	2.75	357	2.53	116	0.02	0.06

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
Decisions are best made locally with limited state-level directives or ma	2.96	342	3.54	178	0.00	0.00
More state-level guidance would be helpful to accomplish our work	2.36	341	1.71	177	0.00	0.00
State-level policies constrain our ability to be responsive to community	2.46	340	3.21	176	0.00	0.00

Appendix Table A20a. Training, by subgroups

Variable	Maj. Non-White		Majority White		P Val	Adj
	Mean	N	Mean	N		
How useful: County office of education (training from)	2.81	264	2.95	108	0.15	0.22
How useful: California School Boards Association (training from)	3.23	357	2.96	111	0.00	0.02
How useful: National School Boards Association or similar national organization	2.36	86	1.90	20	0.11	0.18
How useful: Other state, regional and local school board associations (training from)	2.72	147	2.92	52	0.20	0.26
How useful: School District/Superintendent (training from)	3.34	338	3.33	115	0.88	0.88
How useful: External Mentor (training from)	3.28	210	3.08	65	0.09	0.18
Training from: County office of education	0.65	397	0.78	136	0.01	0.02
Training from: California School Boards Association	0.91	399	0.84	134	0.01	0.03
Training from: National School Boards Association or similar national organization	0.15	395	0.05	135	0.00	0.02
Training from: Other state, regional and local school board associations	0.33	397	0.34	134	0.78	0.85
Training from: School District/Superintendent	0.87	398	0.86	133	0.78	0.85
Training from: External Mentor	0.51	394	0.42	134	0.07	0.16

Variable	Majority FRPL		Non-Maj. FRPL		P Val	Adj
	Mean	N	Mean	N		
How useful: County office of education (training from)	2.92	210	2.75	162	0.06	0.26
How useful: California School Boards Association (training from)	3.25	266	3.06	202	0.02	0.14
How useful: National School Boards Association or similar national organization	2.41	68	2.03	38	0.10	0.26
How useful: Other state, regional and local school board associations (training from)	2.79	112	2.76	87	0.85	0.98
How useful: School District/Superintendent (training from)	3.29	258	3.41	195	0.11	0.26
How useful: External Mentor (training from)	3.23	157	3.24	118	0.94	0.98
Training from: County office of education	0.67	304	0.70	229	0.55	0.94
Training from: California School Boards Association	0.89	306	0.91	227	0.42	0.83
Training from: National School Boards Association or similar national organization	0.15	301	0.09	229	0.02	0.14
Training from: Other state, regional and local school board associations	0.33	303	0.34	228	0.85	0.98
Training from: School District/Superintendent	0.86	303	0.86	228	0.98	0.98
Training from: External Mentor	0.49	301	0.48	227	0.79	0.98

Variable	Below Average Achievement		Above Average Achievement		P Val	Adj
	Mean	N	Mean	N		
How useful: County office of education (training from)	2.93	180	2.81	152	0.20	0.32
How useful: California School Boards Association (training from)	3.27	219	3.12	198	0.06	0.17
How useful: National School Boards Association or similar national organization	2.49	57	2.03	35	0.07	0.17
How useful: Other state, regional and local school board associations (training from)	2.85	96	2.75	80	0.48	0.63
How useful: School District/Superintendent (training from)	3.26	209	3.45	192	0.02	0.15
How useful: External Mentor (training from)	3.17	128	3.31	114	0.21	0.32
Training from: County office of education	0.69	256	0.69	214	1.00	1.00
Training from: California School Boards Association	0.87	259	0.93	214	0.02	0.15
Training from: National School Boards Association or similar national organization	0.14	253	0.10	214	0.18	0.32
Training from: Other state, regional and local school board associations	0.33	254	0.34	214	0.97	1.00
Training from: School District/Superintendent	0.84	256	0.90	214	0.07	0.17
Training from: External Mentor	0.48	254	0.50	212	0.69	0.82

Appendix Table A20b. Training, by subgroups

Variable	City		Rural		Suburban		Town		P Val	Adj
	Mean	N	Mean	N	Mean	N	Mean	N		
How useful: County office of education (training from)	2.72	94	2.94	77	2.83	145	3.00	56	0.23	0.36
How useful: California School Boards Association (training from)	3.04	127	3.03	75	3.29	199	3.22	67	0.03	0.12
How useful: National School Boards Association or similar national organization	2.14	35	2.27	15	2.39	46	2.20	10	0.81	0.82
How useful: Other state, regional and local school board associations (training from)	2.62	52	2.95	38	2.83	83	2.65	26	0.35	0.47
How useful: School District/Superintendent (training from)	3.21	110	3.31	80	3.37	192	3.49	71	0.12	0.25
How useful: External Mentor (training from)	3.17	83	3.18	40	3.27	124	3.32	28	0.75	0.82
Training from: County office of education	0.65	133	0.76	102	0.64	218	0.75	80	0.07	0.22
Training from: California School Boards Association	0.95	133	0.76	101	0.93	218	0.88	81	0.00	0.00
Training from: National School Boards Association or similar national organization	0.16	133	0.09	102	0.14	216	0.06	79	0.11	0.25
Training from: Other state, regional and local school board associations	0.31	132	0.36	102	0.34	217	0.31	80	0.82	0.82
Training from: School District/Superintendent	0.83	133	0.84	100	0.88	217	0.91	81	0.24	0.36
Training from: External Mentor	0.59	131	0.40	101	0.52	216	0.35	80	0.00	0.01

Variable	Small		Medium		Large		P Val	Adj
	Mean	N	Mean	N	Mean	N		
How useful: County office of education (training from)	3.09	78	2.87	200	2.62	94	0.00	0.01
How useful: California School Boards Association (training from)	3.06	71	3.23	253	3.13	144	0.26	0.35
How useful: National School Boards Association or similar national organization	2.75	16	2.06	49	2.34	41	0.10	0.15
How useful: Other state, regional and local school board associations (training from)	3.11	36	2.73	104	2.64	59	0.06	0.10
How useful: School District/Superintendent (training from)	3.39	80	3.41	240	3.18	133	0.02	0.05
How useful: External Mentor (training from)	3.35	34	3.17	139	3.27	102	0.45	0.52
Training from: County office of education	0.81	99	0.71	280	0.56	154	0.00	0.00
Training from: California School Boards Association	0.77	98	0.92	279	0.94	156	0.00	0.00
Training from: National School Boards Association or similar national organization	0.13	99	0.09	277	0.19	154	0.01	0.02
Training from: Other state, regional and local school board associations	0.38	99	0.33	278	0.31	154	0.47	0.52
Training from: School District/Superintendent	0.85	96	0.88	280	0.85	155	0.59	0.59
Training from: External Mentor	0.36	97	0.46	278	0.62	153	0.00	0.00

Appendix Table A20c. Training, by subgroups

Variable	Female		Male		P Val	Adj
	Mean	N	Mean	N		
How useful: County office of education (training from)	2.88	216	2.80	142	0.36	0.48
How useful: California School Boards Association (training from)	3.23	268	3.06	174	0.04	0.20
How useful: National School Boards Association or similar national organization	2.51	61	1.85	40	0.00	0.05
How useful: Other state, regional and local school board associations (training from)	2.85	121	2.59	68	0.08	0.20
How useful: School District/Superintendent (training from)	3.39	260	3.26	169	0.11	0.23
How useful: External Mentor (training from)	3.30	170	3.11	94	0.08	0.20
Training from: County office of education	0.69	304	0.70	199	0.82	0.90
Training from: California School Boards Association	0.91	302	0.89	198	0.50	0.60
Training from: National School Boards Association or similar national organization	0.14	303	0.10	197	0.22	0.38
Training from: Other state, regional and local school board associations	0.35	302	0.31	198	0.32	0.48
Training from: School District/Superintendent	0.87	302	0.87	198	0.97	0.97
Training from: External Mentor	0.52	300	0.44	198	0.09	0.20

Variable	White		Non-White		P Val	Adj
	Mean	N	Mean	N		
How useful: County office of education (training from)	2.89	250	2.73	84	0.15	0.26
How useful: California School Boards Association (training from)	3.16	305	3.23	106	0.47	0.63
How useful: National School Boards Association or similar national organization	2.19	54	2.26	35	0.77	0.93
How useful: Other state, regional and local school board associations (training from)	2.75	118	2.72	57	0.87	0.95
How useful: School District/Superintendent (training from)	3.38	307	3.24	96	0.14	0.26
How useful: External Mentor (training from)	3.22	168	3.31	75	0.47	0.63
Training from: County office of education	0.70	357	0.70	113	0.97	0.97
Training from: California School Boards Association	0.89	353	0.94	114	0.11	0.26
Training from: National School Boards Association or similar national organization	0.09	355	0.21	112	0.00	0.01
Training from: Other state, regional and local school board associations	0.30	355	0.43	112	0.01	0.03
Training from: School District/Superintendent	0.90	355	0.80	112	0.01	0.03
Training from: External Mentor	0.45	354	0.59	113	0.01	0.03

Variable	Democrat		Non-Democrat		P Val	Adj
	Mean	N	Mean	N		
How useful: County office of education (training from)	2.91	236	2.76	127	0.11	0.33
How useful: California School Boards Association (training from)	3.27	300	2.99	149	0.00	0.01
How useful: National School Boards Association or similar national organization	2.41	66	2.05	37	0.14	0.33
How useful: Other state, regional and local school board associations (training from)	2.78	130	2.75	64	0.82	0.89
How useful: School District/Superintendent (training from)	3.31	282	3.40	153	0.29	0.58
How useful: External Mentor (training from)	3.25	180	3.22	88	0.76	0.89
Training from: County office of education	0.69	338	0.72	172	0.55	0.79
Training from: California School Boards Association	0.91	337	0.87	171	0.13	0.33
Training from: National School Boards Association or similar national organization	0.13	336	0.11	171	0.47	0.79
Training from: Other state, regional and local school board associations	0.34	335	0.34	172	0.94	0.94
Training from: School District/Superintendent	0.85	337	0.91	170	0.07	0.33
Training from: External Mentor	0.50	335	0.48	170	0.60	0.79

Appendix Table 21a. Differences by district partisan lean

Label	Blue		Purple		Red		P Val	Adj
	Mean	N	Mean	N	Mean	N		
District conditions: Relationships between constituents and school district lead	3.10	344	3.15	169	3.23	156	0.11	0.19
District conditions: Relationships between groups with different political affi	2.70	339	2.63	167	2.79	150	0.11	0.19
District conditions: Relationships between the school board and superintendent	3.53	345	3.64	168	3.66	157	0.06	0.13
District conditions: Relationships between school board members	3.21	345	3.31	169	3.36	155	0.10	0.19
District conditions: Financial status of the district	2.92	345	3.23	169	3.24	157	0.00	0.00
District conditions: Academic performance of students in the district	2.77	343	2.88	169	2.83	155	0.28	0.36
District conditions: Socioemotional wellbeing of students in the district	2.84	342	2.89	167	2.94	152	0.21	0.28
Source of tension: Declining enrollment	2.74	343	2.60	168	2.34	157	0.00	0.00
Source of tension: Charter schools and their expansion	1.68	343	1.85	168	1.71	157	0.17	0.24
Source of tension: Labor union issues	2.39	342	2.15	169	2.14	156	0.00	0.01
Source of tension: Natural disasters (e.g., fires, floods)	1.69	342	1.62	169	1.77	157	0.29	0.37
Source of tension: District-approved books/curriculum	1.65	341	1.83	169	1.89	155	0.00	0.01
Source of tension: Teaching about race/racism and/or ethnic studies	1.84	342	2.11	167	2.04	153	0.00	0.01
Source of tension: Transgender issues: Sports participation	1.52	341	2.08	168	1.91	155	0.00	0.00
Source of tension: Transgender issues: Pronouns	1.52	338	2.07	167	1.93	153	0.00	0.00
Source of tension: Transgender issues: Bathroom or locker room use	1.58	340	2.12	167	2.01	154	0.00	0.00
Source of tension: Anti-Semitism	1.68	341	1.56	167	1.41	154	0.00	0.01
Source of tension: Islamophobia	1.51	339	1.54	167	1.36	151	0.05	0.11
Source of tension: The inclusion of religious values and beliefs in schools	1.45	339	1.73	167	1.68	154	0.00	0.00
Source of tension: Perceived threats to traditional values	1.61	339	2.18	167	2.15	154	0.00	0.00
Source of tension: Global issues (e.g., wars)	1.76	340	1.72	166	1.58	153	0.04	0.10
Source of tension: Uncertainty about federal funding and oversight	2.95	342	2.80	168	2.66	155	0.00	0.01
Source of tension: Changes in federal immigration enforcement policies	2.99	342	2.57	167	2.12	155	0.00	0.00
Source of tension: Federal policies banning DEI policies or programs	2.60	342	2.25	166	1.93	151	0.00	0.00
Source of tension: Influence of other federal policies/executive orders	2.72	341	2.36	166	2.09	152	0.00	0.00
Impeded goals: Declining enrollment	0.42	414	0.35	200	0.31	187	0.02	0.05
Impeded goals: Charter schools and their expansion	0.04	414	0.07	200	0.06	187	0.22	0.29
Impeded goals: Labor union issues	0.26	414	0.18	200	0.20	187	0.07	0.13
Impeded goals: Natural disasters	0.06	414	0.05	200	0.08	187	0.35	0.43
Impeded goals: District-approved books/curriculum	0.05	414	0.07	200	0.06	187	0.50	0.55
Impeded goals: Teaching about race/racism and/or ethnic studies	0.07	414	0.10	200	0.08	187	0.42	0.48
Impeded goals: Transgender issues: Sports participation	0.01	414	0.08	200	0.05	187	0.00	0.00
Impeded goals: Transgender issues: Pronouns	0.01	414	0.03	200	0.04	187	0.03	0.06
Impeded goals: Transgender issues: Bathroom or locker room use	0.01	414	0.06	200	0.06	187	0.00	0.01
Impeded goals: Anti-Semitism	0.03	414	0.02	200	0.01	187	0.10	0.19
Impeded goals: Islamophobia	0.01	414	0.00	200	0.00	187	0.15	0.23
Impeded goals: The inclusion of religious values and beliefs in schools	0.00	414	0.02	200	0.01	187	0.20	0.28
Impeded goals: Perceived threats to traditional values	0.04	414	0.11	200	0.17	187	0.00	0.00
Impeded goals: Global issues	0.03	414	0.01	200	0.01	187	0.02	0.06
Impeded goals: Uncertainty about federal funding and oversight	0.34	414	0.31	200	0.30	187	0.51	0.55
Impeded goals: Changes in federal immigration enforcement policies	0.23	414	0.14	200	0.09	187	0.00	0.00
Impeded goals: Federal policies banning DEI policies or programs	0.10	414	0.08	200	0.05	187	0.19	0.26
Impeded goals: Influence of other federal policies/executive orders	0.13	414	0.13	200	0.09	187	0.28	0.36

Appendix Table 21b. Differences by district partisan lean

Label	Blue		Purple		Red		P Val	Adj
	Mean	N	Mean	N	Mean	N		
Past year: felt political pressure to not run again	0.06	414	0.08	200	0.03	187	0.10	0.19
Past year: felt that the electoral process is more challenging than you had anti	0.14	414	0.15	200	0.09	187	0.12	0.21
Past year: had interpersonal conflict and/or significant disagreement with other	0.32	414	0.29	200	0.20	187	0.01	0.03
Past year: felt that being a school board member is more politically challenging	0.34	414	0.37	200	0.26	187	0.06	0.13
Past year: experienced threats of personal violence or harassment to you or your	0.11	414	0.15	200	0.09	187	0.14	0.22
Past year: experienced derogatory personal comments on social media	0.25	414	0.26	200	0.18	187	0.14	0.22
Past year: been notified of threats or harassment against the superintendent or	0.15	414	0.14	200	0.11	187	0.33	0.41
How representative of the district are participating families?	3.24	313	3.32	146	3.41	141	0.14	0.22
Agree: Community engagement has improved the work of our board	3.19	308	3.11	144	2.98	143	0.01	0.03
Agree: People who do not live in our community have an outsized influence board	1.77	310	2.03	142	1.86	139	0.01	0.04
Agree: District engagement activities tend to be dominated by a few individuals	2.63	306	2.55	142	2.42	139	0.05	0.11
Agree: Our board struggles to obtain input from underrepresented or marginalized	2.50	309	2.45	144	2.33	140	0.21	0.28
Agree: Our board struggles to take action in response to community input	2.04	309	2.05	143	1.80	140	0.01	0.03
Agree: Our board effectively uses time in board meetings	3.07	311	3.29	144	3.21	141	0.01	0.04
Agree: Our board meeting agendas and discussions align with our district's visio	3.18	311	3.31	143	3.26	142	0.14	0.22
Agree: Fellow board members respectfully listen to my opinions	3.24	311	3.28	144	3.23	142	0.82	0.84
Agree: Our board leverages the knowledge/expertise of each board member to advan	3.06	310	3.10	143	3.15	142	0.57	0.61
Agree: My perspectives help shape our school board's decisions	3.32	311	3.27	143	3.18	142	0.14	0.22
Agree: As a board member I can make a real difference in the wellbeing of studen	3.32	310	3.29	144	3.22	143	0.35	0.43
Agree: Sometimes I wonder if my work on the board matters much for what goes on	2.22	311	2.12	144	2.06	140	0.15	0.22
Agree: Being a board member has negatively impacted my emotional wellbeing	2.09	311	1.96	144	1.82	141	0.01	0.04
Agree: Being a board member has positively contributed to my personal developmen	3.33	310	3.27	143	3.18	142	0.11	0.19
How confident: Establish strategic plans and set district goals	3.48	288	3.55	132	3.44	126	0.41	0.48
How confident: Build an effective relationship with the superintendent	3.77	288	3.76	132	3.75	126	0.97	0.97
How confident: Evaluate the superintendent	3.63	287	3.69	131	3.75	126	0.12	0.21
How confident: Identify which policies will promote student learning	3.30	288	3.47	132	3.38	126	0.05	0.11
How confident: Navigate state-level rules tied to open meetings and board member	3.46	288	3.48	133	3.50	125	0.87	0.88
How confident: Understand and pass the yearly budget +LCAP	3.46	289	3.48	133	3.52	126	0.66	0.70
How confident: Run school board meetings (e.g., Robert's Rules of Order)	3.52	288	3.56	133	3.59	125	0.54	0.58
How confident: Engage with the community to address district goals	3.37	288	3.50	133	3.42	126	0.15	0.22
How confident: Interpret and use data to inform decisions	3.52	287	3.59	133	3.51	126	0.50	0.55
How confident: Interpret and use data to advance equity	3.36	286	3.39	129	3.28	123	0.47	0.53
How confident: Evaluate the effectiveness of district programs and services	3.19	288	3.36	132	3.38	125	0.01	0.03
How confident: Evaluate the effectiveness of classroom curricula	2.91	288	3.18	132	3.11	126	0.00	0.00
How confident: Understand issues related to personnel and union contracts	3.33	288	3.42	132	3.40	126	0.42	0.48
How confident: Navigate social media interactions	2.85	285	3.02	131	2.94	126	0.16	0.23
How confident: Navigate conflict/political tensions within community, district,	3.04	287	3.15	131	3.22	126	0.05	0.11
seek_reelect_bi	0.76	278	0.73	130	0.81	119	0.36	0.43
run_for_office_bi	0.46	181	0.48	86	0.52	77	0.67	0.70
Most recent election: ran unopposed	0.43	240	0.29	119	0.47	101	0.01	0.04
Years of school board service, excluding this year (continuous)	5.56	279	7.11	130	6.98	119	0.02	0.04
Average hours per month on board activities (continuous)	23.59	372	21.64	188	17.37	168	0.00	0.00
Identifies as a Democrat (binary)	0.87	278	0.50	130	0.34	119	0.00	0.00

Appendix Table 22a. Differences by electoral system type

Label	At-Large Election		Trustee Area Election		P Val	Adj
	Mean	N	Mean	N		
Age in years (continuous)	58.17	226	57.32	272	0.45	0.58
Identifies as a woman (binary)	0.60	236	0.60	282	0.97	0.97
Annual household income (continuous)	161805	205	152410	251	0.11	0.21
Completed bachelors degree or higher (binary)	0.84	237	0.81	282	0.34	0.50
In an education related occupation (binary)	0.25	214	0.23	249	0.56	0.66
Currently a parent/caregiver of child in district (binary)	0.39	238	0.40	281	0.92	0.93
Ever a parent/caregiver of child in district (binary)	0.85	238	0.83	281	0.62	0.71
Identifies as Latino or Hispanic (binary)	0.16	232	0.21	274	0.13	0.24
Identifies as Asian (binary)	0.07	220	0.05	263	0.38	0.53
Identifies as Black (binary)	0.02	220	0.06	263	0.02	0.06
Identifies as Other racial group (binary)	0.14	220	0.16	263	0.55	0.66
Identifies as White (binary)	0.78	220	0.73	263	0.27	0.42
Identifies as a Democrat (binary)	0.65	237	0.66	290	0.85	0.88
all_2425 num_enroll_	2557	698	14285	562	0.00	0.00
dist_pct_enroll_aa_2425	0.02	698	0.03	562	0.00	0.00
dist_pct_enroll_as_2425	0.06	698	0.08	562	0.00	0.00
dist_pct_enroll_hi_2425	0.41	698	0.55	562	0.00	0.00
dist_pct_enroll_wh_2425	0.40	698	0.25	562	0.00	0.00
Percent eligible for free or reduced-price meals, K-12, 2024-25	0.53	698	0.61	562	0.00	0.00
dist_city	0.10	698	0.28	562	0.00	0.00
dist_rural	0.50	698	0.14	562	0.00	0.00
dist_suburban	0.26	698	0.40	562	0.00	0.00
dist_town	0.15	698	0.17	562	0.17	0.29
Administrative District Average Test Score, Math, OL, CS	-0.16	551	-0.29	488	0.00	0.00
Administrative District Average Test Score, RLA, OL, CS	-0.18	548	-0.25	480	0.01	0.04
District conditions: Relationships between constituents and school district lead	3.23	295	3.08	374	0.00	0.01
District conditions: Relationships between groups with different political affi	2.77	287	2.65	369	0.02	0.07
District conditions: Relationships between the school board and superintendent	3.68	294	3.52	376	0.00	0.01
District conditions: Relationships between school board members	3.40	294	3.17	375	0.00	0.00
Engaged constituents: Traditional school board meeting	0.97	262	0.97	329	0.64	0.72
Engaged constituents: Board study sessions	0.59	252	0.70	322	0.01	0.02
Engaged constituents: Board committee meetings	0.59	252	0.65	320	0.15	0.26
Engaged constituents: LCAP development meetings	0.69	252	0.72	319	0.33	0.49
Engaged constituents: Ad hoc community town halls/forums	0.38	247	0.45	314	0.07	0.15
Engaged constituents: School-sponsored events	0.94	257	0.93	326	0.55	0.66
Engaged constituents: Individual communication	0.90	251	0.92	325	0.41	0.55
Engaged constituents: Group specific meetings	0.53	242	0.61	318	0.06	0.15
How representative of the district are participating families?	3.41	264	3.21	336	0.00	0.02
Agree: Community engagement has improved the work of our board	3.19	263	3.07	332	0.04	0.11
Agree: People who do not live in our community have an outsized influence board	1.75	261	1.94	330	0.01	0.03
Agree: District engagement activities tend to be dominated by a few individuals	2.48	261	2.62	326	0.05	0.11
Agree: Having student board members is an effective way to include the voices an	2.92	242	3.04	317	0.12	0.22
Agree: Our board struggles to obtain input from underrepresented or marginalized	2.41	261	2.48	332	0.40	0.54
Agree: Our board struggles to take action in response to community input	1.85	261	2.09	331	0.00	0.00
Agree: Our board effectively uses time in board meetings	3.25	265	3.08	331	0.01	0.02
Agree: Our board meeting agendas and discussions align with our district's visio	3.30	264	3.17	332	0.03	0.07
Agree: Fellow board members respectfully listen to my opinions	3.36	265	3.16	332	0.00	0.01
Agree: Our board leverages the knowledge/expertise of each board member to advan	3.22	264	2.99	331	0.00	0.00
Agree: My perspectives help shape our school board's decisions	3.33	264	3.24	332	0.11	0.22
Agree: As a board member I can make a real difference in the wellbeing of studen	3.30	265	3.28	332	0.71	0.79
Agree: Sometimes I wonder if my work on the board matters much for what goes on	2.08	264	2.22	331	0.05	0.12
Agree: Being a board member has negatively impacted my emotional wellbeing	1.89	264	2.08	332	0.01	0.05
Agree: Being a board member has positively contributed to my personal developmen	3.30	262	3.26	333	0.43	0.56

Appendix Table 22b. Differences by electoral system type

Label	At-Large Election		Trustee Area Election		P Val	Adj
	Mean	N	Mean	N		
How confident: Establish strategic plans and set district goals	3.54	241	3.44	305	0.07	0.15
How confident: Build an effective relationship with the superintendent	3.82	241	3.71	305	0.04	0.10
How confident: Evaluate the superintendent	3.74	239	3.62	305	0.01	0.05
How confident: Identify which policies will promote student learning	3.39	241	3.34	305	0.40	0.54
How confident: Navigate state-level rules tied to open meetings and board member	3.44	241	3.50	305	0.20	0.33
How confident: Understand and pass the yearly budget +LCAP	3.49	242	3.47	306	0.81	0.86
How confident: Run school board meetings (e.g., Robert's Rules of Order)	3.59	241	3.51	305	0.22	0.35
How confident: Engage with the community to address district goals	3.40	241	3.42	306	0.74	0.81
How confident: Interpret and use data to inform decisions	3.56	240	3.51	306	0.34	0.50
How confident: Interpret and use data to advance equity	3.41	236	3.31	302	0.11	0.21
How confident: Evaluate the effectiveness of district programs and services	3.33	239	3.24	306	0.13	0.24
How confident: Evaluate the effectiveness of classroom curricula	3.01	240	3.03	306	0.75	0.81
How confident: Understand issues related to personnel and union contracts	3.39	240	3.35	306	0.46	0.59
How confident: Navigate social media interactions	2.82	239	2.98	303	0.03	0.07
How confident: Navigate conflict/political tensions within community, district,	3.12	239	3.10	305	0.81	0.86
Impeded goals: Declining enrollment	0.37	363	0.39	438	0.57	0.67
Impeded goals: Charter schools and their expansion	0.05	363	0.05	438	0.89	0.91
Impeded goals: Labor union issues	0.20	363	0.24	438	0.17	0.29
Impeded goals: Natural disasters	0.10	363	0.03	438	0.00	0.00
Impeded goals: District-approved books/curriculum	0.05	363	0.06	438	0.57	0.67
Impeded goals: Teaching about race/racism and/or ethnic studies	0.04	363	0.11	438	0.00	0.00
Impeded goals: Transgender issues: Sports participation	0.01	363	0.05	438	0.00	0.00
Impeded goals: Transgender issues: Pronouns	0.02	363	0.02	438	0.38	0.53
Impeded goals: Transgender issues: Bathroom or locker room use	0.03	363	0.04	438	0.23	0.37
Impeded goals: Anti-Semitism	0.03	363	0.02	438	0.52	0.64
Impeded goals: Islamophobia	0.01	363	0.00	438	0.85	0.88
Impeded goals: The inclusion of religious values and beliefs in schools	0.00	363	0.01	438	0.16	0.27
Impeded goals: Perceived threats to traditional values	0.07	363	0.10	438	0.08	0.17
Impeded goals: Global issues	0.02	363	0.02	438	0.68	0.76
Impeded goals: Uncertainty about federal funding and oversight	0.29	363	0.34	438	0.13	0.24
Impeded goals: Changes in federal immigration enforcement policies	0.17	363	0.18	438	0.47	0.59
Impeded goals: Federal policies banning DEI policies or programs	0.07	363	0.09	438	0.37	0.53
Impeded goals: Influence of other federal policies/executive orders	0.09	363	0.14	438	0.03	0.07
Past year: felt political pressure to not run again	0.04	363	0.07	438	0.04	0.10
Past year: felt that the electoral process is more challenging that you had anti	0.10	363	0.15	438	0.07	0.15
Past year: had interpersonal conflict and/or significant disagreement with other	0.23	363	0.33	438	0.00	0.02
Past year: felt that being a school board member is more politically challenging	0.26	363	0.38	438	0.00	0.00
Past year: experienced threats of personal violence or harassment to you or your	0.07	363	0.15	438	0.00	0.00
Past year: experienced derogatory personal comments on social media	0.17	363	0.29	438	0.00	0.00
Past year: been notified of threats or harassment against the superintendent or	0.12	363	0.15	438	0.32	0.48

Appendix Table 23a. Differences by efficacy item 2

Label	Agree: I Make a Difference		Disagree: I Make a Difference		P Val	Adj
	Mean	N	Mean	N		
How important (role): Advancing goals related to educational justice	3.83	531	3.46	61	0.01	0.02
District conditions: Relationships between constituents and school district lead	3.18	535	2.83	59	0.00	0.00
District conditions: Relationships between groups with different political affi	2.72	524	2.54	59	0.06	0.14
District conditions: Relationships between the school board and superintendent	3.64	535	3.27	59	0.00	0.00
District conditions: Relationships between school board members	3.32	533	2.80	60	0.00	0.00
District conditions: Financial status of the district	3.09	535	2.88	60	0.05	0.11
District conditions: Academic performance of students in the district	2.85	533	2.42	60	0.00	0.00
District conditions: Socioemotional wellbeing of students in the district	2.90	529	2.58	59	0.00	0.00
Source of tension: Declining enrollment	2.61	534	2.60	60	0.94	0.95
Source of tension: Charter schools and their expansion	1.71	535	1.83	59	0.34	0.56
Source of tension: Labor union issues	2.28	533	2.43	60	0.21	0.40
Source of tension: Natural disasters (e.g., fires, floods)	1.70	534	1.77	60	0.58	0.77
Source of tension: District-approved books/curriculum	1.72	532	1.95	59	0.04	0.10
Source of tension: Teaching about race/racism and/or ethnic studies	1.95	529	2.17	60	0.07	0.15
Source of tension: Transgender issues: Sports participation	1.72	531	2.07	60	0.01	0.02
Source of tension: Transgender issues: Pronouns	1.73	527	2.03	60	0.01	0.04
Source of tension: Transgender issues: Bathroom or locker room use	1.78	530	2.18	60	0.00	0.01
Source of tension: Anti-Semitism	1.60	531	1.65	60	0.64	0.83
Source of tension: Islamophobia	1.48	527	1.59	59	0.22	0.41
Source of tension: The inclusion of religious values and beliefs in schools	1.53	530	1.85	59	0.00	0.01
Source of tension: Perceived threats to traditional values	1.82	531	2.30	60	0.00	0.00
Source of tension: Global issues (e.g., wars)	1.72	529	1.73	59	0.90	0.93
Source of tension: Uncertainty about federal funding and oversight	2.86	533	2.77	60	0.41	0.62
Source of tension: Changes in federal immigration enforcement policies	2.71	533	2.65	60	0.66	0.84
Source of tension: Federal policies banning DEI policies or programs	2.36	529	2.33	60	0.85	0.93
Source of tension: Influence of other federal policies/executive orders	2.50	528	2.49	59	0.96	0.96
Impeded goals: Declining enrollment	0.45	536	0.48	61	0.68	0.84
Impeded goals: Charter schools and their expansion	0.06	536	0.07	61	0.86	0.93
Impeded goals: Labor union issues	0.27	536	0.26	61	0.84	0.93
Impeded goals: Natural disasters	0.08	536	0.05	61	0.37	0.57
Impeded goals: District-approved books/curriculum	0.06	536	0.13	61	0.04	0.11
Impeded goals: Teaching about race/racism and/or ethnic studies	0.09	536	0.10	61	0.86	0.93
Impeded goals: Transgender issues: Sports participation	0.04	536	0.07	61	0.29	0.50
Impeded goals: Transgender issues: Pronouns	0.03	536	0.00	61	0.19	0.37
Impeded goals: Transgender issues: Bathroom or locker room use	0.05	536	0.02	61	0.27	0.48
Impeded goals: Anti-Semitism	0.03	536	0.02	61	0.47	0.70
Impeded goals: Islamophobia	0.01	536	0.00	61	0.56	0.77
Impeded goals: The inclusion of religious values and beliefs in schools	0.01	536	0.05	61	0.00	0.01
Impeded goals: Perceived threats to traditional values	0.10	536	0.18	61	0.04	0.11
Impeded goals: Global issues	0.03	536	0.00	61	0.19	0.37
Impeded goals: Uncertainty about federal funding and oversight	0.39	536	0.33	61	0.35	0.56
Impeded goals: Changes in federal immigration enforcement policies	0.23	536	0.11	61	0.05	0.11
Impeded goals: Federal policies banning DEI policies or programs	0.09	536	0.16	61	0.05	0.13
Impeded goals: Influence of other federal policies/executive orders	0.15	536	0.13	61	0.73	0.90

Appendix Table 23b. Differences by efficacy item 2

Label	Agree: I Make a Difference		Disagree: I Make a Difference		P Val	Adj
	Mean	N	Mean	N		
Past year: felt political pressure to not run again	0.07	536	0.07	61	0.84	0.93
Past year: felt that the electoral process is more challenging that you had anti	0.16	536	0.16	61	0.88	0.93
Past year: had interpersonal conflict and/or significant disagreement with other	0.32	536	0.56	61	0.00	0.00
Past year: felt that being a school board member is more politically challenging	0.38	536	0.54	61	0.02	0.04
Past year: experienced threats of personal violence or harassment to you or your	0.14	536	0.18	61	0.35	0.56
Past year: experienced derogatory personal comments on social media	0.29	536	0.36	61	0.22	0.41
Past year: been notified of threats or harassment against the superintendent or	0.17	536	0.16	61	0.91	0.93
Want train in: Establish strategic plans and setting district goals	0.73	486	0.77	56	0.57	0.77
Want train in: Build an effective relationship with the superintendent	0.49	488	0.59	56	0.16	0.33
Want train in: Hire and evaluate the superintendent	0.56	486	0.61	56	0.50	0.73
Want train in: Identify which policies will promote student learning	0.83	486	0.70	56	0.02	0.04
Want train in: Navigate state-level rules tied to open meetings and board member	0.55	487	0.59	56	0.56	0.77
Want train in: Navigate legal guidance related to changes in state and federal p	0.81	487	0.84	56	0.61	0.80
Want train in: Understand and pass the yearly budget +LCAP	0.64	488	0.65	55	0.85	0.93
Want train in: Run school board meetings (e.g., Robert's Rules of Order)	0.55	486	0.59	56	0.53	0.76
Want train in: Engage with the community to address district goals	0.71	484	0.77	56	0.37	0.57
Want train in: Interpret and use data to inform decisions	0.75	484	0.80	56	0.34	0.56
Want train in: Interpret and use data to advance equity	0.70	479	0.68	56	0.75	0.90
Want train in: Evaluate the effectiveness of district programs and services	0.79	484	0.80	56	0.86	0.93
Want train in: Evaluate the effectiveness of classroom curricula	0.79	484	0.79	56	0.89	0.93
Want train in: Understand issues related to personnel and union contracts	0.68	485	0.71	55	0.67	0.84
Want train in: Navigate social media interactions	0.64	484	0.55	56	0.23	0.41
Want train in: Navigate conflict/political tensions within community, district,	0.71	483	0.70	56	0.83	0.93
Rcvd train in: Establish strategic plans and setting district goals	0.80	486	0.55	56	0.00	0.00
Rcvd train in: Build an effective relationship with the superintendent	0.82	488	0.59	56	0.00	0.00
Rcvd train in: Hire and evaluate the superintendent	0.78	486	0.57	56	0.00	0.00
Rcvd train in: Identify which policies will promote student learning	0.71	486	0.55	56	0.02	0.05
Rcvd train in: Navigate state-level rules tied to open meetings and board member	0.91	487	0.75	56	0.00	0.00
Rcvd train in: Navigate legal guidance related to changes in state and federal p	0.80	487	0.61	56	0.00	0.01
Rcvd train in: Understand and pass the yearly budget +LCAP	0.87	488	0.65	55	0.00	0.00
Rcvd train in: Run school board meetings (e.g., Robert's Rules of Order)	0.81	486	0.63	56	0.00	0.01
Rcvd train in: Engage with the community to address district goals	0.75	484	0.59	56	0.01	0.03
Rcvd train in: Interpret and use data to inform decisions	0.77	484	0.57	56	0.00	0.01
Rcvd train in: Interpret and use data to advance equity	0.71	479	0.52	56	0.00	0.01
Rcvd train in: Evaluate the effectiveness of district programs and services	0.70	484	0.54	56	0.01	0.03
Rcvd train in: Evaluate the effectiveness of classroom curricula	0.61	484	0.43	56	0.01	0.03
Rcvd train in: Understand issues related to personnel and union contracts	0.75	485	0.53	55	0.00	0.00
Rcvd train in: Navigate social media interactions	0.57	484	0.45	56	0.09	0.19
Rcvd train in: Navigate conflict/political tensions within community, district,	0.65	483	0.45	56	0.00	0.01

Appendix Table 24a. Differences by reelection intention

Label	Yes Run for Reelect		No or Maybe Run for Reelect		P Val	Adj
	Mean	N	Mean	N		
How important (role): Advancing goals related to educational justice	3.85	259	3.77	264	0.40	0.70
District conditions: Relationships between constituents and school district lead	3.21	259	3.07	266	0.01	0.31
District conditions: Relationships between groups with different political affi	2.73	255	2.63	259	0.10	0.36
District conditions: Relationships between the school board and superintendent	3.62	259	3.57	266	0.40	0.70
District conditions: Relationships between school board members	3.31	257	3.19	267	0.10	0.36
District conditions: Financial status of the district	3.12	259	3.05	267	0.32	0.69
District conditions: Academic performance of students in the district	2.80	257	2.80	267	1.00	1.00
District conditions: Socioemotional wellbeing of students in the district	2.86	255	2.83	264	0.56	0.80
Source of tension: Declining enrollment	2.62	259	2.55	267	0.48	0.77
Source of tension: Charter schools and their expansion	1.73	260	1.70	266	0.66	0.87
Source of tension: Labor union issues	2.23	260	2.39	265	0.05	0.31
Source of tension: Natural disasters (e.g., fires, floods)	1.63	260	1.75	266	0.12	0.40
Source of tension: District-approved books/curriculum	1.67	258	1.80	265	0.07	0.31
Source of tension: Teaching about race/racism and/or ethnic studies	1.90	257	2.05	264	0.06	0.31
Source of tension: Transgender issues: Sports participation	1.69	260	1.79	263	0.18	0.48
Source of tension: Transgender issues: Pronouns	1.71	257	1.80	263	0.25	0.59
Source of tension: Transgender issues: Bathroom or locker room use	1.76	259	1.86	264	0.20	0.49
Source of tension: Anti-Semitism	1.63	259	1.64	264	0.84	0.95
Source of tension: Islamophobia	1.49	259	1.51	260	0.83	0.95
Source of tension: The inclusion of religious values and beliefs in schools	1.53	259	1.60	262	0.27	0.60
Source of tension: Perceived threats to traditional values	1.82	260	1.89	263	0.37	0.70
Source of tension: Global issues (e.g., wars)	1.71	258	1.75	262	0.48	0.77
Source of tension: Uncertainty about federal funding and oversight	2.89	260	2.84	264	0.57	0.80
Source of tension: Changes in federal immigration enforcement policies	2.73	259	2.72	265	0.92	0.99
Source of tension: Federal policies banning DEI policies or programs	2.32	258	2.46	262	0.13	0.40
Source of tension: Influence of other federal policies/executive orders	2.50	258	2.53	261	0.74	0.93
Impeded goals: Declining enrollment	0.46	260	0.43	267	0.48	0.77
Impeded goals: Charter schools and their expansion	0.06	260	0.06	267	0.77	0.95
Impeded goals: Labor union issues	0.25	260	0.30	267	0.20	0.50
Impeded goals: Natural disasters	0.10	260	0.06	267	0.12	0.40
Impeded goals: District-approved books/curriculum	0.07	260	0.07	267	0.80	0.95
Impeded goals: Teaching about race/racism and/or ethnic studies	0.10	260	0.10	267	0.96	1.00
Impeded goals: Transgender issues: Sports participation	0.03	260	0.04	267	0.52	0.77
Impeded goals: Transgender issues: Pronouns	0.02	260	0.03	267	0.18	0.48
Impeded goals: Transgender issues: Bathroom or locker room use	0.03	260	0.04	267	0.55	0.79
Impeded goals: Anti-Semitism	0.02	260	0.04	267	0.17	0.48
Impeded goals: Islamophobia	0.00	260	0.01	267	0.58	0.80
Impeded goals: The inclusion of religious values and beliefs in schools	0.01	260	0.01	267	0.97	1.00
Impeded goals: Perceived threats to traditional values	0.12	260	0.10	267	0.50	0.77
Impeded goals: Global issues	0.02	260	0.04	267	0.08	0.31
Impeded goals: Uncertainty about federal funding and oversight	0.40	260	0.38	267	0.61	0.83
Impeded goals: Changes in federal immigration enforcement policies	0.22	260	0.23	267	0.88	0.96
Impeded goals: Federal policies banning DEI policies or programs	0.12	260	0.09	267	0.34	0.70
Impeded goals: Influence of other federal policies/executive orders	0.13	260	0.16	267	0.39	0.70

Appendix Table 24b. Differences by reelection intention

Label	Yes Run for Reelect		No or Maybe Run for Reelect		P Val	Adj
	Mean	N	Mean	N		
Past year: felt political pressure to not run again	0.03	260	0.11	267	0.00	0.08
Past year: felt that the electoral process is more challenging that you had anti	0.17	260	0.16	267	0.71	0.92
Past year: had interpersonal conflict and/or significant disagreement with other	0.32	260	0.40	267	0.05	0.31
Past year: felt that being a school board member is more politically challenging	0.37	260	0.45	267	0.07	0.31
Past year: experienced threats of personal violence or harassment to you or your	0.11	260	0.17	267	0.06	0.31
Past year: experienced derogatory personal comments on social media	0.25	260	0.36	267	0.01	0.31
Past year: been notified of threats or harassment against the superintendent or	0.18	260	0.18	267	0.98	1.00
Want train in: Establish strategic plans and setting district goals	0.78	257	0.69	264	0.02	0.31
Want train in: Build an effective relationship with the superintendent	0.54	259	0.45	264	0.05	0.31
Want train in: Hire and evaluate the superintendent	0.62	259	0.52	262	0.02	0.31
Want train in: Identify which policies will promote student learning	0.84	258	0.81	263	0.35	0.70
Want train in: Navigate state-level rules tied to open meetings and board member	0.61	259	0.51	263	0.03	0.31
Want train in: Navigate legal guidance related to changes in state and federal p	0.85	258	0.78	264	0.04	0.31
Want train in: Understand and pass the yearly budget +LCAP	0.68	258	0.60	264	0.07	0.31
Want train in: Run school board meetings (e.g., Robert's Rules of Order)	0.60	259	0.52	262	0.07	0.31
Want train in: Engage with the community to address district goals	0.73	258	0.72	261	0.83	0.95
Want train in: Interpret and use data to inform decisions	0.77	257	0.74	262	0.49	0.77
Want train in: Interpret and use data to advance equity	0.70	255	0.70	259	0.98	1.00
Want train in: Evaluate the effectiveness of district programs and services	0.80	258	0.80	261	0.88	0.96
Want train in: Evaluate the effectiveness of classroom curricula	0.82	257	0.79	262	0.38	0.70
Want train in: Understand issues related to personnel and union contracts	0.69	257	0.68	262	0.82	0.95
Want train in: Navigate social media interactions	0.63	258	0.62	261	0.80	0.95
Want train in: Navigate conflict/political tensions within community, district,	0.69	258	0.74	260	0.19	0.49
Rcvd train in: Establish strategic plans and setting district goals	0.80	257	0.75	264	0.16	0.47
Rcvd train in: Build an effective relationship with the superintendent	0.83	259	0.77	264	0.06	0.31
Rcvd train in: Hire and evaluate the superintendent	0.77	259	0.75	262	0.52	0.77
Rcvd train in: Identify which policies will promote student learning	0.71	258	0.68	263	0.48	0.77
Rcvd train in: Navigate state-level rules tied to open meetings and board member	0.89	259	0.90	263	0.73	0.93
Rcvd train in: Navigate legal guidance related to changes in state and federal p	0.82	258	0.75	264	0.08	0.31
Rcvd train in: Understand and pass the yearly budget +LCAP	0.86	258	0.83	264	0.28	0.60
Rcvd train in: Run school board meetings (e.g., Robert's Rules of Order)	0.78	259	0.79	262	0.86	0.96
Rcvd train in: Engage with the community to address district goals	0.73	258	0.73	261	0.94	1.00
Rcvd train in: Interpret and use data to inform decisions	0.79	257	0.72	262	0.07	0.31
Rcvd train in: Interpret and use data to advance equity	0.70	255	0.68	259	0.65	0.87
Rcvd train in: Evaluate the effectiveness of district programs and services	0.71	258	0.67	261	0.39	0.70
Rcvd train in: Evaluate the effectiveness of classroom curricula	0.63	257	0.56	262	0.11	0.38
Rcvd train in: Understand issues related to personnel and union contracts	0.75	257	0.70	262	0.25	0.59
Rcvd train in: Navigate social media interactions	0.59	258	0.52	261	0.08	0.33
Rcvd train in: Navigate conflict/political tensions within community, district,	0.64	258	0.61	260	0.40	0.70