

Fremont Union High School District 2026 Candidate Questions (Rosa Kim)

Please provide a response of approximately 150 words to each of the below questions.

1. In what ways can the district include the community in supporting students through family engagement and education?

I want to strengthen structured feedback loops across the district through regular listening sessions, translated information, and proactive outreach to underrepresented voices. Fremont and Homestead High Schools have Spanish-speaking parent groups, and I support targeted opportunities for these families to learn about school programs and resources. Our diversity is one of our greatest strengths. Expanding family cultural events on campus strengthens students' sense of belonging and pride while building stronger school-community connections. Engagement must extend beyond school events. Recently, when our Board sought greater diversity on the Citizens' Oversight Committee, I reached out to a parent leader with strong connections to North Sunnyvale. She connected us with an active Fremont parent leader, whose appointment our Board approved. I will continue building these relationships and creating meaningful opportunities for community members to support our students.

2. What are schools doing to reach out to parents who do not speak English? How can we improve this?

The district provides translations at board meetings and translates district communications, including information shared through school and districtwide English Learner Advisory Committees (DELAC). I have attended DELAC meetings and provided Korean translation in breakout sessions, seeing firsthand how language access builds trust and strengthens communication with families. As part of our LCAP process, the district gathers input from DELAC parents about how to better serve English Learners. Their perspectives have been valuable in improving our programs. We have also added bilingual paraeducators and EL program assistants to strengthen communication with families. Looking ahead, I would work with PTAs to create more welcoming environments for families who do not speak English and expand culturally responsive parent liaisons who can connect with diverse communities and help the district better understand their needs. As an English Learner myself, I believe language should never be a barrier to meaningful participation in our schools.

3. **What changes in policy do you support to make the district more accountable to equity, equality and diversity? How would the success of these policies be measured?**

I support strengthening equity accountability by using disaggregated data to identify and address opportunity and achievement gaps among student groups. This includes examining access to AP and honors courses, Career Technical Education (CTE), dual enrollment, extracurricular activities, as well as graduation, college and career readiness, attendance, and discipline outcomes.

Equity also means providing meaningful pathways for every student, not only those pursuing college, but also students entering careers directly after high school. Expanding career development and CTE opportunities is critical to ensuring career-bound students have the skills, experience, and support needed for success.

I support incorporating measurable equity goals into the LCAP and strategic planning process, with regular public reporting in accessible, easy-to-understand formats. Success should be measured by whether students from historically underserved groups are participating, benefiting, and achieving positive outcomes. Equity means ensuring every student has meaningful access to opportunities and support to succeed.

4. **What policies do the trustees need to make sure there is effective vocational training for students?**

Trustees should ensure CTE is treated as an essential pathway alongside college preparation, with adequate funding, guidance, facilities, and industry partnerships. Our district offers CTE pathways across eight industry sectors, and I support expanding offerings based on student interests and workforce needs.

Real-world partnerships are critical. Recently, 55 students, primarily from Fremont High School, toured the Pipe Trades Training Center and learned about opportunities to enter the trades, including taking the entrance exam in their junior year. Internships, certifications, and hands-on experiences should expand beyond the classroom.

Facilities also matter. Our modernization projects include a new auto shop and Arts, Design, and Engineering building at Fremont, plus space for career development in Homestead's C & L modernization project.

As AI reshapes the workforce, we must prepare students for skilled trades and technical careers while building adaptable skills. Every student should understand the full range of post-graduation pathways, not only college.

5. **Bullying in is an ongoing problem. What can be done to ensure that students are safe on school grounds, in and out of class?**

Bullying prevention must be proactive, not simply responsive after an incident. It requires collaboration among students, staff, and the school community. We should

educate students through regular schoolwide communications about bullying's harmful effects and work with student leaders to build a culture of respect and inclusivity.

I support clear, consistently enforced reporting protocols and safe channels for students to raise safety and school climate concerns. Staff should be trained to recognize and intervene early, including in digital spaces where bullying increasingly occurs outside school hours.

Student voice is essential. Listening opportunities can identify concerns adults may not see. Our schools have climate offices that provide individual support, and I would strengthen these resources and ensure students know how to access them. We should also review climate and discipline data to identify patterns and ensure equitable responses. A safe environment is the first step toward student learning and success.

6. **How significant a problem is the achievement gap between more affluent and low income communities? What actions do you propose for the district to address it? How can the district be most effective in connecting economically disadvantaged students with the resources it has available to enable them to succeed academically?**

Identifying needs and investing resources strategically are critical to addressing the achievement gap. The district should proactively connect economically disadvantaged students with existing resources, tutoring, AVID, counseling, and A–G support, rather than requiring families to seek them out. I support targeted, data-driven investments using disaggregated outcome data to direct resources to school sites and student groups with the greatest gaps, with regular public reporting on progress.

As a high school district, collaboration with our feeder districts is essential. Our Board recently approved a three-year On Track Collaboration with Sunnyvale School District through California Education Partners, focused on supporting students' transition from 8th to 9th grade mathematics, appropriate A–G placement, equitable grading, and interventions to keep students on track for A–G completion.

We must continue listening to economically disadvantaged students and families to understand their needs and improve our support systems. This is a long-term commitment requiring sustained Board attention.

7. **How will you protect teachers from harassment, defamation, and hateful language by outside groups if elected to the school board?**

Teachers should be able to do their jobs, including teaching legally mandated, age-appropriate curriculum on difficult topics, without fear of harassment, intimidation, or personal attacks from outside groups. At the same time, we must protect the community's right to express concerns and disagree with district decisions.

As a trustee, I support clear legal and administrative backing for staff facing harassment tied to their professional duties, protocols for documenting and responding to incidents, and working with law enforcement when credible threats occur. The Board should also communicate clearly and promptly when educators are targeted for doing their jobs, while ensuring that our response is grounded in facts and district policy.

Trustees have a responsibility to set a respectful public tone. We should model that disagreement is welcome, but harassment, intimidation, and hateful conduct are not. Protecting teachers is inseparable from protecting the quality and honesty of the instruction our students receive.

8. What are your thoughts on the Revenue Sharing policies at FUHSD that distribute unused funds to staff? Does this policy need review? What changes would you suggest?

The Revenue Sharing Process has been foundational to trust between FUHSD and our employees and has strengthened our relationships with employee groups. Established in 1997, it has supported nearly three decades of transparent communication, including updates to certificated and classified employees every two weeks about the district's financial position. This is a unique strength of our district.

RSP is not just a compensation formula. It is also a labor-management relations and communication mechanism. It aligns compensation increases with available unrestricted revenues, helping prevent deficit spending and ensuring sustainable commitments despite fluctuations in district revenues and changing financial conditions.

That said, no formula-driven policy should be exempt from periodic review. I support regularly reviewing RSP with input from employee groups and making the process more transparent to the public, so our community understands how compensation decisions connect to the budget. Fiscal responsibility and fair staff compensation should remain in balance.