Parent Advisory Committee (PAC) Types

What are Parent Advisory Committees?

Districts and schools are required to have Parent Advisory Committees to provide input and guidance on priorities, spending, and programs. **Advisory Committees** offer input, advice, recommendations or counsel to support a leader's final decision. **Governing Bodies** are given the power and authority to determine the use of funding, form a policy, and/or steer the direction of an organization or program through a formal voting process. *Here are some of the key groups that participate in this process.*

Committee Title	Description	Committee Type
African American Parent Advisory Committee	These parent groups advise the Board of Education, provide a forum to hear the ideas of Black or African American families, and work to educate and inform parents on district resources, policies, and programs. Districts or schools are not required to have this type of committee, but it is a best practice, to ensure that the voices of families from this important and often under-served student group are heard. Group names vary by district, for example: **AASAT** - African American Site Advisory Team (WCCUSD), **PCAD** - Parents of Children of African Descent (OUSD), and **VLC** - Voices Leadership Council (FUSD) .	Advisory
Community Advisory Committee (CAC) for Special Education	Every Special Education Local Plan Area (SELPA) must establish a Community Advisory Committee (CAC). The purpose of the CAC is to advise the Board of Education on special education priorities, provide input on the LCAP, and to champion effective special education programs and services.	Advisory
District English Learners Advisory Committee	Districts with at least 15% English learners must have a district English Learner advisory committee. This group provides guidance and advice to the Board of Education and staff on the needs of and services for English learners, and is a required group for districts to consult in the creation of the Local Control and Accountability Plan (LCAP). While consultation is required, districts do not have to accept or implement recommendations from this group. However, the superintendent is required to respond in writing to the committee's feedback. Group names vary by district, for example: **DELAC-** District English Learner Advisory Committee (FUSD), **DELLS**- District English Language Learners' Subcommittee (OUSD), **MDAC-** Multilingual District advisory Committee (WCCUSD).	Advisory

Committee Title	Description	Committee Type
District Local Control Accountability Plan Parent Committee	The District Local Control Accountability Plan Parent Committee will meet throughout the calendar year, and advise the Board about the District's Local Control Accountability Plan. The majority of committee members must be parents or guardians of current students, and must include parents of students who are low-income, foster youth, ELs, and students with disabilities. The Superintendent (or designee) will provide support to the committee. The district must present the proposed LCAP to the committee, which provides feedback. While consultation is required, districts do not have to accept or implement recommendations from this group. However, the superintendent is required to respond in writing to the committee's feedback. Group names vary by district, for example: **DLCAP-** District LCAP Committee (WCCUSD); **PAC-** Parent Advisory Committee (FUSD), **PSAC-** Parent and Student Advisory Committee (OUSD).	Advisory
English Learner Advisory Committee (ELAC)	Each school with 21 or more English learners must have an ELAC, with members elected by the parents or guardians of English learners. The percentage of parents or guardians of EL students must be at least as high as the percentage of EL students at the school. The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and on the development of the Single School Plan for Student Achievement (SPSA), particularly around Title III funds for English learner services. Group names vary by district, for example: **SELLS**- Site English Language Learner Committee (OUSD).	Advisory
School Site Council (SSC)	Each school that receives Title I funding and creates a School Plan for Student Achievement (SPSA), must have an elected SSC to represent parents, students, community members, and school staff in the school governance process.** The committee must be balanced with two equal groups, one group composed of parents/students/community members and the other of school staff/teachers/administrators. Each group is elected by its peers. The SSC's responsibilities include: conducting a needs assessment based on data, determining how federal Title I funds are spent at the school, and developing and monitoring implementation of the School Plan for Student Achievement (SPSA). ****** Very high-income schools that do not receive Title I funds might not have an SSC. Also, single-school local-education agencies, including charter schools, may utilize their LCAP to fulfill the SPSA requirements and hence might not have an SSC, but instead seek input through a LCAP Parent Advisory Committee, as well as their ELAC.	Governing Body
Student Advisory Committee	All Local Education Agencies that serve middle or high school students must consult with students and gather their input in the LCAP development process. This can be through incorporating at least two student representatives into existing LCAP parent advisory committees, or by establishing a student advisory committee.	Advisory
Additional Advisory Committees	Districts and schools may decide to create additional advisory committees, to reflect the district needs and make-up of their communities. Examples of this include: Foster Youth Advisory Committee (OUSD), Dual Language Immersion Advisory Committee (WCCUSD), Migrant Parent Advisory Committees.	Advisory