



**Austin Independent School District**  
**Audits of Campus Advisory Councils**  
**2018-2019 Summary**

***Introduction***

Policy BQB(Regulation) requires annual audits of a select number of Campus Advisory Councils (CACs). These audits are not financial in nature; rather, they are intended to assess compliance with CAC bylaws, which address CAC membership, open meetings, required activities, and other aspects of CAC operations.

The first CAC audits were performed during the 2013-2014 school year, and the CACs of the following schools were audited:

- Eastside Memorial High School
- Ortega Elementary School
- Summitt Elementary School
- Travis Heights Elementary School

In 2014-2015, the CACs of the following schools were audited:

- Andrews Elementary School
- Govalle Elementary School
- Gullett Elementary School
- Kiker Elementary School
- Webb Middle School

In 2015-2016, the CACs of the following schools were audited:

- Bedichek Middle School
- Joslin Elementary School
- Maplewood Elementary School
- McBee Elementary School

In 2016-2017, the CACs of the following schools were audited:

- Zilker Elementary School
- Davis Elementary School
- Sunset Valley Elementary School
- Lanier High School

In 2017-2018, the CACs of the following schools were audited:

- Becker Elementary School
- Wooten Elementary School
- Murchison Middle School
- McCallum High School

In 2018-2019, the CACs of the following schools were audited:

- Highland Park Elementary School
- Pillow Elementary School
- Harris Elementary School
- Graham Elementary School

## Process

According to BQB(Regulation), the Coordinator of District Advisory Bodies is responsible for conducting CAC audits. CACs are randomly selected for audits, unless specifically identified by the administration. The Coordinator notifies the campus Principal in advance of an audit visit, and asks the Principal to notify the CAC Co-Chairs. Prior to the audit visit, the Coordinator reviews the past 12 months of CAC agendas and minutes, as well as the CAC membership roster.

During the CAC audit visit, prior to the meeting of the CAC, the Coordinator interviews the Principal, using a standard checklist. The Coordinator then observes the CAC meeting, and afterwards interviews the CAC Co-Chairs, again using a standard checklist.

Following the audit visit, the Coordinator provides findings and any recommendations to the Principal and the CAC Co-Chairs. The applicable Associate Superintendent is copied.

## Results

Following are specific items audited by the Coordinator, and the average rating of the four campus audited in 2018-2019 (with 5 being the highest rating):

Audit Items	Average Rating
The CAC holds regular meetings, at least eight times during the school year.	4.75
Agendas are prepared for each regular CAC meeting with required minimum content.	4.25
Minutes are prepared for each regular CAC meeting with required minimum content.	4.25
CAC membership composition is in compliance.	3.75
At a minimum, agendas are physically posted at least 72 hours in advance in a place accessible to the public at all hours.	4.25
Records of agendas are retained for at least a two-year period and are available for viewing by the public on request.	5.00
The school community is aware of the role of the CAC, when it meets, and the opportunity to attend meetings and provide comment.	5.00
The Principal ensures that training or orientation is provided to CAC members.	5.00
The Principal coordinates with the Co-Chairs to develop CAC agendas.	5.00
There is good attendance at meetings.	5.00
The Co-Chairs effectively manage meetings (i.e., order and basic parliamentary procedure, citizen communications, adhering to the posted agenda, pacing the meeting, facilitating member participation).	5.00
The CAC has the resources and information it needs.	5.00
The input provided by the CAC is carefully considered.	5.00

All in all, the audited campuses scored highly, with the exception of CAC membership composition being in compliance. The main challenge, as it has been for some time, is finding sufficient parent representation. This has been particularly the case for smaller elementary schools.