



Republic of the Philippines  
**DEPARTMENT OF EDUCATION**  
Region VII, Central Visayas  
**SCHOOLS DIVISION OF NEGROS ORIENTAL**  
Capitol Area, Dumaguete City



October 1, 2016

**Division Memorandum**  
**No. 601, s. 2016.**

**TO :** Public Schools District Supervisor/ In- Charge  
School Heads/ Statisticians

**SUBJECT:** **Immediate Compliance to DepEd Memorandum No. 160, s. 2016**  
**Entitled, "Status of Implementation of the School Report Card"**

1. In accordance to DepEd Memorandum No. 160, s. 2016, you are hereby urged to submit your School Report Card (SRC) to this office on October 6, 2016.
2. The format and Annexes to be accomplished for your SRC are also attached. Please go over each Annex and provide the necessary raw data.
3. The SRC should be uploaded to your google drive. Follow the attached instructions for saving and uploading your SRC Folder.
4. For your information and strict immediate compliance.

  
**LELANIE T. CABRERA, CESE**  
Asst. Schools Division Superintendent  
Officer- In- Charge 

LTC/rbp/dcfa/rcee

10 4 OCT 2016






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### **ON SAVING YOUR SRC FOLDER**

1. Make sure that your SRC files are saved in only one folder named **SCHOOL NAME\_SRC1617**. Save the folder in your Drive D.

### **ON UPLOADING AND SHARING YOUR SRC FOLDER**

1. Open your existing google account or email address @ [www.gmail.com](http://www.gmail.com).
2. Click the "Google Apps" icon  located at the upper right corner of the screen near the notifications icon.
3. There will be twelve (12) choices in different icons. Choose and click "Drive" icon represented by a triangle with green, yellow, and blue side colors below the icon "Play".
4. After clicking, you will be redirected to your google drive.
5. Click  below the GOOGLE Drive tab. Choose **Folder Upload** among the given choices under its dropdown arrow.
6. You will be asked to **Browse For Folder**. Click the location of your SRC folder to be uploaded.
7. Then click **OK**. Your file folder will now be uploaded. Wait for the notification that says "**UPLOAD COMPLETE**".
8. Once completed, the folder will now appear at "My Drive". Click the folder to see its contents.
9. Click the drop-down arrow of your SRC Folder tab near My Drive below the Search Drive engine.
10. Click **Get a Shareable Link**.
11. Copy the link given by clicking **Sharing Settings**, then click **Copy Link**. The link will now be copied on clipboard.
12. Click **DONE**. Then go back to your gmail page by clicking again the "Google Apps" icon  and choose **GMAIL** below the YouTube icon.
13. Click compose and type [negor.mande@gmail.com](mailto:negor.mande@gmail.com) and press Enter. Write on the "subject" your **SCHOOL NAME\_SRC Folder**.
14. Place the cursor on the blank panel, **right click** and choose **paste** or automatically press altogether **CTRL + V** keys to paste the link of your shareable folder.
15. Click Send.



Republic of the Philippines  
**Department of Education**

DepEd MEMORANDUM  
No. **160**, s. 2016

0:9/30/16

28 SEP 2016

**STATUS OF IMPLEMENTATION OF THE SCHOOL REPORT CARD**

To: Regional Directors  
Schools Division Superintendents  
Public Elementary and Secondary Schools Heads  
All Others Concerned

1. The School Report Card (SRC) is one of the core components of the School-Based Management thrust of the Department of Education (DepEd). The SRC is prepared by the schools twice a year in a school year (SY) to further strengthen shared governance through the increased awareness and stronger participation of the community and other stakeholders in making the school a better place for learning.

2. In line with this and in accordance to DepEd Order No. 23, s. 2016 entitled *School Calendar for School Year 2016-2017*, all schools division superintendents are advised to constantly remind all school heads or principals of the following schedules for the **Status of Implementation of the SRC**:

Activity	Date	
	October SRC	March SRC
Preparation of SRC	September 15-30, 2016	February 15-28, 2017
Presentation of SRC in School Assemblies	October 1-14, 2016	March 1-11, 2017
Submission of Feedback on SRC using this link <a href="http://bit.ly/src_monitoring_form">bit.ly/src_monitoring_form</a>	October 7-14, 2016	March 7-11, 2017

3. Moreover, the Schools Governance and Operations Division (SGOD) shall accomplish the SRC Monitoring Sheet provided in the enclosure to help in monitoring the current status of SRC implementation in schools. This should be sent in Excel format through email at [bhrod.scd@deped.gov.ph](mailto:bhrod.scd@deped.gov.ph) on or before **October 10, 2016**.

4. To facilitate the monitoring of the SRC implementation in schools, the schools division offices shall assign their respective focal person in Information and Communications Technology to make a Google Drive or a Dropbox folder organized by school year, wherein they should upload either of the following:

- Scanned Cover Page of schools' SRCs; or
- Word/PDF copy of schools SRCs.

5. The link to these scanned or Word/PDF copies must be written in Column 4 (Google Drive/Dropbox link containing the SRCs of the Schools) of the SRC Monitoring Sheet. All concerned must refer to Annex 11 (SRC Summary Report of Information) of DO 44, s. 2015 entitled *Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)*, in filling out Column 5 (Number of SRC Data Present). There must be a minimum of 19 SRC data needed in the SRC.

2 6. The SGOD must provide technical assistance to schools in developing their SRCs especially to those having trouble in developing their SRCs, if the minimum 19 SRC data are not present or if the schools have not started yet the development of the SRC.

7. For more information, all concerned may contact **Ms. Marian Efondo**, Bureau of Human Resource and Organizational Development-School Effectiveness Division (BHROD-SED), Department of Education (DepEd) Central Office, 4<sup>th</sup> Floor, Mabini Building, DepEd Complex, Meralco Avenue, Pasig City at telephone no. (02) 633- 53-97.

8. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.:  
As stated

References:  
DepEd Order: (Nos. 44, s. 2015 and 23, s. 2016)

To be indicated in the Perpetual Index  
under the following subjects:

PERFORMANCE  
PROGRAMS  
PROJECTS  
REPORT  
SCHOOLS  
SCHOOL DEVELOPMENT

(Enclosure to DepEd Memorandum No. 160, s. 2016)

## SRC Monitoring Sheet

[illegible]

## I. SCHOOL PROFILE/DATA

*Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school. This template aims to organize existing school and community data from different sources. If you find it useful to lift data from other templates and transfer it here, you may do so. Otherwise, you can just attach the other data templates to this form.*

### IDENTIFYING INFORMATION

School ID: \_\_\_\_\_ Name of School: \_\_\_\_\_  
 Address: \_\_\_\_\_ Barangay: \_\_\_\_\_  
 District: \_\_\_\_\_ Municipality: \_\_\_\_\_  
 Division: \_\_\_\_\_ Region: \_\_\_\_\_

### A. GEOGRAPHY

#### A.1 Location of the School. Check the appropriate description.

- ☐ Along the highway ☐ Near a river or waterway ☐ On top of a mountain  
☐ Near the coastline ☐ By the hillside

#### A.2 Relative Distance of the School

	Distance in km	Mode of Transportation
a. From the poblacion		
b. From the nearest public elementary school		
c. From the nearest private elementary school		
d. From the nearest public secondary school		
e. From the nearest private secondary school		
f. From the District Office		
g. From the Division Office		

#### A.3 Incidence of crimes and other human-induced hazards

##### A.3.1 Check if there have been incidences of the following in the last 3 years.

- ☐ Armed conflict as a result of organized crime (terrorism, siege, etc.)  
☐ Crime against school head/s (murder/homicide, physical injury, rape, sexual harassment, etc.)  
☐ Crime against school property (theft, robbery, arson)  
☐ Crime against student/s (murder/homicide, physical injury, rape, sexual harassment, etc.)  
☐ Crime against teacher/s (murder/homicide, physical injury, rape, sexual harassment, etc.)  
☐ Fire (Electrical wiring failure, etc.)  
☐ Health Threat (i.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)  
☐ Oil Spill  
☐ Security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)  
☐ Structural collapse (as a result of engineering failures)  
☐ Others. Pls. Specify: \_\_\_\_\_

##### A.3.2 What are the 3 most frequent crimes/human-induced hazards?

1st most frequent: \_\_\_\_\_

2nd most frequent: \_\_\_\_\_

3rd most frequent: \_\_\_\_\_

#### A.4 Incidence of natural hazards

##### A.4.1 Check if there have been incidences of the following in the last 3 years.

- ☐ Drought ☐ Tropical Cyclones (Storm, Typhoon, Tropical Depression, etc.)  
☐ Earthquake ☐ Oil Spill  
☐ Fire (includes forest fires and fires due to natural disasters) ☐ Tsunami  
☐ Flood ☐ Volcanic eruption  
☐ Landslide ☐ Others. Pls. specify: \_\_\_\_\_  
☐ Storm surge

**A.4.2 What are the 3 most frequent natural hazards?**

1st most frequent: \_\_\_\_\_

2nd most frequent: \_\_\_\_\_

3rd most frequent: \_\_\_\_\_

**A.5 Result of disaster incidents**☐ School used as an evacuation center in the last 3 years**B. LEARNING ENVIRONMENT****B.1 Classrooms and seats****B.1.1 Classroom quantity [SRC.15.]**

Level	Total Enrollment, Current SY	No. of Classrooms			
		In Good Condition	For Repair/ Rehabilitation	Total	Learner: classroom ratio <sup>1</sup>
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
TOTAL					

<sup>1</sup> Learner: classroom ratio = Total enrolment divided by the total number of classrooms**B.1.2 Classroom seat quantity [SRC.17.]** *Indicate the total number of seats in all classrooms.*

Number	Learner: seat ratio <sup>2</sup>

<sup>2</sup> Learner: seat ratio = Total enrollment divided by the total number of seats**B.1 Water, Sanitation and Hygiene (WASH) facilities****B.2.1 Water supply/source.** *Check as appropriate.*
☐ Local piped water      ☐ Rainwater catchments      ☐ Without available water supply  
☐ Water well/deep well      ☐ Natural source

Is the main source of water functional at present?

☐ YES      ☐ NO      Pls. cite reasons why: \_\_\_\_\_
**B.2.2 Handwashing.** *Is there space for handwashing?*
☐ YES      If YES:      ☐ with soap      ☐ without soap  
☐ NO
**B.2.3 Functional toilets [SRC.16.]**

Male		Female	
Number	Ratio <sup>3</sup>	Number	Ratio <sup>3</sup>

<sup>3</sup> Learner: toilet ratio = Total enrolment divided by number of toilets**B.2.4 Toilet bowls**

Male		Female	
Number	Ratio <sup>4</sup>	Number	Ratio <sup>4</sup>

<sup>4</sup> Learner: toilet bowl ratio = Total enrollment divided by number of toilet bowls

# ANNEX 1A School-Community Data Template

## B.3 Textbooks. Indicate number of textbooks per grade level and subject [SRC.3.]

Level	Subject: _____		Subject: _____		Subject: _____		Subject: _____		Subject: _____	
	Number	Ratio	Number	Ratio	Number	Ratio	Number	Ratio	Number	Ratio
Kindergarten										
Grade 1										
Grade 2										
Grade 3										
Grade 4										
Grade 5										
Grade 6										
Grade 7										
Grade 8										
Grade 9										
Grade 10										
Grade 11										
Grade 12										
<b>TOTAL</b>										

## B.4 Library:

No. of books: \_\_\_\_\_

No. of tables: \_\_\_\_\_

No. of chairs: \_\_\_\_\_

Give additional information and qualitative descriptions of the library (on the lighting, space, other fixtures present, etc.)

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## B.5 Other learning facilities/materials (Example: computers, science equipment. Insert new rows if necessary.)

Facility/Material	Number	Qualitative description/condition

## B.6 Availability of electrical supply. What is the school's source of electricity?

- ☐ Grid supply  
☐ Off-grid supply  
     ☐ Solar power  
     ☐ Generator  
     ☐ Others. Pls. specify: \_\_\_\_\_  
☐ No source of electricity

## B.7 Internet connectivity

### B.7.1 Are there Internet service providers in the area?

☐ YES                      ☐ NO

If YES, check the appropriate Internet service provider/s servicing the area:

- ☐ BAYANTEL                      ☐ GLOBE                      ☐ SMART                      ☐ WIT Global (Satellite)  
☐ DIGTEL                      ☐ PLDT                      ☐ SUN                      ☐ Others. Pls. specify: \_\_\_\_\_

### B.7.2 Does the school subscribe to any of the Internet service provider/s listed above?

☐ YES                      ☐ NO

### B.7.3 Are there Internet café/shops/WiFi-enabled stations in the area?

☐ YES                      Pls. specify: \_\_\_\_\_  
☐ NO



**C. TEACHERS****C.1 Number of teachers [SRC.14.]****C.1.1 Number of nationally-funded teachers (current SY)**

Male	Female	TOTAL	Learner:teacher ratio <sup>5</sup>

<sup>5</sup> Learner:teacher ratio = Total enrollment divided by number of nationally-funded teachers

**C.1.2 Number of locally-funded teachers and subsidized/volunteer teachers (current SY):**

No. of Locally-funded Teachers: \_\_\_\_\_

No. of Subsidized/ Volunteer Teachers: \_\_\_\_\_

**C.1 Quality of teachers****C.2.1 Number of master teachers**

Position	Number	Carries Full-Time Class Teaching Load (YES/NO)	Assigned Grade Levels	Assigned Part-Time to Class Teaching (YES/NO)	Assigned Full-Time to Ancillary Services (YES/NO)
Master Teacher IV					
Master Teacher III					
Master Teacher II					
Master Teacher I					

**C.2.2 Number of teachers meeting the desired competencies based on NCRTS**

	SY Before Previous SY:	Previous SY:	Current SY:
Total No. of Teachers			
No. of Teachers meeting the standards			
% meeting the standards			

**C.2.3 Projects/interventions implemented to improve basic competencies of teachers**

	YES	NO	If YES, please describe
a. Does the school have mechanisms for sustained school-based training?			
b. Does the school use the result of the NCRTS-Teacher's Strength and Needs Assessment as basis for planning?			
c. Are there other interventions implemented to improve competencies of teachers?			

**C.2.4 If the response to C.2.3.b is YES, list down the top 3 training needs mentioned and indicate the number of teachers trained on these [SRC.4.]**

Training Needs	SY Before Previous SY:		Previous SY:		Current SY:	
	No. of Teachers trained	% of teachers trained	No. of Teachers trained	% of teachers trained	No. of Teachers trained	% of teachers trained
Top 1: _____						
Top 2: _____						
Top 3: _____						

[illegible]

**ANNEX 1A School-Community Data Template**

**D.2.2 Projects/interventions implemented in the previous SY addressing needs of children with other health problems (insert new rows if necessary)**

Project/Intervention	Number of Children Covered

**D.3 Children reported as victims of abuse and violence**

**D.3.1 Number of children who were recorded victims of abuse and violence (physical, verbal, and sexual). Should be supported by data from the Guidance Office/teachers.**

Level	Previous SY			Current SY		
	Total	Male	Female	Total	Male	Female
Kindergarten						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10						
Grade 11						
Grade 12						
TOTAL						
Percent of Total						

**D.3.2 Projects/interventions implemented for children that were victims or suspected victims of abuse**

	YES	NO	If YES, please describe the mechanisms	Number of Children Covered
a. Does the school have mechanisms to promote safe and protective practices based on DepED's Policy on Child Protection in School?				
b. Other interventions implemented for children that were victims or suspected victims of abuse (insert new rows if necessary)				

**E. STATUS OF PRIORITY IMPROVEMENT PROJECTS OR CI PROJECTS (SRC.18. & SRC.19.)**

These projects include those implemented by the school and other stakeholders. Insert new rows if necessary.

Implementer	Program/Project Title	Duration		Target	Status/Accomplishments <small>Indicate progress of the program/project, and its effect/impact on children's access to quality education.</small>
		Start	End		

**F. STAKEHOLDER SUPPORT TO EDUCATION [SRC.13.]**

Indicate the amount of contributions made by parents/guardians and other stakeholders for co-curricular activities, extra-curricular activities, and other major activities (such as meetings and assemblies), as well as stakeholder attendance during these activities.

Activity	Contributions			Attendance		
	Volunteer hours	Cash	In Kind	No. of attendees	No. Invited	Attendance rate
<b>Co-Curricular Activities</b>						
<b>Extra-curricular Activities</b>						
<b>Other Major Activities</b>						

**G. FUND SOURCES [SRC.5.]**

Fund Source	Amount
General Appropriations Act (School MOOE)	
General Appropriations Act (Subsidy for Special Programs)	
Local Government Unit funds	
Canteen funds	
Donations	

## II. SITUATION OF CHILDREN / LEARNERS: ACCESS - IN AND OUT OF SCHOOL

*Instruction: Please input required data/information in unshaded cells. Fill-in only the age groups/grade levels that are applicable to your school.*

### 1. CHILDREN NOT IN SCHOOL

#### 1.1 Population of children in the barangay where school is located (current SY)

Age	Total Population			No. of children NOT in School			% of children NOT in School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
GRAND TOTAL									

#### 1.2 Reasons for not attending school in the current SY <sup>6</sup>

Age	No. of school-aged children not in school	No. of children NOT in school according to reasons							
		Financial Matters	Health and Nutrition	Child Labor	Distance of School from Home	Affected by Disaster	Affected by Conflict	Disability	Other Reasons
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
TOTAL									
Percent of Total									

<sup>6</sup> School Project Teams are encouraged to conduct interviews or focus group discussions with parents/guardians/community members to probe deeper on reasons cited

## ANNEX 1A School-Community Data Template

**1.3 Number of children in the barangay NOT in school the last two SYs, depending on data availability**

Age	SY Before Previous SY _____			Previous SY _____			No. of Out-of-school Children Attending Other Forms of Learning In Previous SY		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
<b>TOTAL</b>									

#### 1.4 Projects/interventions implemented to ensure that out-of-school children are reached or mainstreamed in school

1.4 Projects/interventions implemented to ensure that out-of-school children have access to education	YES	NO	If YES, please describe the mechanism/ intervention used by the school-community
a. Does the school-community have a mechanism to actively seek out children not in school and give them access to education (e.g., family mapping, Community-Based Management System, etc)?			
b. Did the school use interventions in the previous SYs to ensure that out-of-school children have access to education?			

## 2. CHILDREN ENROLLED IN SCHOOL [SRC.1.]

### 2.1 Enrollment for the last 3 SYs

[illegible]

ANNEX 1A School-Community Data Template

2.2 Number of children with disabilities by type of disability (insert new columns if necessary)

Level	No. of Children with Disabilities	Type of Disability (Current SY)							
		Disability:	Disability:	Disability:	Disability:	Disability:	Disability:	Disability:	Disability:
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

2.3 Other data

Level	No. of Over-aged Learners	No. of IP Learners	No. of Muslim Learners	No. of 4Ps Learner recipients
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
TOTAL				

### III. SITUATION OF CHILDREN / LEARNERS: ACCESS - ATTENDANCE AND RETENTION

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school.

#### 3. ATTENDANCE

##### 3.1 Number of children regularly attending classes (at least 90% attendance) for the last three SYs <sup>7</sup>

Level	SY Before Previous SY			Previous SY			Current SY		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									
Percent of Total									

##### 3.2 Percentage of children regularly attending classes (at least 90% attendance) for the last three SYs <sup>7</sup>

Level	SY Before Previous SY:			Previous SY:			Current SY:		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
OVERALL									

<sup>7</sup> no. of children regularly attending classes divided by the total enrollment x 100



3.3 In the previous SY, how many children were frequently absent (below 90% attendance) and how many of them were recipients of the Conditional Cash Transfer Program (Pantawid Pamilya) of DSWD?

ANNEX 1A School-Community Data Template

Level	Total Enrollment In Previous SY	Number of children who were frequently absent			Number of frequently absent students that were recipients of Pantawid Pamilya		
		Total	Male	Female	Total	Male	Female
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7							
Grade 8							
Grade 9							
Grade 10							
Grade 11							
Grade 12							
TOTAL							
Percent of Total							

3.4 What were the reasons why children were frequently absent in the previous SY? Please indicate number of children who are frequently absent according to reasons.

Level	Total No. of Children who were Frequently Absent in Previous SY	Number of children who are frequently absent according to reasons <sup>1</sup> (Previous SY)						
		Financial Matters	Health and Nutrition	Child Labor	Distance of School from Home	Affected by Disaster	Affected by Conflict	Other Reasons
Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
TOTAL								

<sup>1</sup> School Project Teams are encouraged to conduct interviews or focus group discussions with parents/guardians/community members to probe deeper on reasons cited

3.5 Projects/Interventions implemented to address needs of children who are frequently absent (insert new rows if necessary)	Number of Children Covered

#### 4.1 Number of dropouts for the last three SYs

#### 4.2 Dropout rates for the last three SYs

**4.3 Number of dropouts by cause [Insert new columns if necessary]**

## 4.4 Projects/interventions implemented for children at risk of dropping out

4.4.a Does the school have mechanisms to:	YES	NO	If YES, please describe the mechanisms used by the school
- track attendance and identify children at risk of dropping out and failing and design remedies to keep them in school?			
- anticipate and minimize disruptions of classes especially with respect to emergencies (disaster and conflict)?			
- track teachers' attendance and ways of ensuring their regular presence based on CSC policy?			

4.4.b What are the interventions implemented for children at risk of dropping out? Insert new rows if necessary.	Number of Children Covered

## IV. SITUATION OF CHILDREN / LEARNERS: QUALITY

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school.

## 5. PROMOTION/GRADUATION RATES [SRC.8.]

## 5.1 Number of promoted learners/graduates by grade level, for the last three SYs

Level	SY Before Previous SY:			Previous SY:			Current SY:		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

5.2 Promotion/graduation rates for the last three SYs<sup>9</sup>

Level	SY Before Previous SY:			Previous SY:			Current SY:		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
OVERALL									

<sup>9</sup> Promotion rate: no. of promoted learners divided by the total enrollment x 100;  
Graduation rate: no. of graduates divided by the total enrollment x 100

## 6. MEAN PERCENTAGE SCORES (based on National Achievement Tests) [SRC.9.]

## 6.1 Mean Percentage Scores of NAT Grade 3 and 6 (or Grade 8 and Grade 10 for the Secondary Level), per subject for the last three SYs

Level	SY Before Previous SY:				
	English	Filipino	Math	Science	HEKASI
Grade 3					
Grade 6					
Grade 8					
Grade 10					
Level	Previous SY:				
	English	Filipino	Math	Science	HEKASI
Grade 3					
Grade 6					
Grade 8					
Grade 10					
Level	Current SY:				
	English	Filipino	Math	Science	HEKASI
Grade 3					
Grade 6					
Grade 8					
Grade 10					

## 6.2 Projects/interventions implemented to improve basic competencies of learners (insert new rows if necessary)


## 7. LITERACY LEVEL [SRC.10.]

7.1 Number of learners who are in the frustration, instructional, and independent levels for the current SY (ENGLISH) <sup>10</sup>

Level	Frustration Level			Instructional Level			Independent Level		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Pre-Test Results									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Level	Post-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									

<sup>10</sup> Based on Phil-IRI pre-test results7.2 Number of learners who are in the frustration, instructional, and independent levels for the current SY (FILIPINO) <sup>10</sup>

Level	Frustration Level			Instructional Level			Independent Level		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Pre-Test Results									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Level	Post-Test Results								
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									

## 7.3 Projects/interventions implemented to improve reading skills of children (insert new rows if necessary)


**8. AWARDS/RECOGNITIONS (TOP 3) [SRC.6.]**

List down the awards/recognitions received by the school, the school head, teachers, and students. Insert new rows if necessary.

Category of Awardees	Title	Year	Award-giving Body (Please identify)				
			District	Division	Regional	National	International
Student							
Teacher							
School Head							
School							







## ANNEX 2A Child-Friendly School Survey

### WHAT SHOULD A CHILD-FRIENDLY SCHOOL AIM TO ACHIEVE?

A Child-friendly School should aspire for these seven (7) goals:

- (1) Encourage children's participation in school and community
- (2) Enhance children's health and well-being
- (3) Guarantee safe and protective spaces for children
- (4) Encourage enrolment and completion
- (5) Ensure children's high academic achievement and success
- (6) Raise teacher's morale and motivation
- (7) Mobilize community support for education

### How should our school go about achieving these goals?

The following checklist contains **action items** that will guide you through what you need to have or need to do towards accomplishing the seven goals of the Child-friendly School.

See how many of the action items listed under each goal you have accomplished or are doing on a regular basis. Tick the box before each action item if you have accomplished this. Add up and write your total in the box after each goal. By checking what your school already has and what it is doing regularly, you will be able to track your progress towards becoming a Child-friendly School.

You may already be well along the way to becoming a Child-friendly School! Remember though that you have to be honest with your answers!

Here's one other advice... Please accomplish this checklist first before moving on to the next section.

#### GOAL #1: Encourage children's participation in school and community

What your school should have or should be doing:

- ☐ Your school has a working student government.
- ☐ Your school involves students in meetings and planning sessions that concern their well-being.
- ☐ Your school involves students in the organizing, planning, and execution of the disaster preparedness and response plan.
- ☐ Your school encourages its students to get involved in community work.
- ☐ Your school has a mechanism or mechanisms – such as a school publication, students' bulletin board, or opinion box – for pupils to express their opinions about school and community issues.

Total number of action items checked for this goal

#### GOAL # 2: Enhance children's health and well-being

What your school should have or should be doing:

- ☐ Your school maintains and regularly updates a health record of each pupil.
- ☐ Your school holds annual weighing and health examination of your pupils.
- ☐ Your school holds annual dental examination of your pupils.
- ☐ Your school treats or refers pupils with health problems.

## ANNEX 2A Child-Friendly School Survey

- ☐ Your school treats pupils with decayed teeth.
- ☐ Your school has a feeding program for malnourished children.
- ☐ Your school serves or sells healthy and nutritious food in your premises.
- ☐ Your school practices proper waste disposal.
- ☐ Your school has a steady supply of clean and safe drinking water.
- ☐ Your school has separate toilet facilities for boys and girls consisting of urinals and lavatories that are regularly maintained and kept clean.
- ☐ Your school has a functional clinic.

Total number of action items checked for this goal.

### GOAL # 3: Guarantee safe and protective spaces for children

What your school should have or should be doing:

- ☐ Your classrooms have proper ventilation and lighting and enough space for 45-50 pupils.
- ☐ Your classroom desks and other furniture are sized to the age of the pupils. In the case of shared desks, each pupil has enough space to do seatwork.
- ☐ Your classrooms' layout and furniture allow pupils to interact and do group work.
- ☐ Your classrooms have a bulletin board or a corner that displays helpful learning materials such as posters, illustrations, newspaper and magazine clippings, and your pupils' own works.
- ☐ Your classrooms, facilities, and premises are regularly maintained and kept clean.
- ☐ Your school has safe facilities in place to address hazard threats (e.g. fire exits, fire extinguishers, appropriate electrical wirings).
- ☐ Your school has identified and prepared alternative learning spaces in cases of emergencies.
- ☐ Your school has adequate emergency/first aid kits that are readily available.
- ☐ Your school conducts regular evacuation drills for earthquake, fire, flooding, or tsunami.
- ☐ Your school has a library for reading and for study.
- ☐ Your school has facilities and equipment for recreation and sports.
- ☐ Your school has sufficient lawn space and vegetation.
- ☐ Your school has duly assigned personnel in charge of securing its premises, its properties, and those of its pupils and teachers.
- ☐ Your school coordinates with the barangay and local authorities to ensure the safety and protection of your pupils.
- ☐ Your school has a policy against discrimination with regard to gender, cultural origin, social status, religious belief, and others.
- ☐ Your school has a program for children with special needs.
- ☐ Your teachers use non-threatening styles of discipline.

Total number of action items checked for this goal.

### GOAL # 4: Encourage enrollment and competition

What your school should have or should be doing:

- ☐ Your school has a master list of all school-age children in the community, whether enrolled or not.
- ☐ Your school regularly coordinates with the local barangay council to identify school-age children who are out of school, for the purpose of bringing them to school.

## ANNEX 2A Child-Friendly School Survey

- ☐ Your school conducts campaigns to encourage parents to enroll their children.
- ☐ Your school has a system to regularly check on the attendance of its pupils and address problems concerning non-attendance.

Total number of action items checked for this goal.

### GOAL # 5: Ensure children's high academic achievement and success

What your school should have or should be doing:

- ☐ Your school has a clear vision/mission statement that is prominently displayed and adequately explained to all school personnel.
- ☐ The principal and teachers are familiar with child-centered and child-friendly principles.
- ☐ Your school provides each student a complete set of textbooks.
- ☐ Teachers regularly prepare their lesson plans.
- ☐ Your school encourages and promotes cooperative and "hands-on" learning ("learning by doing").
- ☐ The principal has data on the school's past three years performance in the division, regional or national tests for the purpose of improving its current year performance.
- ☐ Teachers regularly monitor and assess their pupils' academic performance, with the view of improving their performance.
- ☐ The school provides students access to ADM, ALS, and/or other learning materials for their use during emergencies.

Total number of action items checked for this goal.

### GOAL # 6: Raise teachers' morale and motivation

What your school should have or should be doing:

- ☐ Teachers undergo continuing and advance professional training at least once a year.
- ☐ Teachers are regularly trained in new and effective teaching-learning strategies.
- ☐ Teachers have their own lounge and/or work area.
- ☐ Teachers are given annual medical check-up.
- ☐ The principal provides strong direction and leadership guided by a written supervisory plan.
- ☐ The principal regularly monitors teachers' performance and provides needed support.
- ☐ Teachers support their co-teachers by sharing teaching techniques and experiences.
- ☐ Your school provides annual medical examination to your teachers and other staff.

Total number of action items checked for this goal.

## ANNEX 2A Child-Friendly School Survey

### GOAL # 7: Mobilize community support for education

What your school should have or should be doing:

- ☐ Your school has a Parent-Teacher Association (PTA) that has elected leaders, meets regularly, and has a written plan of action.
- ☐ Your school coordinates with barangay institutions to identify children who are physically or sexually abused or are made to do hard physical labor, for the purpose of identifying their special needs.
- ☐ Your school coordinates with the barangay and local institutions to enroll illiterate parents in literacy programs.
- ☐ Your school takes the lead in conducting literacy programs for illiterate parents.
- ☐ Your school enlists the support of community organizations to help raise funds and resources for learning.
- ☐ Your school invites parents to discuss with your teachers the learning experiences and progress of their children.
- ☐ Your school consults parents in the drafting of its policies, and in the planning and implementation of school activities.
- ☐ Your school has organized and capacitated the School Disaster Risk Reduction and Management Committee (SDRRMC).
- ☐ Your school has strong partnerships with external stakeholders in order to address disaster risk reduction and the CCA-related needs of the school (i.e. data and statistics, capacity building, resources, etc).

Total number of action items checked for this goal.

### Rating your school for action items done

#### Goal # 1: Encourage children's participation in school and community

The Goal has 5 action items. If you scored 3 points, give yourself a blue heart; if you scored 4 points, give yourself a purple heart; if you scored 5 points, give yourself a red heart. If you scored lower than 3 points, don't color the heart. But take heart (pardon the expression), there are still six goals to assess and you might just do better with the next ones.

(Note: If you do not have crayons or color pens or pencils, you can just mark the inside of the heart with a B for Blue, P for Purple, or R for Red)



Color this heart!

## ANNEX 2A Child-Friendly School Survey

### Goal # 2: Enhance children's health and well-being

This Goal has 11 action items. If you scored 7 points, give yourself a blue heart; if you scored 8-9 points, give yourself a purple heart; if you scored 10-11 points, give yourself a red heart. If you scored lower than 7 points, don't color the heart, if your score is lower than desired, try again with the other goals. You have five more to go!



Color this heart!

### Goal # 3: Guarantee safe, protective spaces for children

This Goal has 17 action items. If you scored 10-11 points, give yourself a blue heart; if you scored 12-14 points, give yourself a purple heart; if you scored 15-17 points, give yourself a red heart. If you scored lower than 10 points, don't color the heart. Did you do better this time?



Color this heart!

### Goal # 4: Encourage enrollment and completion

This Goal has 4 action items. If you scored 2 points, give yourself a blue heart; if you scored 3 points, give yourself a purple heart; if you scored 4 points, give yourself a red heart. If you scored lower than 2 points, don't color the heart. We're midway through the test. Let's see how you score with the rest!



Color this heart!

### Goal # 5: Ensure children's high academic achievement and success

This Goal has 8 action items. If you scored 6 points, give yourself a blue heart; if you scored 7 points, give yourself a purple heart; if you scored 8 points, give yourself a red heart. If you scored lower than 6 points, don't color the heart. Hope you're racking up those points!



Color this heart!

## ANNEX 2A Child-Friendly School Survey

### Goal # 6: Raise teachers' morale and motivation

This Goal has 8 action items. If you scored 4-5 points, give yourself a blue heart; if you scored 6-7 points, give yourself a purple heart; if you scored 8 points, give yourself a red heart. If you scored lower than 4 points, don't color the heart. Do you think you'll be a Child-friendly School by the end of this test?



Color this heart!

### Goal # 7: Mobilize community support for education

This Goal has 9 action items. If you scored 7 points, give yourself a blue heart; if you scored 8 points, give yourself a purple heart; if you scored 9 points, give yourself a red heart. If you scored lower than 7 points, don't color the heart. That's it! Hope you did well!



Color this heart!

### Accomplishing Specific Targets

The preceding sections outlined the actions that we need to take towards establishing a Child-friendly School. However, this is just the first step. We must also ensure that our actions are effective enough to help us realize desired outcomes for children in the context of the Child-friendly School System.

We may also call these desired outcomes 'targets.' The following are the targets set for itself by the Department of Education (DepEd). The ideal, of course, is to aim for universal coverage or 100% attainment of these targets.

- All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).
- All children in your school who enrolled in Kinder six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.
- All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.

In addition are targets relating to the promotion of proper health and nutrition among schoolchildren and school personnel. This follows the principle that a healthy and well-nourished child is more ready for learning than a sickly one.

The additional targets are as follows:

- All schoolchildren are well nourished.
- All schoolchildren are healthy.
- All schoolchildren have good dental health.

## ANNEX 2A Child-Friendly School Survey

### How much of these targets has your school accomplished?

The following are the standards by which you are asked to rate your school:

#### Enrollment and academic achievement targets for school year (SY) \_\_\_\_\_:

1. All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).

(Please check)

<input type="checkbox"/> Less than 95%	Poor	0 point
<input type="checkbox"/> 95-96%	Fair	1 point
<input type="checkbox"/> 97-98%	Good	2 points
<input type="checkbox"/> 99-100%	Outstanding	3 points

Your Score: \_\_\_\_\_ point/s

2. All children in your school who enrolled in Kinder six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.

(Please check)

<input type="checkbox"/> Less than 77%	Poor	0 point
<input type="checkbox"/> 77-79%	Fair	1 point
<input type="checkbox"/> 80-90%	Good	2 points
<input type="checkbox"/> 91-100%	Outstanding	3 points

Your Score: \_\_\_\_\_ point/s

3. All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.

(Please check)

<input type="checkbox"/> Less than 50%	Poor	0 point
<input type="checkbox"/> 50-74%	Fair	1 point
<input type="checkbox"/> 75-90%	Good	2 points
<input type="checkbox"/> 91-100%	Outstanding	3 points

Your Score: \_\_\_\_\_ point/s

#### Health and nutrition targets:

4. All your pupils/students are well nourished.

(Please check)

<input type="checkbox"/> Less than 70%	Poor	0 point
<input type="checkbox"/> 70-80%	Fair	1 point
<input type="checkbox"/> 81-90%	Good	2 points
<input type="checkbox"/> 91-100%	Outstanding	3 points

Your Score: \_\_\_\_\_ point/s

## ANNEX 2A Child-Friendly School Survey

5. All your pupils/students are healthy.

(Please check)

<input type="checkbox"/> Less than 75%	Poor	0 point
<input type="checkbox"/> 75-80%	Fair	1 point
<input type="checkbox"/> 81-90%	Good	2 points
<input type="checkbox"/> 91-100%	Outstanding	3 points

Your Score: \_\_\_\_\_point/s

6. All your pupils/students have good dental health.

(Please check)

<input type="checkbox"/> Less than 75%	Poor	0 point
<input type="checkbox"/> 75-80%	Fair	1 point
<input type="checkbox"/> 81-90%	Good	2 points
<input type="checkbox"/> 91-100%	Outstanding	3 points

Your Score: \_\_\_\_\_point/s

### How our school scored

On these pages, you will tally your scores in the two assessment categories.

To rate yourself for Action Items done (pages \_\_\_\_), assign the following points to your colored hearts:

Blue heart-	one (1) point
Purple heart-	two (2) points
Red heart -	three (3) points
Uncolored heart-	no (0) point

Now add up those points.

Action Items / Goals	Colored Hearts	Points
1. Encourage children's participation in school and community		
2. Enhance children's health and well-being		
3. Guarantee safe and protective spaces for children		
4. Encourage enrollment and completion		
5. Ensure children's high academic achievement and success		
6. Raise teacher's morale and motivation		
7. Mobilize community support for education		
<b>SCORE</b>		

Enter and add up your scores for Accomplishing Specific Targets (pages \_\_\_\_ ) here.

Progress toward specific targets	Points
1. All school-age children in your community are served by the school (ages 5-11 in ES, 12-15 in JHS, 16-17 in SHS).	
2. All children in your school who enrolled in Kinder	



## ANNEX 2A Child-Friendly School Survey

<p>six years ago finish Grade 6/ enrolled in Grade 7 three years ago finish Grade 10/ enrolled in Grade 11 finish Grade 12.</p>	
3. All your Grade 6 pupils/Grade 10/Grade 12 students pass the division, regional, or national tests or assessments.	
4. All your pupils are well nourished.	
5. All your pupils are healthy.	
6. All your pupils have good dental health.	
<b>SCORE</b>	

Now, tally your scores in the two categories.

<b>Action Items / Goals</b>	
<b>Progress toward Targets</b>	
<b>TOTAL SCORE</b>	

### So, is your school Child-friendly?

If you got a total of at least 25 points but lower than 30 points, you are a CHILD-FRIENDLY SCHOOL!

If you got at least 30 points but lower than 35 points, you are an OUTSTANDING CHILD-FRIENDLY SCHOOL!!

If you got 35 points or higher, you are indeed a VERY OUTSTANDING CHILD-FRIENDLY SCHOOL!!!

To all of you who made it, CONGRATULATIONS!!! To those who didn't, you can try to do better next school year.

Now make sure that you do this every school year to see if you are keeping with or improving your performance.

Thank you for answering this little test. Until next time when we include other action items and targets in our list! Becoming a Child-friendly School is easy, don't you agree?

\_\_\_\_\_  
(name of your school)

is a

**CHILD-FRIENDLY SCHOOL!!!**



### **School-Based Child Protection/Anti-Bullying Policy Implementation Checklist**

**Name of School:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**District/Division/Region:** \_\_\_\_\_

<b>Instruction:</b>	<p>This checklist is designed to monitor and evaluate the compliance of the school/s in the implementation of DepEd Order No. 40, s. 2012 and DepEd Order No. 55, s. 2013.</p> <p>Tick the appropriate box that corresponds to your observation.</p> <p>P – Present or In Place A – Absent or Not In Place</p> <p>Findings will be based simply on the presence or absence of the requirement as stated in each item and shall be the basis for a plan of action by the school and the Division Office.</p>	
	<b>P</b>	<b>A</b>
1. The school has a written school-based child protection and/or anti-bullying policies.		
2. There is a code of conduct incorporated in the school-based child protection or anti-bullying policy for the following:		
a. Students		
b. School Administrators		
c. Non-Teaching Personnel (guards, maintenance, etc.)		
d. Teachers		
e. Visitors (Parents, alumni etc.)		
f. Off-Campus activities such as field trip, camping etc.		
3. The code of conduct has specific provisions to address potential risks to students such as:		
a. Disregarding abusive situation or behavior against children;		
b. Employing children as house helper or asking students to care for teacher's children while in school;		
c. Relating with children in private for personal matters like student-teacher as "text mates" or face book friends;		
d. Going out with students after school such as watching movies;		
e. Using green jokes or jokes with double meaning in the class; and		
f. Cultural Beliefs (marrying children because it is acceptable based on one's culture/religion, amicable settlement on child abuse cases).		
4. Promotion or information dissemination of the school-based child protection and/or anti-bullying policies is done during school opening for:		
• Students		
• Teachers		
• Non-Teaching personnel		
• Parents		
5. There are written procedures to guide in conducting disciplinary proceedings in cases of offenses committed by pupils, students, or learners.		
6. The school has adopted a conflict resolution mechanism that respects the rights of indigenous peoples, provided that they conform to child's rights and the Department issuances on child protection.		
7. There is an established system for identifying students who may be suffering from significant harm based on physical, emotional, or behavioral signs.		
8. Has developed and implemented a school-based referral and monitoring system		

**Annex 2B Child Protection Policy  
Implementation Checklist**

to address child abuse and bullying cases.		
9. There is an existing record of all proceedings related to bullying and child abuse cases using the Intake Sheet (Annex B of DO 40, s. 2012 or Appendix B of DO 18, s. 2015) as appropriate.		
10. Records related to complex cases of child abuse and bullying using the Intake Sheets (Annex A of DO 40, s. 2012 or Appendix B of DO 18, s. 2015) are well-kept and separate from simple cases.		
11. The school has submitted its consolidated reports on bullying and child abuse cases to the Division Office a week after the opening of each school year.		
12. Has mapped out available resources in their community for possible linkages or networking for cases needing referrals etc.		
13. Has an active coordination with WCPD, DSWD, and other government and Non-Government Organizations (NGO).		
14. Has a clear policy on the use of positive and non-violent discipline for children.		
15. There is an organized Child Protection Committee (CPC) in the school.		
16. There is an annual capacity building activities for the members of the CPC:		
• Guidance Counselor/Designated Guidance Teacher		
• Representative of the Students		
• Representative of the Parents		
• Representative of the Barangay		
• Representative of the Teachers		
17. The CPC is meeting regularly to discuss appropriate interventions and/or responses to school problems on bullying and child abuse cases and other concerns.		
18. The school with its CPC has initiated information dissemination programs and organized activities for the protection of children from abuse, exploitation, violence, harm, and bullying.		
19. There is a strong student participation in the promotion of child protection and anti-bullying policies of the school.		
20. There is a feedback mechanism in the school to monitor the implementation of the Child Protection and/or Anti-Bullying policies.		
(Total Number of P and A multiplied the total number of items divided by 100)		
<b>Overall Scores</b>		
<b>General Description:</b>		
<b>Recommendation:</b>		

**Prepared by:**

\_\_\_\_\_  
Signature over Printed Name

\_\_\_\_\_  
Designation

\_\_\_\_\_  
Date

**Received by:**

\_\_\_\_\_  
Signature over Printed Name

\_\_\_\_\_  
Designation

\_\_\_\_\_  
Date

**School Watching Checklist**

- |   |   |
|---|---|
| <input type="checkbox"/> Broken window  | <input type="checkbox"/> Broken/dilapidated ceiling   |
| <input type="checkbox"/> Slippery pathway   | <input type="checkbox"/> Open/incomplete perimeter fence  |
| <input type="checkbox"/> Blocked corridor   | <input type="checkbox"/> Presence of stray animals inside the school campus   |
| <input type="checkbox"/> Heavy objects mounted on top of cabinets/shelves           | <input type="checkbox"/> Presence of electrical post/transformer near or within the school perimeter                                    |
| <input type="checkbox"/> Flooded area   | <input type="checkbox"/> No system of release to parents during emergencies   |
| <input type="checkbox"/> Busted plugs/light bulbs/electrical facilities             | <input type="checkbox"/> No posted emergency hotlines around the school   |
| <input type="checkbox"/> Exposed electrical wires                                   | <input type="checkbox"/> Garbage area (segregation of biodegradable and non-biodegradable)  |
| <input type="checkbox"/> Protruding nails in chairs and tables                      | <input type="checkbox"/> Detached or peeled off GI sheet  |
| <input type="checkbox"/> Broken door knobs  | <input type="checkbox"/> Broken toilet bowl and/or sinks  |
| <input type="checkbox"/> Warning sign: Slippery pathways/corridors                  | <input type="checkbox"/> Broken chairs/desks/tables   |
| <input type="checkbox"/> Plants mounted on the building railings                    | <input type="checkbox"/> Blocked/no emergency exits   |
| <input type="checkbox"/> Flooding   | <input type="checkbox"/> Unmounted cabinets/shelves   |
| <input type="checkbox"/> Exposed chemicals and liquids                              | <input type="checkbox"/> Medical kits in every classrooms   |
| <input type="checkbox"/> Lack/absence of storage for equipment                      | <input type="checkbox"/> Bells/alarms   |
| <input type="checkbox"/> Unlabeled chemicals  | <input type="checkbox"/> Condemnable building (i.e. very old structure, collapsing building and/or prominent cracks on classroom walls) |
| <input type="checkbox"/> Dripping ceiling   | <input type="checkbox"/> Others ( <i>List as many as possible</i> )   |
| <input type="checkbox"/> Open pit   |   |
| <input type="checkbox"/> Stagnant water   |   |
| <input type="checkbox"/> Unpruned trees/bushes/shrubs                               |   |
| <input type="checkbox"/> Open/clogged canals  |   |
| <input type="checkbox"/> No ramps for elevated school buildings or other facilities |   |
| <input type="checkbox"/> Swing-in doors   |   |

## SCHOOL IMPROVEMENT PLANNING GAP ANALYSIS TEMPLATE

**REGION:** \_\_\_\_\_

**DIVISION:** \_\_\_\_\_

**DISTRICT:** \_\_\_\_\_

**BARANGAY:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_

Instruction: Use the matrix on the next page as a guide in assessing the gap between your Division Targets (A) and school performance (B). In particular, you can fill out the matrix by answering the following questions for each Division Target:

B1. Data needed – What data do we need to assess our school performance against this Division Target?

B2. Currently contributing – Is our current school performance contributing to the attainment of this Division Target? How is it contributing or not contributing? Explain.

B3. Inhibiting Factors – If contributing, what are the factors that prevent us from contributing further to this Division Target? If not contributing, what are the factors that prevent us from contributing to this Division Target? Include the most pressing needs or problems from available data.

B4. Projects implemented – What school projects being implemented are geared towards the attainment of this Division Target? If no such projects are being implemented, leave it blank.

B5. Groups that require attention – Are there groups in our school that require specific attention concerning the attainment of this Division Target? (e.g., considering gender, socio-economic status, ethnicity).

---

**DATE ACCOMPLISHED**

ANNEX 3 Gap Analysis Template

A. DIVISION TARGETS	B. SCHOOL PERFORMANCE					
	B1. DATA NEEDED	B2. CURRENTLY CONTRIBUTING		B3. INHIBITING FACTORS	B4. PROJECTS IMPLEMENTED	B5. GROUPS THAT REQUIRE ATTENTION
		YES/NO	EXPLANATION			
Example 1. Zero Dropout	1. Dropout rates over the previous three years 2. Reasons for dropping out	No	Dropout rates over the last three years have been greater than 2%.	High dropout rates due to the following: - financial matters - health problems - child labor	1. New strategy on attendance monitoring 2. Teacher counseling of students	Disadvantaged students
Example 2. Attain basic literacy by Grade 3	Basic literacy rates by grade level over the past three years	Yes	All students over the past three years have attained basic literacy by Grade 3.	Basic literacy can be attained earlier (e.g., by Grade 1): - focusing on the <b>male students</b> in Grades 1 and 2 that fall behind - determining the reasons why male students in Grades 1 and 2 fall behind	Oplan Tutok Basa	Male students

## SCHOOL IMPROVEMENT PLANNING IDENTIFY PRIORITY IMPROVEMENT AREAS

Instruction: Using the matrix on the next page, please rate each improvement area on five criteria using a 5-point scale as described below.

Criteria	Description	Scale
Strategic Importance	The number of other areas that will benefit when the improvement area is addressed	5 – Very High 4 – High 3 – Moderate 2 – Low 1 – Very Low
Urgency	The urgency or need to improve the area as soon as possible	
Magnitude	The number of learners that will benefit when the improvement area is addressed	
Feasibility	The degree to which the improvement area is within the school's mandate and control	

Afterwards, compute the average rating of each improvement area and interpret the results as follows:

Average Rating	Interpretation
4.5 – 5.0	Very High Priority
3.5 – 4.49	High Priority
2.5 – 3.49	Moderate Priority
1.5 – 2.49	Low Priority
1.0 – 1.49	Very Low Priority

#### ANNEX 4 Identifying Priority Improvement Areas

Improvement Areas	Strategic Importance	Urgency	Magnitude	Feasibility



### SCHOOL IMPROVEMENT PLANNING PLANNING WORKSHEET

Instruction: Align your input into the appropriate learning stage and intermediate outcomes.

PLANNING WORKSHEET for ACCESS and QUALITY							
LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
					SY__	SY__	SY__
K-3	IO1: Learners are in school and learning centers				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO3: Learners enjoy learner-friendly environment				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO4: Learners actively participate in their learning environment				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO5: Learners attain learning standards				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO6: Learners are well-rounded, happy and smart				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-6	IO1: Learners are in school and learning centers				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO3: Learners enjoy learner-friendly environment				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO4: Learners actively participate in their learning environment				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO5: Learners attain learning standards				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO6: Learners are well-rounded, happy and smart				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLANNING WORKSHEET for ACCESS and QUALITY							
LEARNING STAGE	DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
					SY__	SY__	SY__
7-10	IO1: Learners are in school and learning centers				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO3: Learners enjoy learner-friendly environment				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO4: Learners actively participate in their learning environment				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO5: Learners attain learning standards				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO6: Learners are well-rounded, happy and smart				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11-12	IO1: Learners are in school and learning centers				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO2: Learners access programs responsive to their needs and consistent with their interests and aptitudes				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO3: Learners enjoy learner-friendly environment				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO4: Learners actively participate in their learning environment				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO5: Learners attain learning standards				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	IO6: Learners are well-rounded, happy and smart				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLANNING WORKSHEET for GOVERNANCE						
DEPED INTERMEDIATE OUTCOMES	PRIORITY IMPROVEMENT AREA	GENERAL OBJECTIVE/S	ROOT CAUSE/S	TIME FRAME		
				SY__	SY__	SY__
IO1: Education leaders and managers practice participative and inclusive management processes				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IO2: Internal systems and processes needed for continuous improvement in place				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IO3: Growing number of stakeholders actively participate and collaborate in convergence mechanisms at all levels				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ANNEX 9 Project Work Plan and Budget Matrix

Project Title:

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Problem Statement:

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Project Objective Statement:

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Root Cause:

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### Project Work Plan and Budget Matrix

Activity	Output	Date of Implementation	Person Responsible	Budget	Budget Source

*Note: Please record also the date of monitoring per project  
Please attach this form to the AIP template*

## ANNUAL IMPLEMENTATION PLAN

### SCHOOL YEAR \_\_\_\_\_

Instruction: List down the activities that are required in each school year to implement the school improvement projects. Indicated for every activity are the schedule and venue, budget, and the person(s) responsible.

SCHOOL IMPROVEMENT PROJECT TITLE	PROJECT OBJECTIVE	OUTPUT FOR THE YEAR	ACTIVITIES	PERSON(S) RESPONSIBLE	SCHEDULE/ VENUE	BUDGET PER ACTIVITY	BUDGET SOURCE

NOTE: You may add rows when necessary

## ANNEX 11 SRC Summary of Information

School Profile	Description	Remarks	Period of Reporting	Data Presentation	Data Source/Forms
1. Enrolment	<ul style="list-style-type: none"> <li>• Total number of learners enrolled               <ul style="list-style-type: none"> <li>◦ By gender</li> <li>◦ Last 3 years</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Optional:</b> <i>If the school has special programs, they can also present in a separate graph the enrolment number of the different types of learners by program (e.g. SPED, ADM, ALS, IPEd, ALIVE) of the current year – schools can show the total for each type of learner</i></li> </ul>	Mid-year (BoSY data) Year-end (EoS data)	Stacked bar graph by gender per year For types of learners, a pie graph can be used  Year-End data can be a comparison with the Mid-Year data (line on bar graph)	SF-1: School Register; EBEIS
2. Health and nutritional status	<ul style="list-style-type: none"> <li>• Number of learners who are severely wasted/wasted</li> <li>• By gender</li> <li>• For every key stage</li> <li>• (K-3, 4-6, JHS, SHS)</li> <li>• Current year</li> </ul>	<ul style="list-style-type: none"> <li>• No. of severely wasted or wasted</li> </ul>	Mid-year Year-end	Stacked bar graph by gender per key stage	Nutritional Status Report
3. Learners materials*	<ul style="list-style-type: none"> <li>• The count of shortages/excess learners materials per grade level based on what the students are using during the School Year</li> <li>• Only subjects which have shortage/excess learners materials will be listed per grade level</li> <li>• Current year</li> </ul>		Year-end	Table per grade level that shows the number of shortage/excess learners materials (by subject)	SF-3: Books Issued and Returned; Physical Count of Inventories

# ANNEX 11 SRC Summary of Information

4. Teachers' professional development*	<ul style="list-style-type: none"> <li>• Number of teachers who attended training/further studies</li> <li>• By kind/type of professional development (e.g. ICT, Further studies, INSET, LAC, etc)</li> <li>• Current year</li> </ul>		Mid-year Year-end	Bar graph by kind/type of professional development	Accomplishment report
5. Funding sources*	<ul style="list-style-type: none"> <li>• Funding amount and sources (MOOE, LGU, canteen, donors, etc.)</li> <li>• Current year</li> </ul>		Mid-year Year-end	Pie graph by funding source	Financial reports; Monthly liquidation reports
6. School awards and recognitions*	<ul style="list-style-type: none"> <li>• Top 3 awards/ recognition from award-giving bodies duly recognized by DepEd</li> <li>• Listing by title, award-giving body, level (school, division, regional, national, international)</li> <li>• Categorized into student, teacher, school head, and school awards</li> <li>• Current year</li> </ul>		Mid-year Year-end	Table	Accomplishment report

\*Data not found in the EBEIS

# ANNEX 11 SRC Summary of Information

Performance Indicators	Description	Remarks	Period of Reporting	Data Presentation	Data Source/Forms
<b>ACCESS</b>					
7. Number and rate of dropouts by cause	<ul style="list-style-type: none"> <li>Count and percentage of learners who do not finish a particular grade level. (It does not capture learners who finish a grade level but do not enrol in the next grade level the following school year)</li> <li>Look at the five (5) major causes of dropout in the school</li> <li>Last 3 years</li> </ul>		Year-end	Stacked bar graph by cause per year; percentage can be shown through a line graph over the bar graph	SF-4: Monthly Learner's Movement and Attendance; SF-2: Daily Attendance Report of Learners; EBEIS
<b>QUALITY</b>					
8. Percentage of learners who completed the School Year (Promotion Rate)	<ul style="list-style-type: none"> <li>Percentage of learners who completed the school year</li> <li>Number of promoted learners over number of total learners x 100</li> <li>Per grade level</li> <li>Current year</li> </ul>		Year-end	Bar graph	EBEIS; Enrolment data; SF-6: Summarized Report on Promotion and Level of Proficiency
9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)	<ul style="list-style-type: none"> <li>MPS per subject</li> <li>Grade 6/10 results for complete schools</li> <li>Grade 3/8 results for incomplete schools</li> <li>Current year</li> </ul>	<ul style="list-style-type: none"> <li>In the absence of NAT scores, school can use the School Readiness Year-End Assessment (SReYA) in Elementary OR the general average of pupils in the highest grade level offering</li> </ul>	Year-end	Bar graph by MPS of each subject	Report from NITRC
10. Literacy level	<ul style="list-style-type: none"> <li>Total number of learners who are in the frustration, instructional, and independent levels for English and Filipino (oral and silent reading)</li> <li>Should show pre and post test results</li> <li>If PHIL-IRI is used, will cover grades 2-6 only</li> <li>Current year</li> </ul>	<ul style="list-style-type: none"> <li>In the absence of a tool to measure literacy, schools can use PHIL-IRI results or any existing tool to measure literacy</li> </ul>	Mid-year Year-end	Bar graphs showing oral and silent reading results (one for English and Filipino)	Philippine Informal Reading Inventory (PHIL-IRI); McCall-Crab Reading Comprehension Examination or its equivalent



## ANNEX 11 SRC Summary of Information

<b>GOVERNANCE</b>					
11. School-Based Management Assessment Level	<ul style="list-style-type: none"> <li>School level based on SBM Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Use SBM Assessment</li> </ul>	Year-end	SBM Level and its corresponding qualitative interpretation	SBM Assessment
12. Child-Friendly School Survey result*	<ul style="list-style-type: none"> <li>Survey to be accomplished by the School Planning Team</li> <li>Based on CFSS point system:               <ul style="list-style-type: none"> <li>25-29 points: Child-Friendly School</li> <li>30-34 points: Outstanding Child-Friendly School</li> <li>35 and above points: Very Outstanding Child-Friendly School</li> </ul> </li> <li>Current year</li> </ul>	<ul style="list-style-type: none"> <li>Use Child-Friendly School Self-Assessment Guide</li> </ul>	Year-end	Points and status	Child-Friendly School Self-Assessment
13. Stakeholders' participation*	<p>There will be two (2) data sets:</p> <ol style="list-style-type: none"> <li>Percentage (number of attendees over those invited) of parents/guardians and other stakeholders who attend during:               <ul style="list-style-type: none"> <li>Co-curricular activities (Science month, Reading month, contests, etc.)</li> <li>Extra-curricular activities (Boy Scouts, Brigada Eskwela, sports fests, etc.)</li> <li>Meetings and Assemblies (SIP, CI, General PTA, etc.)</li> </ul> </li> <li>Total contribution (in kind, man-hours, etc.) of stakeholders which are accounted               <ul style="list-style-type: none"> <li>Current year</li> <li>By reporting period (Mid-year and Year-end)</li> </ul> </li> </ol>		Mid-year Year-end	<p>For percentage: stacked bar graph by activity (co-curricular, extra-curricular, meetings/assemblies) per stakeholder</p> <p>For total contribution: stacked bar graph by type of contribution per reporting period, with total</p>	Attendance sheets; DepEd order 18: School Calendar

### ANNEX 11 SRC Summary of Information

14. Learner-Teacher ratio	<ul style="list-style-type: none"> <li>• Comparison of the actual ratio of learners to teachers against the standard: <ul style="list-style-type: none"> <li>o Kinder (25:1)</li> <li>o Grades 1 &amp; 2 (40:1)</li> <li>o Grades 3 to 10 (45:1)</li> <li>o SHS (40:1)</li> </ul> </li> <li>• Per grade level</li> <li>• Current year</li> </ul>		Year-end	Ratio per grade level shown as bar graph; Standard can be shown as line graph over the bar graph	SF-7: School Personnel Assignment List and Basic Profile; SF-1: School Register; EBEIS
15. Learner-Classroom ratio	<ul style="list-style-type: none"> <li>• Comparison of the actual ratio of learners to classrooms against the standard: <ul style="list-style-type: none"> <li>o Kinder (25:1)</li> <li>o Grades 1 &amp; 2 (40:1)</li> <li>o Grades 3 to 10 (45:1)</li> <li>o SHS (40:1)</li> </ul> </li> <li>• Per grade level</li> <li>• Current year</li> </ul>		Year-end	Ratio per grade level shown as bar graph; Standard can be shown as line graph over the bar graph	EBEIS: Facilities and Structures
16. Learner-Toilet ratio	<ul style="list-style-type: none"> <li>• Comparison of the actual ratio of learners to functional toilets against standards (50:1)</li> <li>• Total number</li> <li>• By gender</li> <li>• Current year</li> </ul>		Year-end	Line graph	EBEIS: Facilities and Structures
17. Learner-Seat ratio	<ul style="list-style-type: none"> <li>• Comparison of the actual ratio of learners to seats against the standard (1:1)</li> <li>• Total number</li> <li>• Current year</li> </ul>		Year-end	Line graph	Consolidated Report on Desk/Armchairs for ES and SS; EBEIS

Note: CFS - Child-Friendly School (The Child-Friendly School Assessment was made by UNICEF. The concept for establishing a Child-Friendly School System (CFSS) in the Philippines was introduced in 1999 and is currently being reviewed so it can be utilized/integrated in school planning, monitoring and evaluation).

SF - School Forms

\*Data not found in the EBEIS

## ANNEX 11 SRC Summary of Information

Status of School Projects	Description	Remarks	Period of Reporting	Data Presentation	Data Source/Forms
18. Status of Annual Implementation Plan (AIP)/Continuous Improvement (CI) Projects*	<ul style="list-style-type: none"> <li>• The progress of CI projects</li> <li>• Data sets may differ depending on what the school wants to present</li> <li>• Current year</li> </ul>	<ul style="list-style-type: none"> <li>• The school will decide which major projects to put in the SRC but our recommendation is to report the top 3 priority projects</li> <li>• Include the report on baseline, and also the endline when applicable</li> </ul>	Mid-year Year-end	Graphs may differ	
19. Other stakeholders' accomplishments*	<ul style="list-style-type: none"> <li>• Reports done by other stakeholders on their initiatives/activities independent from the PIA/CI projects (e.g. activities of the SGC, SPG/SSG, etc.)</li> <li>• Data sets may differ depending on the initiatives/activities of the stakeholders</li> <li>• Current year</li> </ul>	<ul style="list-style-type: none"> <li>• The school may choose the top 3 stakeholder accomplishments/initiatives/activities</li> </ul>	Mid-year Year-end	Graphs may differ	

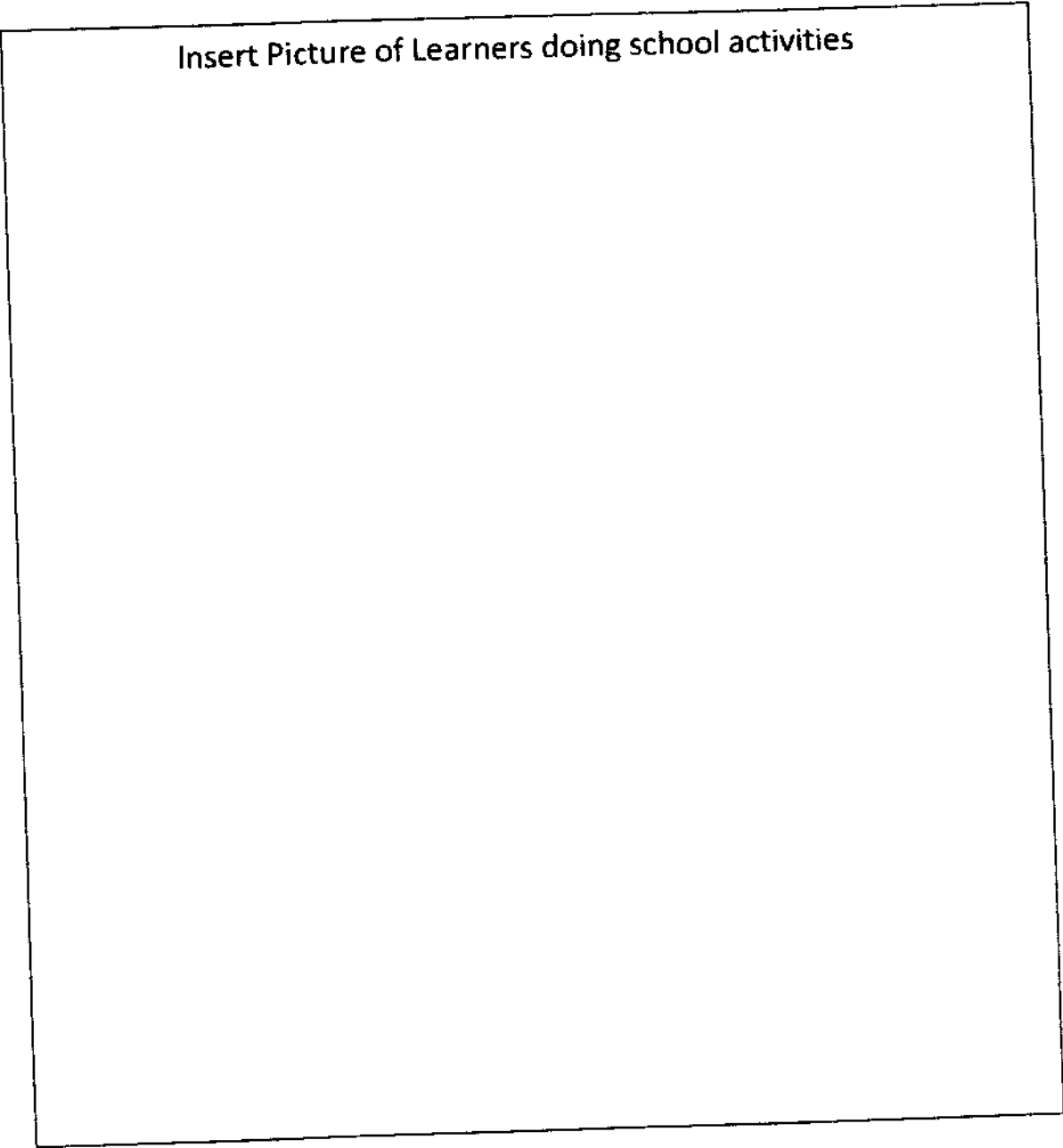
\*Data not found in the EBEIS

**Annex 12A SRC Template (Basic)**

School ID:

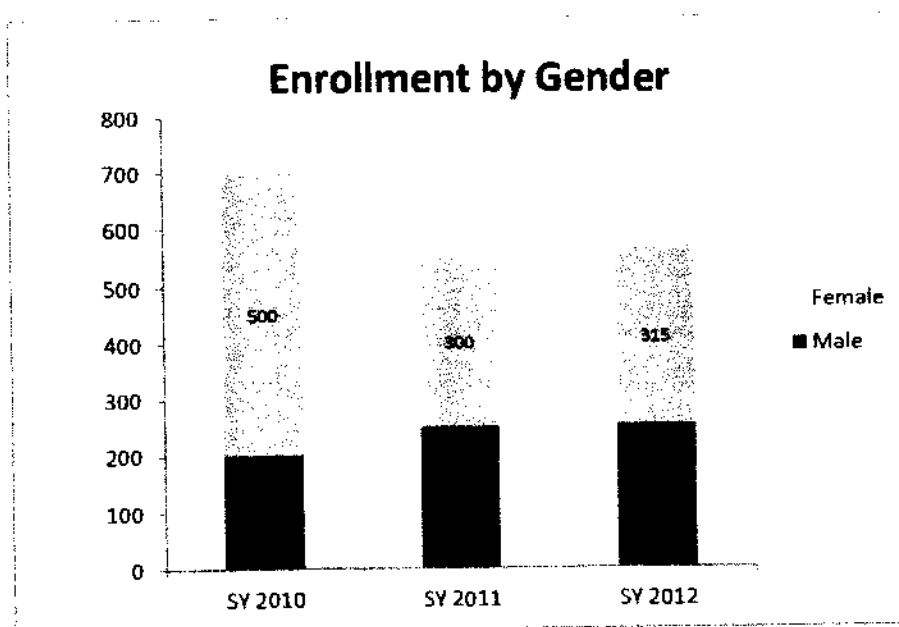
Name of School:  
Address:  
School Head:  
Contact Number:  
Email Address:

Insert Picture of Learners doing school activities



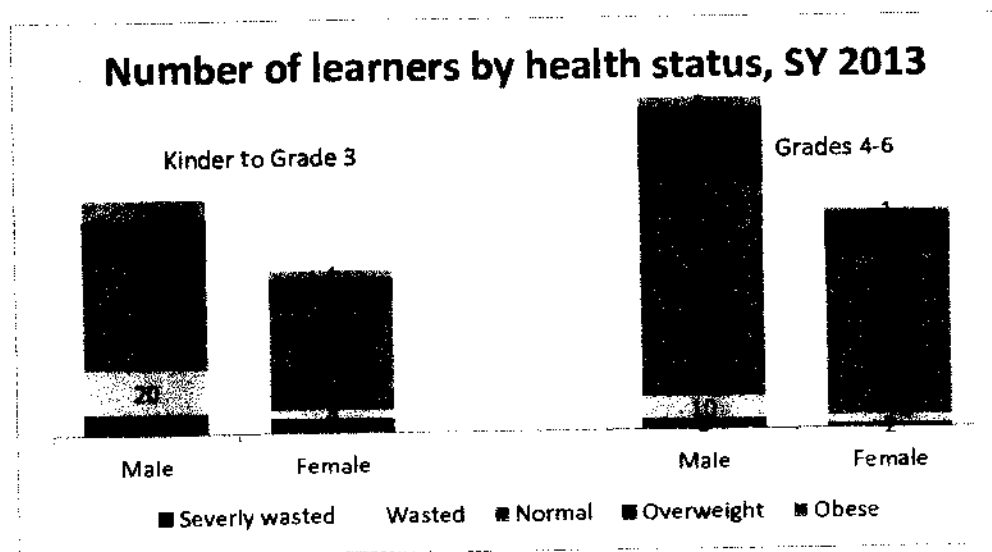
**School Profile**

## 1. Enrollment



Write interpretation of the data.

## 2. Health and nutritional status



Write interpretation of the data.

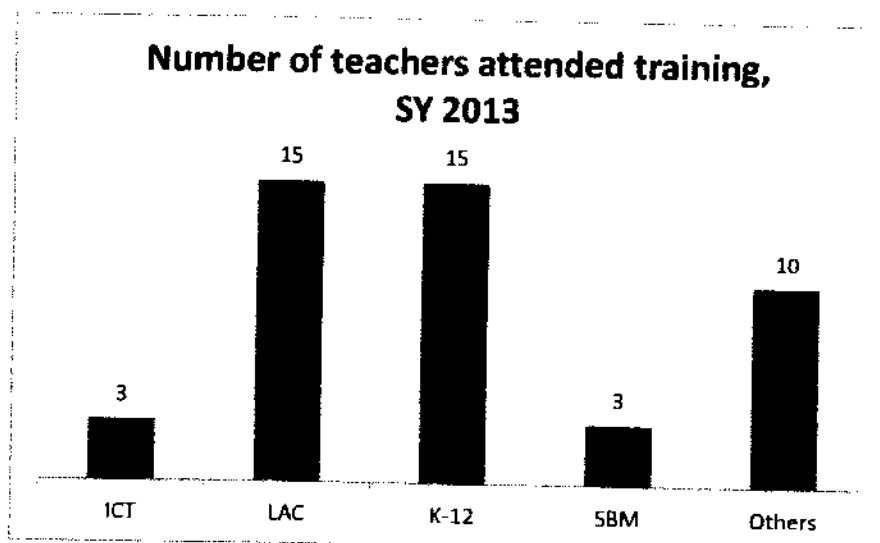
## 3. Learners materials

		Excess	Shortage
<b>Textbook</b>	<b>Subject</b>		
	English 3		
	Mathematics 5		
	Science 6		

		Number
<b>Library</b>	Books	
	Tables	
	Chairs	
<b>Computer</b>	Computers	
<b>Science Equipment*</b>		

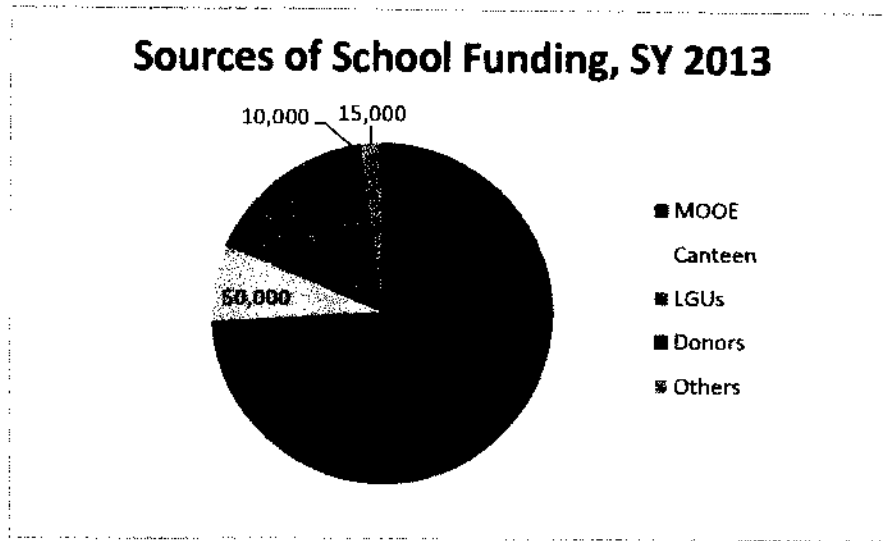
*\*Please enumerate existing science equipment in school.*

## 4. Teachers' professional development



Write interpretation of the data.

## 5. Funding sources



Write interpretation of the data.

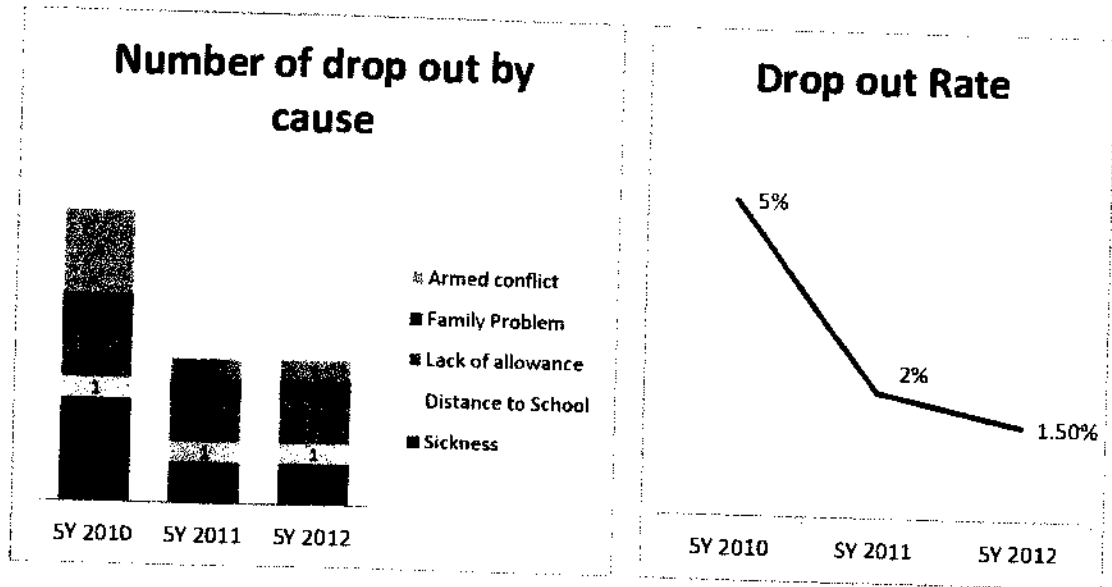
## 6. School awards and recognitions

Title of Award	Award Giving Body	Level (International, National, Region, Division or School level)	Category of Awardee (Student, Teacher, School Head, School)
<b>Best Performing School</b>	Division Office of Ilocos Sur	Division	School
<b>Over-all Champion in Sports Contest</b>	Vigan City LGU	Division	Student
<b>Hall of Famer Brigada Eskwela Awardee</b>	DepEd Central Office	National	School

**Performance Indicators**

**Access**

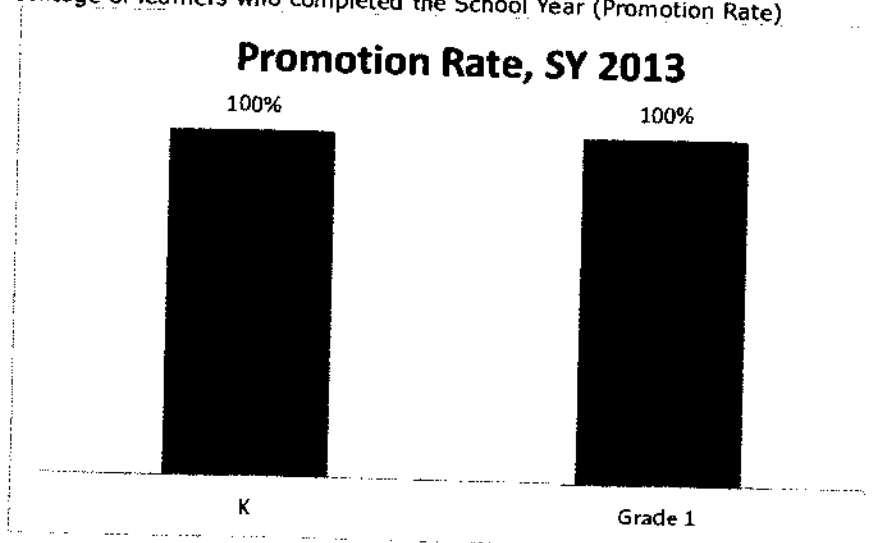
7. Number and rate of dropouts by cause



Write interpretation of the data.

**Quality**

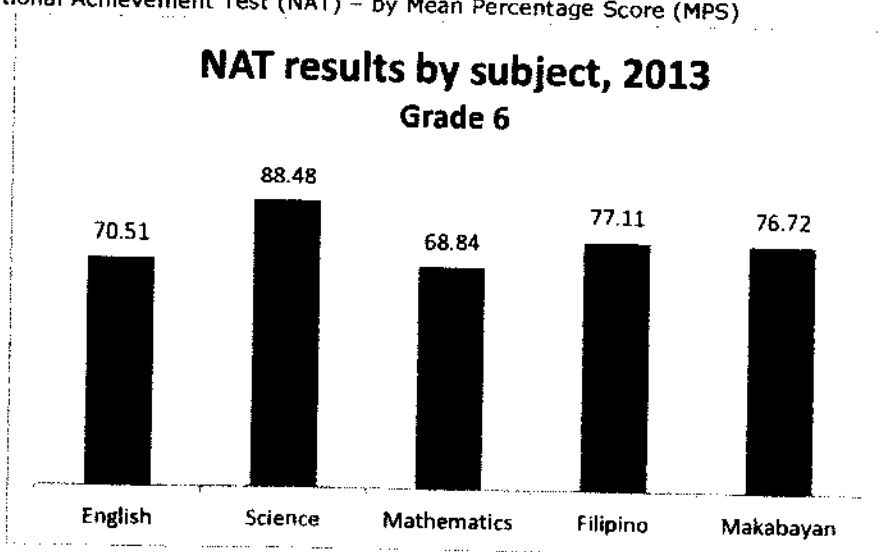
8. Percentage of learners who completed the School Year (Promotion Rate)



Write interpretation of the data.

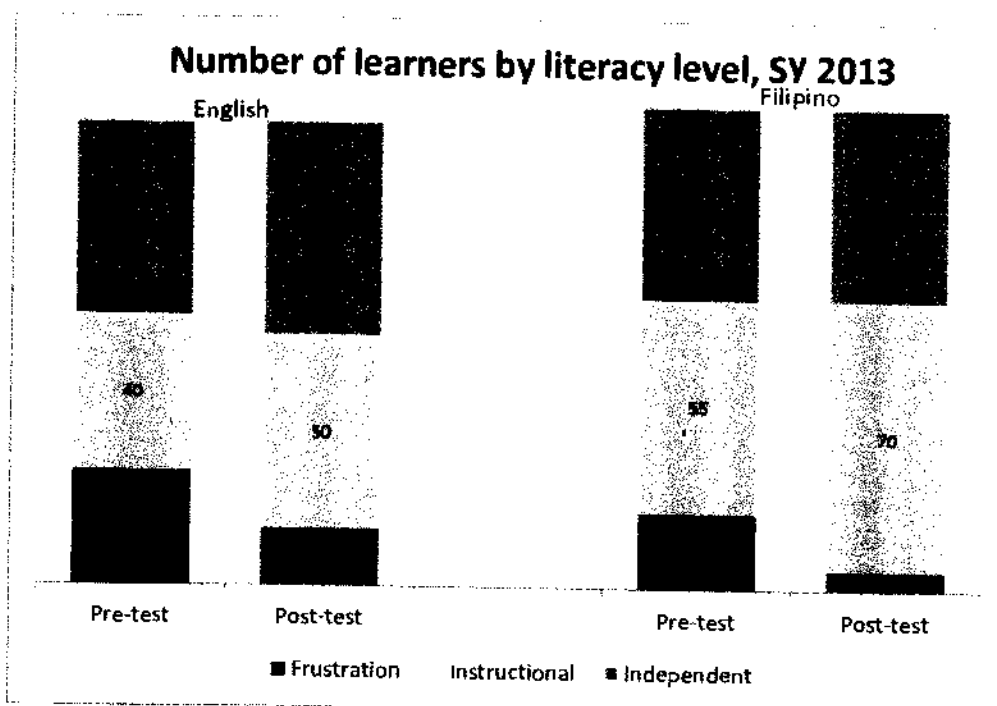


9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)



Write interpretation of the data.

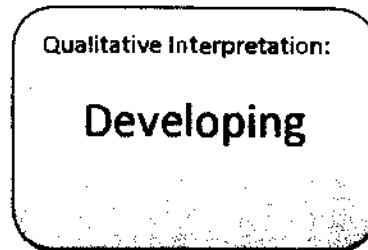
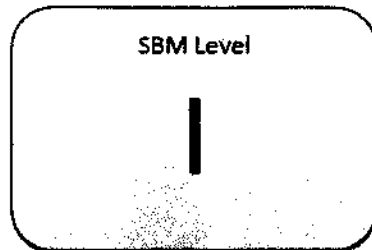
10. Literacy level



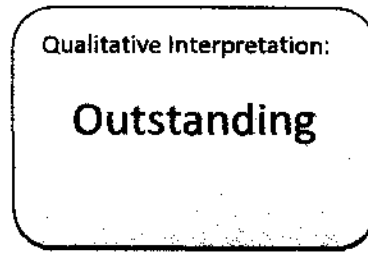
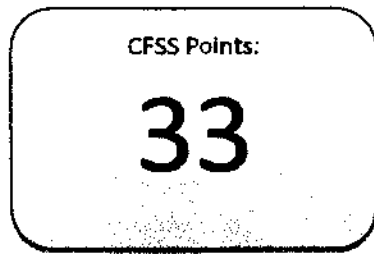
Write interpretation of the data.

**Governance**

11. School-Based Management Assessment Level

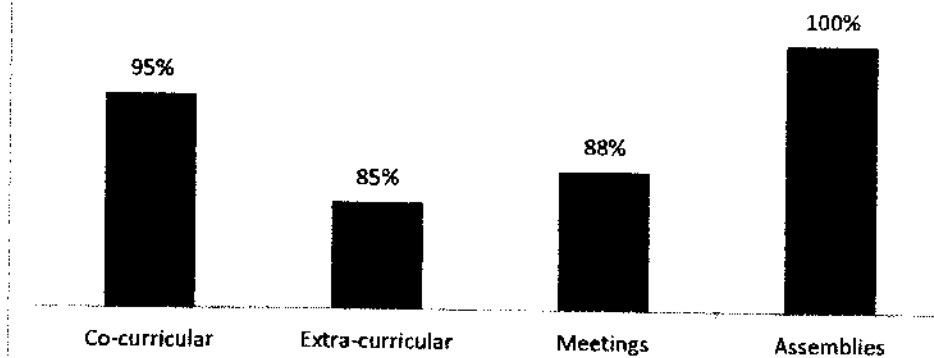


12. Child-Friendly School Survey result

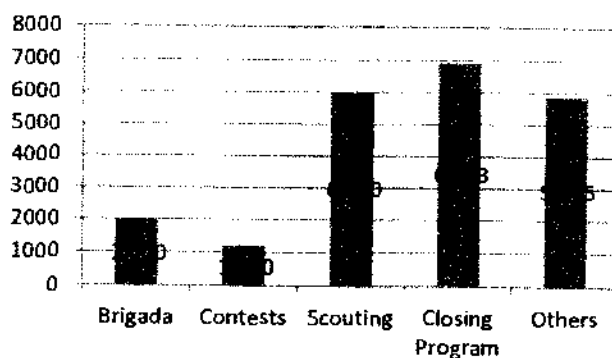


## 13. Stakeholders' participation

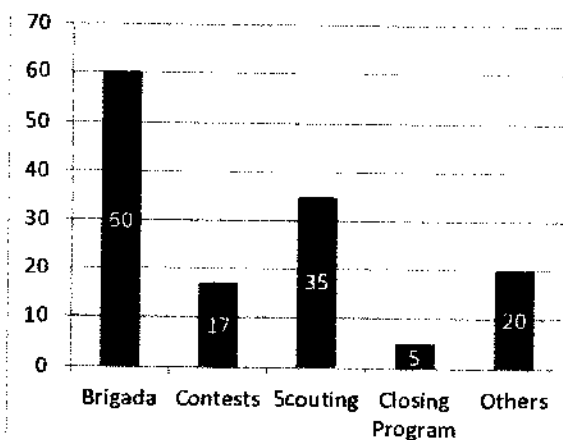
**Stakeholders' Attendance to School Activities,  
SY 2013**



**Stakeholders Contribution  
(In Pesos), SY 2013**  
*Cash/Inkind*

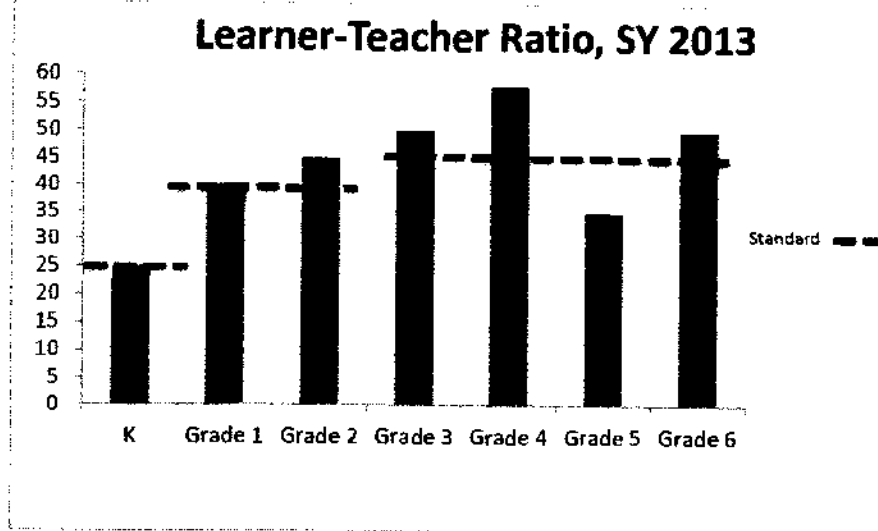


**Number of volunteer hours**



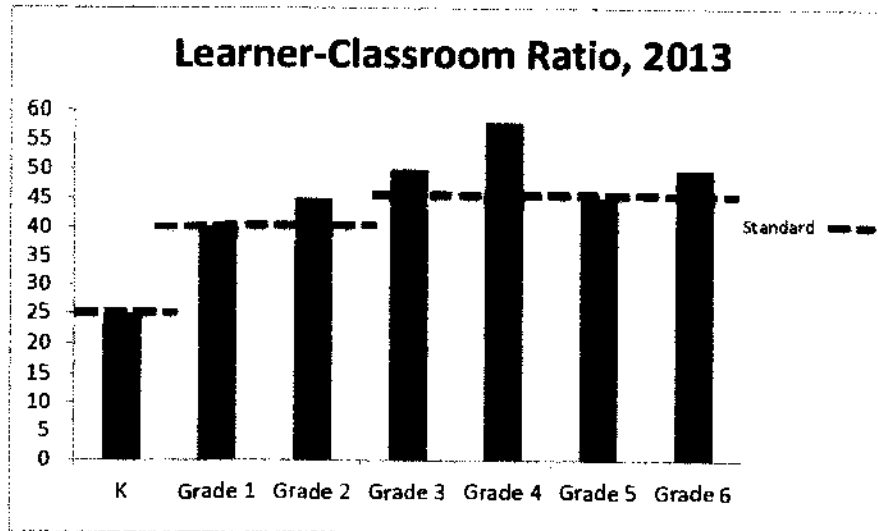
Write interpretation of the data.

## 14. Learner-Teacher ratio



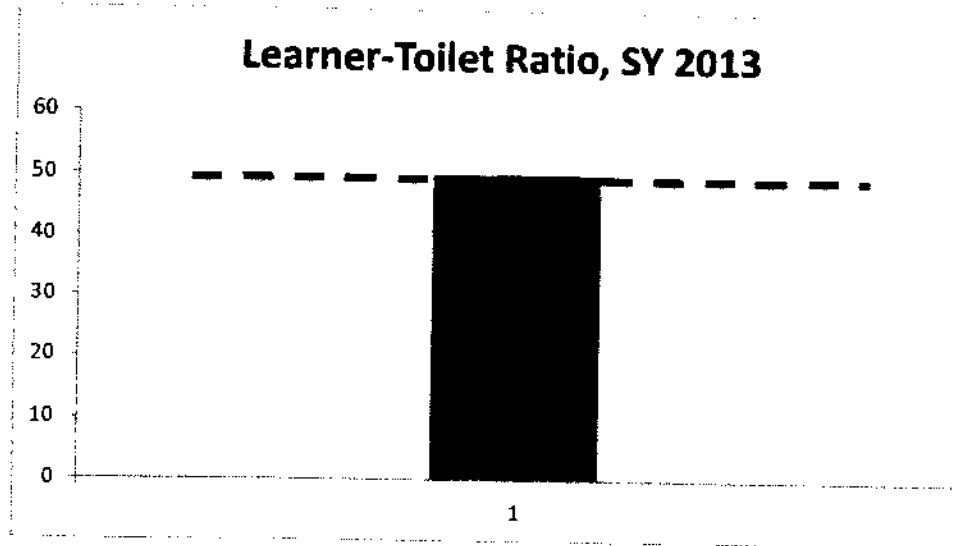
Write interpretation of the data.

## 15. Learner-Classroom ratio



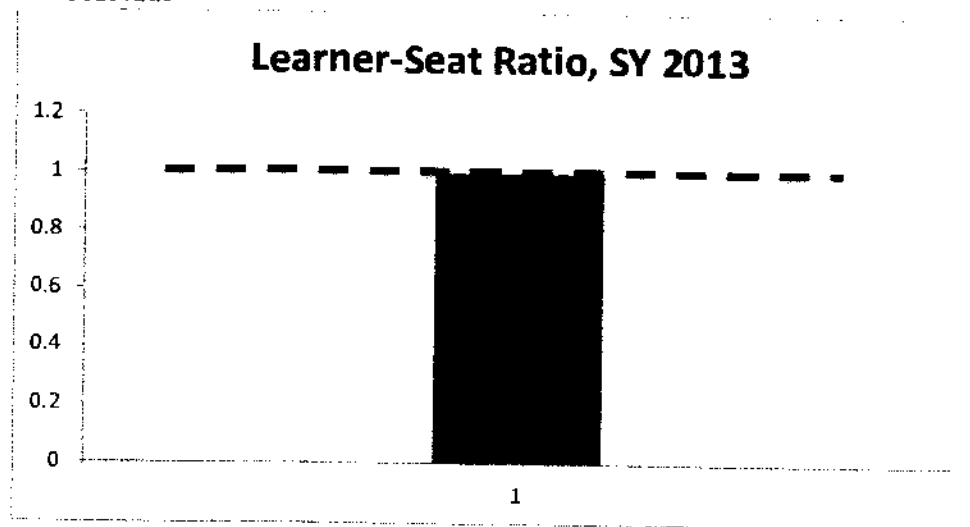
Write interpretation of the data.

## 16. Learner-Toilet ratio



Write interpretation of the data.

## 17. Learner-Seat ratio



Write interpretation of the data.

**Status of School Projects**

18. Status of Continuous Improvement (CI) projects

\*Presentation of Tables or Graphs depends on the School

Write interpretation of the data.

19. Other stakeholders' accomplishments

\*Presentation of Targets or Graphs depends on the School

Write interpretation of the data

**Certified Accurate:**

\_\_\_\_\_  
School Head

\_\_\_\_\_  
Teacher Representative

\_\_\_\_\_  
PTCA President

\_\_\_\_\_  
Student Government President