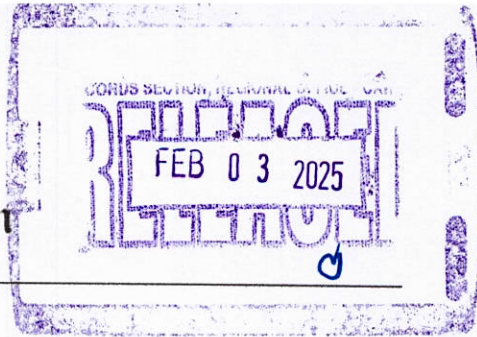




Republic of the Philippines
Department of Education
CARAGA REGION



FEB 03 2025

REGIONAL MEMORANDUM
No. **0103**, s. 2025

To: Schools Division Superintendents
Division SBM Coordinators
All Others Concerned

CONDUCT OF SCHOOL-BASED MANAGEMENT (SBM) SELF-ASSESSMENT
IN ALL SCHOOLS IN CARAGA REGION

1. In line with DepEd Order No. 007, s. 2024, which strengthens School-Based Management (SBM) by decentralizing decision-making to school administrations, all schools are required to conduct SBM Self-Assessment from February 11 to April 4, 2025 for continuous improvement.
2. This activity aims to bring together school heads, teachers, learners, as well as parents, the local government units, and the community at large to improve learning outcomes through effective school management.
3. Schools shall use the SBM Self-Assessment Checklist (Enclosure 1) for purposes of continuous improvement. The continuous improvement level achieved by a school is the intrinsic reward for implementing school-based management.
4. Self-assessment is embedded as a process resulting from school management and operations. Therefore, schools may undergo self-assessment as many times as deemed necessary.
5. The school will invite its internal and external stakeholders to participate in the self-assessment which includes and analysis of observed school practices and achieved learning outcomes stated as SBM indicators in the self-assessment checklist.
6. Further, the SBM Self- Assessment Checklist serves as
 - a. record of the status of SBM implementation and continuous improvement of schools,
 - b. basis for the provision of technical assistance from the Schools Division Offices (SDOs), and
 - c. documentation of the agreements between the school and its SDO under **Remarks** column.
7. Please refer to the attached SBM Assessment and TA Calendar as well as the steps in the conduct of self-assessment (Enclosure 2).
8. In terms of reportorial requirements, please be guided with the following:
 - a. Each SDO shall require all schools to submit the editable Excel Format of the **filled-out** SBM Self-Assessment Checklist.The SDO shall upload all submitted reports to an online repository and share the repository link with ftad_caraga@depd.gov.ph by April 30, 2025.



Address: J.P. Rosales Avenue, Butuan City
Trunkline No: (082) 225-1151
Telefax No: (085) 342-5959
Email: caraga@depd.gov.ph
Website: caraga.depd.gov.ph



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9. For questions and clarifications, please contact Alejandro P. Macadatar, Chief, FTAD through ftad_caraga@deped.gov.ph.

10. For appropriate action and guidance.

MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As stated

Reference: DepEd Order No. 007, s. 2024

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

ASSESSMENT

FTAD/apm
02/03/2025

Enclosure 1: SBM Self-Assessment Checklist

**School-Based Management (SBM) Self-Assessment Checklist
(Baseline Data)**

(Reference: Annex A of DepEd Order No. 007, s. 2024)

SBM Indicator	Degree of Manifestation				
	Not yet manifested	Rarely manifested	Frequently manifested	Always manifested	Remarks
CURRICULUM AND LEARNING					
School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.					
1. Grade 3 learners achieve the proficiency level for each cluster of early language, literacy, and numeracy skills					
2. Grade 6, 10, and 12 learners achieve the proficiency level in all 21st century skills and core learning areas in the NAT (whichever is applicable)					
3. School-based ALS learners attain certification as elementary and junior high school completers. (If applicable)					
4. Teachers prepare contextualized learning materials responsive to the needs of learners					
5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics.					
6. Teachers integrate topics promoting peace and DepEd core values					
7. The school conducts test item analysis to inform its teaching and learning process					

8. The school engages local industries to strengthen its TLE-TVL course offerings. (If applicable)					
LEARNING ENVIRONMENT					
The school and its community work collaboratively to ensure equitable access to a learner-centered, motivating, healthy, safe, secure, inclusive, resilient, and enabling learning environment and to achieve improved learning outcomes.					
9. The school has zero bullying incidence					
10. The school has zero child abuse incidence					
11. The school has reduced its drop-out incidence					
12. The school conducts culture-sensitive activities.					
13. The school provides access to learning experiences for the disadvantages, OSYs, and adult learners.					
14. The school has a functional school-based ALS program					
15. The school has a functional child-protection committee					
16. The school has a functional DRRM plan					
17. The school has functional support mechanism for mental wellness.					
18. The school has special education-and PWD-friendly facilities					
LEADERSHIP					
School personnel and stakeholders are empowered and actively engaged in taking on appropriate leadership roles and responsibilities to continuously improve the school for improved learning outcomes.					
19. The school develops a strategic plan.					
20. The school has a functional school-community planning team.					

21. The school has a functional Supreme Student Government /Supreme Pupil Government					
22. The school innovates in its provision of frontline services to stakeholders.					
GOVERNANCE AND ACCOUNTABILITY					
The school and its community come together to take responsibility for ensuring participation, transparency, and accountability, as well as the implementation of a plan to continuously improve the delivery of basic education services, organizational health, and performance for improved learning outcomes.					
23. The school' strategic plan is operationalized through an implementation plan.					
24. The school has a functional School Governance Council (SGC).					
25. The school has a functional Parent-Teacher Association (PTA).					
26. The school collaborates with stakeholders and other schools in strengthening partnerships.					
27. The school monitors and evaluates its programs, projects and activities.					
28. The school maintains an average rating of satisfactory from its internal and external stakeholders.					
HUMAN RESOURCES AND TEAM DEVELOPMENT					
School personnel collaborate to continuously improve individual capabilities and team capacity to create an environment that yield high performance for improved learning outcomes.					
29. School personnel achieve an average rating of very satisfactory in all individual performance commitment and review.					

30. The school achieves an average rating of very satisfactory in the office performance commitment and review.					
31. The school conducts needs-based Learning Action Cells and Learning & Development activities.					
32. The school facilitates the promotion and continuous professional development of its personnel.					
33. The school recognizes and rewards milestone achievements of its personnel.					
34. The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner.					
35. Teacher workload is distributed fairly and equitably.					
FINANCE AND RESOURCE MANAGEMENT AND MOBILIZATION					
The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.					
36. The school inspects its infrastructure and facilities.					
37. The school initiates improvement of its infrastructure and facilities.					
38. The school has a functional library.					
39. The school has functional water, electric, and internet facilities.					
40. The school has a functional computer laboratory/classroom.					
41. The school achieves a 75-100% utilization rate of its					

Maintenance and Other Operating Expenses (MOOE).					
42. The school liquidates 100% of its utilized MOOE.					

Note: For indicators which are not applicable, please leave it blank.

Assessed by:

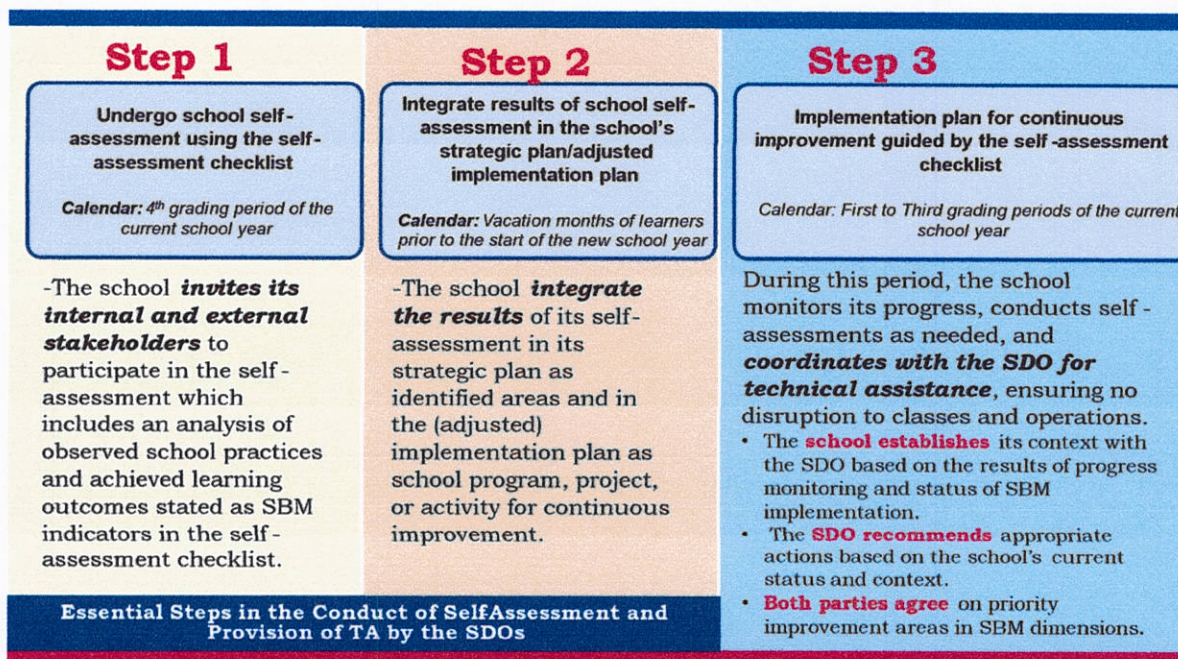
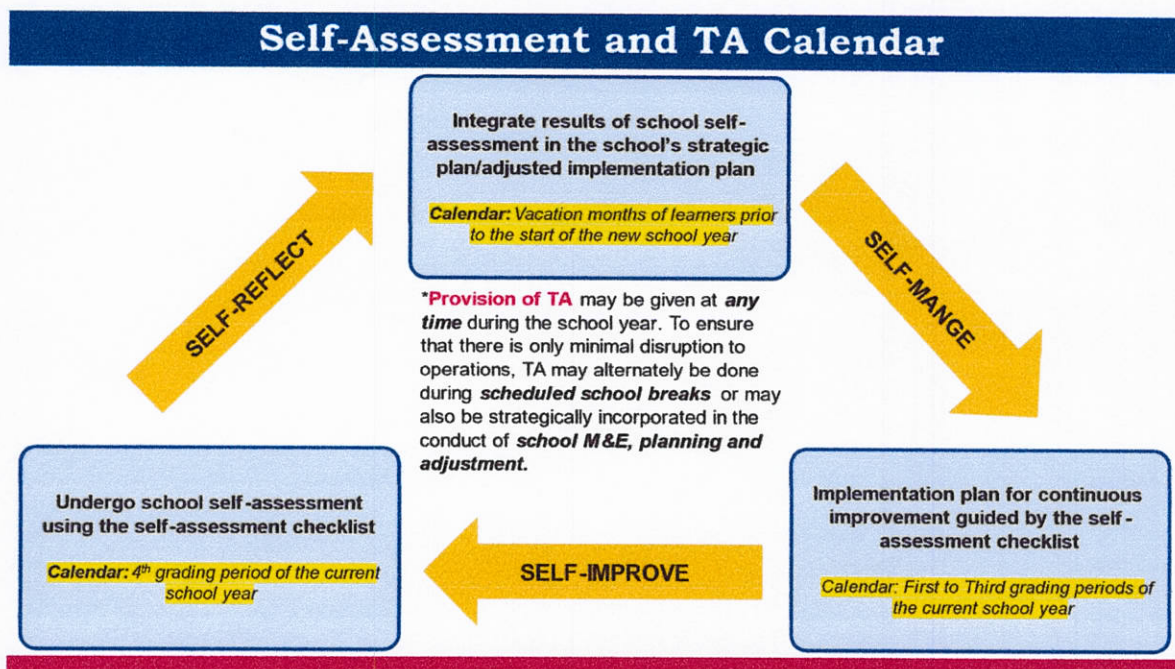
Noted by:

District Supervisor

Division SBM Coordinator



Enclosure 2: SBM Self-Assessment and TA Calendar



Enclosure 3: Consolidated School-Based Management (SBM) Self-Assessment Checklist

Consolidated School-Based Management (SBM) Self-Assessment Checklist (Baseline Data)

(Reference: Annex A of DepEd Order No. 007, s. 2024)

SBM Indicator	Number of School	Degree of Manifestation					
		Not yet manifested		Rarely manifested		Frequently manifested	
		F	%	F	%	F	%
CURRICULUM AND LEARNING							
School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community							
1. Grade 3 learners achieve the proficiency level for each cluster of early language, literacy, and numeracy skills							
2. Grade 6, 10, and 12 learners achieve the proficiency level in all 21st century skills and core learning areas in the NAT (whichever is applicable)	Grade 6: Grade 10: Grade 12:						
3. School-based ALS learners attain certification as elementary and junior high school completers. (If applicable)							
4. Teachers prepare contextualized learning materials responsive to the needs of learners							
5. Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics.							
6. Teachers integrate topics promoting peace and DepEd core values							
7. The school conducts test item analysis to inform its teaching and learning process							
8. The school engages local industries to strengthen its TLE-TVL course offerings. (If applicable)							
LEARNING ENVIRONMENT							
The school and its community work collaboratively to ensure equitable access to a learner-centered, motivating, healthym safe, secure, inclusive,							
9. The school has zero bullying incidence							
10. The school has zero child abuse incidence							
11. The school has reduced its drop-out incidence							
12. The school conducts culture-sensitive activities.							
13. The school provides access to learning experiences for the disadvantages, OSYs, and adult learners.							
14. The school has a functional school-based ALS program							

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