



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

APR 21 2025

MEMORANDUM

No. 186, s. 2025

**ENHANCED SBM LEVEL OF MANIFESTATION SELF-ASSESSMENT
SURVEY RESULTS**

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
OIC-Chief Education Supervisor, School Governance and Operations Division
Public Elementary & Secondary School Administrators/OICs
Administrative Officer V
All Others Concerned

1. With reference to Division Memorandum No. 317 s. 2024, titled "Division-Wide Dry-Run of the SBM Level of Manifestation Self-Assessment," this Division informs all concerned supervisors, school heads, and personnel about the attached consolidated report regarding the aforementioned survey.
2. To ensure continuous improvement on the results of the succeeding SBM level of manifestation survey, all concerned are instructed to revisit and revalidate their own data and start to identify relevant supporting documents or proofs as means of verification (MOV).
3. For immediate action of all concerned.


VIOLETA M. GONZALES

Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Enclosure: As stated
References: As stated
To be indicated in the Perpetual Index
under the following subjects:

SURVEY

TECHNICAL ASSISTANCE

MONITORING

ZPLG/ DM / Enhanced SBM Level of Manifestation Self-Assessment Survey Results
186/April 15, 2025

NUM-2025-186

186



SCHOOL-BASED MANAGEMENT SELF-ASSESSMENT: LEVEL OF MANIFESTATION REPORT

Date conducted: December 2024

The SBM Self-Assessment Checklist provides a comprehensive understanding of the status of continuous improvement in the various areas of school operation. The school assesses the six (6) SBM Dimensions and determines the degree of manifestation for each SBM Indicator. These indicators are listed as observable school practices and attainable learning outcomes. The extent by which the indicators are manifested is described as follows: not yet manifested, rarely manifested, frequently manifested, and always manifested.

CURRICULUM AND TEACHING

School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.

SQ	SBM Indicator	Weighted Mean	Manifestation
1	Grade 3 learners achieve the proficiency level for each cluster of early language, literacy, and numeracy skills.	2.54	Frequently
2	Grade 6, 10, and 12 learners achieve the proficiency level in all 21st century skills and core learning areas in the NAT.	2.50	Frequently
3	School-based ALS learners attain certification as elementary and junior high school completers.	2.71	Frequently
4	Teachers prepare contextualized learning materials responsive to the needs of learners.	3.04	Frequently
5	Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics.	3.11	Frequently
6	Teachers integrate topics promoting peace and DepEd core values	3.36	Always
7	The school conducts test item analysis to inform its teaching and learning process	3.07	Frequently
8	The school engages local industries to strengthen its TLE-TVL course offerings	2.57	Frequently

LEARNING ENVIRONMENT

School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.

SQ	SBM Indicator	Weighted Mean	Manifestation
9	The school has zero bullying incidence.	2.38	Rarely
10	The school has zero child abuses incidence.	2.31	Rarely
11	The school has reduced its drop-out incidence	2.88	Frequently
12	The school conducts culture-sensitive activities.	3.06	Frequently
13	The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners	2.50	Frequently
14	The school has a functional school-based ALS program	2.50	Frequently
15	The school has a functional child-protection committee.	3.56	Always
16	The school has a functional DRRM Plan	3.69	Always
17	The school has a functional support mechanism for mental wellness.	3.50	Always

AW- APR- 2025 0408

18	The school has special education and PWD-friendly facilities.	3.38	<i>Always</i>
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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.

SQ	SBM Indicator	Weighted Mean	Manifestation
19	The school develops a strategic plan.	3.53	<i>Always</i>
20	The school has a functional school-community planning team.	3.44	<i>Always</i>
21	The school has a functional Supreme Student Government / Supreme Pupil Government	3.50	<i>Always</i>
22	The school innovates in its provision of frontline services to stakeholders.	3.56	<i>Always</i>

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.

SQ	SBM Indicator	Weighted Mean	Manifestation
23	The school's strategic plan is operationalized through an implementation plan.	3.63	<i>Always</i>
24	The school has a functional School Governance Council (SGC)	2.63	<i>Frequently</i>
25	The school has a functional Parent-Teacher Association (PTA)	3.38	<i>Always</i>
26	The school collaborates with stakeholders and other schools in strengthening partnership.	3.94	<i>Always</i>
27	The school monitors and evaluates its program, projects, and activities.	3.31	<i>Always</i>
28	The school maintains an average rating of satisfactory from its internal and external stakeholders.	3.44	<i>Always</i>

HUMAN RESOURCE AND DEVELOPMENT

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.

SQ	SBM Indicator	Weighted Mean	Manifestation
29	School personnel achieve an average rating of very satisfactory in the individual performance commitment and review.	3.44	<i>Always</i>
30	The school achieves an average rating of very satisfactory in the office performance commitment and review.	3.44	<i>Always</i>
31	The school conducts needs-based Learning Action Cells and Learning and Development activities.	3.50	<i>Always</i>
32	The school facilitates the promotion and continuous professional development of its personnel.	3.38	<i>Always</i>
33	The school recognizes and rewards milestone achievements of the personnel.	3.69	<i>Always</i>
34	The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner.	3.50	<i>Always</i>
35	Teacher workload is distributed fairly and equitably.	3.75	<i>Always</i>

SCHOOL-BASED MANAGEMENT (SBM) SELF-ASSESSMENT CHECKLIST

The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.

SQ	SBM Indicator	Weighted Mean	Manifestation
36	The school inspects the infrastructure and facilities.	3.50	Always
37	The school initiates improvement of the infrastructure and facilities.	3.63	Always
38	The school has functional library.	3.69	Always
39	The school has functional water, electric, and internet facilities.	3.13	Frequently
40	The school has a functional computer laboratory/ classroom.	3.50	Always
41	The school achieves a 75-100% utilization rate of its Maintenance and Other Operating Expenses (MOOE)	3.38	Always
42	The school liquidates 100% its utilized MOOE.	3.50	Always

Scale:	Level of
3.25-4.00	Always
2.50-3.24	Frequently
1.75-2.49	Rarely
1.00-1.74	Not yet

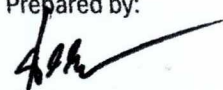
Level of Manifestation

Always = 27
Frequently = 13
Rarely = 2
Not yet = 0
Total = 42

Average Score & Description:

Ave= **3.24**
Description **FREQUENTLY**

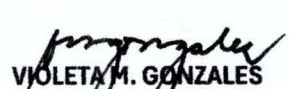
Prepared by:


ZOREN PEPITO L. GUBALANE, DPA
SEPS-SMME

Checked and reviewed:


MA. REGALE A. OLARTE
OIC-Chief Education Supervisor

Noted:


VIOLETA M. GONZALES
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

April 10, 2025

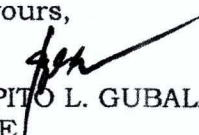
DR. VIOLETA M. GONZALES, CESO VI
OIC-Schools Division Superintendent
Schools Division Office-Muntinlupa City

Madam:

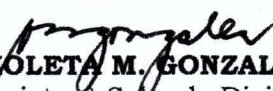
Warm greetings!

The undersigned respectfully submits the attached consolidated report on the recently administered **SBM Level of Manifestation Self-Assessment Survey**, which was participated by the public school heads of SDO-Muntinlupa City. We hope that this report will assist all concerned officials and personnel in digging into the data and conducting the necessary field validation. Moreover, these initial findings serve as baseline data for the succeeding self-assessment.

Very truly yours,


ZOREN PEPITO L. GUBALANE
SEPS-SMME

Noted:


VIOLETA M. GONZALES
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan, Muntinlupa City
8805-9935, 8805-9940



deped-muntinlupa.com



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Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

MEMORANDUM

No. 317, s. 2024

**DIVISION-WIDE DRY-RUN OF THE 2024 SBM
LEVEL OF MANIFESTATION SELF-ASSESSMENT**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
OIC-Chief Education Supervisor, School Governance and Operations Division
Public Elementary and Secondary School Heads/ OICs
Administrative Officer V
All Others Concerned

1. With reference to DepEd Order No. 07, s. 2024, or the Policy Guidelines on the Implementation of the Revised School-Based Management System, this Division requires all public schools to administer the above-captioned self-assessment form on any date between November 18-30, 2024, using the attached form.

2. The assigned Public Schools District Supervisors (PSDS) shall monitor the conduct of the activity and provide technical assistance as needed.

3. The said self-assessment shall be participated in by the members of the School Monitoring Evaluation and Adjustment (SMEA) Team created by the school.

4. A Division Virtual Orientation is scheduled on November 15, 2024, at 1:00 PM via MS Teams, through this link:

<https://bit.ly/M07-2024SBM>



5. For wide dissemination and compliance of all concerned.


VIOLETA M. GONZALES

Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Enclosure: As stated

References: As stated

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

SBM

MONITORING AND EVALUATION

SELF-ASSESSMENT

ZPLG/ DM / DIVISION-WIDE DRY-RUN OF THE 2024 SBM LEVEL OF MANIFESTATION SELF-ASSESSMENT

317 / November 12, 2024



Student Center for Life Skills Bldg., Centennial Ave, Brgy. Tunasan, Muntinlupa City
8805-9935, 8805-9940
sdo.muntinlupa@gmail.com
deped-muntinlupa.com



Revised School-Based Management System SELF-ASSESSMENT CHECKLIST

(Reference: DepEd Order No. 07, s. 2024)

The SBM Self-Assessment Checklist provides a comprehensive understanding of the status of continuous improvement in the various areas of school operation. The schools assess the six (6) SBM Dimensions and determine the degree of manifestation for each SBM Indicator. These indicators are listed as observable school practices and attainable learning outcomes. The extent by which the indicators are manifested is described as follows: not yet manifested, rarely manifested, frequently manifested, and always manifested.

Important instructions prior to the conduct of the self-assessment:

- The School Head shall convene the School Monitoring and Evaluation and Adjustment (SMEA) Team, with members of 5 but not more than 15.
- An orientation on the purpose of the assessment and the process of checking out the checklist shall be given to the SMEA team members.
- Each member of the team shall be provided with a checklist and is expected to fill out the said checklist.
- All the filled-out checklists shall immediately be collected and deliberated and must come up with 1 consolidated self-assessment.
- The deliberated and consolidated SBM Self-Assessment shall be submitted to the SGOD-School Management Monitoring and Evaluation Section for necessary consolidation and technical assistance

1. CURRICULUM AND TEACHING

School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	
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.						
3	School-based ALS learners attain certification as elementary and junior high school completers.						
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						

2. LEARNING ENVIRONMENT

School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
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9	The school has zero bullying incidence.						
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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 disadvantaged, 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 a functional support mechanism for mental wellness.						
18	The school has special education and PWD-friendly facilities.						

3. 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.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	

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.						

4. 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.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
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26	The school collaborates with stakeholders and other schools in strengthening partnership.						
27	The school monitors and evaluates its program, projects, and activities.						
28	The school maintains an average rating of satisfactory from its internal and external stakeholders.						

5. HUMAN RESOURCE AND DEVELOPMENT

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.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	
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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 and Development activities.						
32	The school facilitates the promotion and continuous professional development of its personnel.						
33	The school recognizes and rewards milestone achievements of the 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.						

6. SCHOOL-BASED MANAGEMENT (SBM) SELF-ASSESSMENT CHECKLIST

The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.

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37	The school initiates improvement of the infrastructure and facilities.						
38	The school has a functional library.						
39	The school has functional water, electricity, 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 Operation Expenses (MOOE)						
42	The school liquidates 100% its utilized MOOE.						

Prepared by:

SCHOOL MONITORING AND EVALUATION AND ADJUSTMENT (SMEA) TEAM

Name of School: _____

(Faculty Representative)

(Non-Teaching Representative)

(Parents Representative)

(Students Representative)

(SGC Representative)

(Other Representatives)

Noted:

Name and Signature of School Head

Date signed: _____