



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

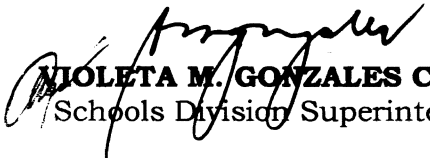
MEMORANDUM

No. 454 s. 2026

**GUIDELINES ON THE CONDUCT OF SCHOOL-BASED LEARNING ACTION
CELL (LAC) SESSIONS IN THE DEPARTMENT OF EDUCATION -
NATIONAL CAPITAL REGION**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Public Elementary and Secondary School Heads
All Others Concerned

1. Attached is the Regional Memorandum No. 728 s.2026 - dated September 9, 2026, titled "**GUIDELINES ON THE CONDUCT OF SCHOOL-BASED LEARNING ACTION CELL (LAC) SESSIONS IN THE DEPARTMENT OF EDUCATION - NATIONAL CAPITAL REGION**", the contents of which are self-explanatory, for the information and guidance of all concerned.
2. It aims to provide a coherent framework for strengthening the governance implementation, monitoring and evaluation of Learning Action Cell (LAC) sessions across all schools. Schools shall adopt the provisions of these guidelines into their professional learning and development initiatives beginning School Year 2026-2027.
3. In connection with this, this Office announces the conduct of an online orientation on October 2, 2026, 1:30 p.m. via Microsoft Teams. Participants in the online orientation shall include the following:
 - a. CID, Chief;
 - b. SGOD, Chief;
 - c. Education Program Supervisors;
 - d. Public School District Supervisors;
 - e. School Heads;
 - f. LAC leaders;
 - g. LAC team of schools;
 - h. HRD-SEPS and Eps II.
4. Immediate and wide dissemination of this Memorandum is desired.


NIOLETA M. GONZALES CESOSA VI
Schools Division Superintendent



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SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Encl: As stated

Reference: As stated

To be indicated in the Perpetual Index

Under the following subject

SCHOOL

SCHOOL HEADS

AFS/ GUIDELINES ON THE CONDUCT OF SCHOOL-BASED LEARNING ACTION CELL (LAC) SESSIONS IN THE DEPARTMENT
OF EDUCATION -NATIONAL CAPITAL REGION

454 September 24, 2026

NUM-2026-454



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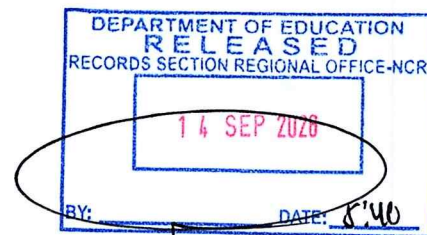
September 9, 2026

REGIONAL MEMORANDUM

No. 728, s. 2026

To:

Schools Division Superintendents
Assistant Schools Division Superintendents
Chiefs, Curriculum Implementation Division (CID) and School Governance
and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned



**GUIDELINES ON THE CONDUCT OF SCHOOL-BASED LEARNING ACTION CELL
(LAC) SESSIONS IN THE DEPARTMENT OF EDUCATION – NATIONAL CAPITAL
REGION**

1. This Office hereby issues the enclosed **Guidelines on the Enhancement of Learning Action Cell (LAC) Implementation** in the National Capital Region.
2. It aims to provide a coherent framework for strengthening the governance, implementation, monitoring, and evaluation of Learning Action Cell (LAC) Sessions across all Schools Division Offices and schools.
3. Schools shall adopt the provisions of these Guidelines into their professional learning and development initiatives beginning School Year 2026–2027.
4. An online orientation for CID & SGOD Chiefs, PSDSs, EPSs, and HRDS SEPS will be conducted via MS Teams to familiarize SDOs on the contents and provisions of the guidelines on September 16, 2026, at 1:00 PM - 3:00 PM through the link : <https://tinyurl.com/LACOrientationNCR>. See Enclosure 5 for the indicative program of activity
5. Immediate dissemination of compliance with this Memorandum is desired.

JOCELYN DR ANDAYA

Regional Director, NCR
concurrent Officer-In-Charge, Office of the
Assistant Secretary for Operations



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I. RATIONALE

The Department of Education, through DepEd Order No. 35, s. 2016, institutionalized the Learning Action Cell (LAC) as a school-based Continuing Professional Development (CPD) mechanism to promote collaborative learning, reflective practice, coaching, mentoring, and knowledge sharing among teachers and school leaders. As a professional learning community, the LAC provides a structured venue to address instructional challenges, strengthen content knowledge, and enhance teaching and learning.

These Guidelines are aligned with the DepEd NCR Priority Areas on improving foundational skills of learners and capacitating teachers and school heads, while integrating recent policy shifts such as Republic Act No. 12288 s. 2025 or the Expanded Career Progression (ECP) and DepEd Order No. 34, s. 2025 or the Amended and clarified [DO No. 24, s. 2025], refining staffing standards, qualification criteria, and documentary requirements for reclassification, three-term school calendar (DepEd Order No. 9, s. 2026), the transfer of NEAP functions to the Learning Systems Strand, and key issuances (in relation to the development of school-based PD programs) including DM No. 44, s. 2023, DM-OUHROD-2024-0427, DM-OUHROD-2024-1576, and DM-OUHROD-2025-0586. Regional monitoring further revealed gaps: many schools conduct LACs like In-Service Training (INSET) with more than 15 participants; topics often stray from subject content, and there is no clear Quality Assurance mechanism. Policies for ALS, SNED, and Madrasah LACs remain absent, and systems for capturing teacher needs are weak, affecting implementation.

To address these, the Guidelines advocate evidence-informed and context-responsive LAC sessions, guided by Learning and Development Needs Assessments (LDNA), classroom observations, learner performance data, and school priorities. Through the collaboration of the Curriculum and Learning Management Division (CLMD), HRDD-NEAP Regional Office, and Field Technical Assistance Division (FTAD), Schools Division Offices and schools are provided with a coherent governance framework, standardized implementation, monitoring and evaluation mechanisms, and quality assurance measures to strengthen the institutionalization of LAC sessions across the region.

II. SCOPE

These Guidelines prescribe the governance, standards, processes, and quality assurance mechanisms for the planning, organization, implementation, monitoring, evaluation, documentation, and continuous improvement of the **school-based Learning Action Cell (LAC)** as the region's institutionalized Continuing Professional Development (CPD) strategy.

The coverage explicitly includes Alternative Learning System (ALS), Special Needs Education (SNED), and Madrasah schools, recognizing that these learning environments likewise encounter content-related instructional concerns requiring collaborative intervention and professional support. Their inclusion ensures that all



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teachers, regardless of program assignment, are capacitated to address learner needs in their respective content areas.

This issuance covers only school-based LAC, consistent with the LAC Implementation Process under DepEd Order No. 35, s. 2016, specifically on the conduct of Assessment of Needs, Prioritization of Topics or Agenda, and Formation of LAC Teams.

In addition, the following provisions shall guide and supplement the implementation of school-based Learning Action Cells:

a. The school-based LAC Plan shall **align with the provisions of DepEd Order No. 9, s. 2026**, particularly on the three-term school calendar.

b. Schools may **utilize digital learning platforms** to capture teacher development needs and inform planning processes.

c. The conduct of LAC sessions shall **focus on improving learner outcomes** and providing sustained professional development support.

d. Learning Action Cell sessions may be conducted through any of the following **modalities**, depending on the school's context and operational requirements:

- Face-to-Face
- Online
- Blended Learning
- Synchronous or Asynchronous Learning
- Other learning modalities authorized by the Department of Education

e. The Regional Office shall **issue a list of suggested topics** addressing identified gaps in subject content and learning areas, aside from the following topics on DepEd Order No. 35, s. 2016:

- Learner diversity and student inclusion
- Content and pedagogy of the K to 12 Program
- Assessment and reporting
- 21st century skills and ICT integration

f. School-based LAC sessions may be **CPD-accredited or non-accredited**, depending on their context and purpose.

g. Schools shall ensure the **issuance of LAC Certificates of Participation and Completion**, indicating the number of hours and specific PPST indicators covered (see enclosed certificate template).

h. Schools may **adopt other professional development support strategies**—such as collaborative expertise, coaching and mentoring, communities of practice, and



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professional meetings—to address urgent content-related concerns requiring immediate action.

i. All LAC plans, whether for CPD accreditation or not, shall be **approved by the Schools Division Superintendent (SDS)** and issued with a Certificate of Quality Assurance.

j. Public Schools District Supervisors (PSDSs) shall **provide technical assistance**, monitor implementation, and relay content-related concerns to the concerned Education Program Supervisors (EPSs).

k. Schools shall **maintain complete documentation** of LAC sessions, including minutes, attendance, and outputs, for monitoring and evaluation purposes.

l. Schools shall **conduct post-LAC evaluations** to assess relevance, effectiveness, and impact on teaching practice (see Annex C of the LAC Toolkit).

m. LAC topics shall be **aligned with Learning and Development Needs Assessments (LDNA)**, classroom observations, and learner performance data.

n. LAC sessions shall **ensure inclusivity**, with the participation of all teachers—including ALS, SNED, and Madrasah facilitators—to promote equity in professional growth.

III. LEARNING ACTION CELL IMPLEMENTATION

The LAC Team shall serve as lead in crafting the LAC Plan and manage its implementation by organizing and facilitating collaborative learning activities, analyzing learning data and competency needs, developing and implementing evidence-based LAC Plans, managing digital learning platform integration and digital learning systems, providing technical and instructional support, monitoring participation and classroom application of agreed strategies, documenting and reporting implementation outcomes, and promoting continuous professional learning and improvement.

They shall be composed of the following, per Annex 2 of DO. No. 35, s. 2016, or the Terms of Reference (ToR) of LAC Participants:

- a. LAC Leader
- b. LAC Facilitator
- c. LAC Members
- d. LAC Documenter
- e. LAC Resource Person

To provide schools with flexibility in conducting LAC sessions responsive to their needs, priorities, and goals, while supporting teachers' career progression and professional development, these guidelines provides the following **procedures for crafting the School LAC Plan**:



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Step 1. Needs Assessment and Prioritization

The LAC Team shall identify and prioritize professional development needs through review of school, teacher, and learner performance data. The results shall serve as the basis for setting LAC priorities and learning objectives. They shall analyze available data sources, including but shall not be limited to the following:

- eSAT Results
- Classroom Observation Tool (COT) Results
- Individual Development Plans (IDPs)
- Learner Performance Data
- Instructional Supervisory Plan (ISP)
- School Technical Assistance Plan
- Performance Monitoring and Coaching Reports
- Digital Learning Platform Analytics
- Suggested topics that needs to be prioritized (see Enclosure 2)

Step 2. Designing the LAC Plan

Based on the needs and priorities identified, the LAC team shall design the overall LAC program by identifying priority PPST indicators, setting development objectives, preparing the implementation timeline, organizing the management team, determining resource requirements, and allocating the budget using the LAC Plan template stipulated in D.O. No. 35, s. 2016 (*refer to Enclosure 1 for the LAC Plan template*).

LAC Plans intended for PRC CPD accreditation shall use the template prescribed on DM-OUHROD-2025-0586, namely:

- CPDD-PTR-02 (Application for Accreditation of CPD Program)
- CPDD-16 (Instructional Design)
- CPDD-17 (Resume of the Resource Person/s, including the required attachments).

Step 3. Development of Learning Resources

For LAC Plans applying for PRC CPD accreditation, the LAC Team shall prepare and review learning materials adhering to the prescribed standards on Enclosure 2 to DM-OUHROD-2024-1576 or the PD Learning Resource Materials Quality Standards. This includes developing session guides, presentations, handouts, activity sheets, assessment tools, and other resources; ensuring these meet quality, inclusivity, copyright, and intellectual property standards; and conducting an internal review to confirm alignment with the approved objectives and content.

Step 4. Submission and Quality Assurance of LAC Plans

Schools Division Offices shall constitute PD Quality Assurance Team to conduct review and evaluation of all submitted LAC Plans. The PD Quality Assurance Team shall be composed of the following:

- PD Program Secretariat
 - HRDS Senior Education Program Specialist (SEPS)
 - Education Program Specialist II (EPS II)
- PD Program Evaluators



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- School Governance and Operations Division (SGOD) Chief
- Curriculum Instructions Division (CID) Chief
- Learning Area Specialists

All proposed School LAC Plans, whether for PRC accreditation or not, shall undergo quality assurance process. For LAC Plans following the template on D.O. No. 35, s. 2016, the LAC Plan Appraisal Tool on Annex B of the LAC Toolkit shall be utilized for quality assurance. Meanwhile, LAC Plans for PRC CPD accreditation shall be quality assured using the School-Based PD Program Design QA Tool on Enclosure No. 9 of DM-OUHROD-2024-1576.

The LAC Team shall prepare scanned copies of learning resource requirements for submission to SDO. The PD Secretariat shall check its completeness and encode the plan to the tracker provided by HRDD-NEAP RO for tracking purposes then transmit it to CID for review and quality assurance.

The PSDSs shall be focusing on the instructional design of the submitted LAC Plan which includes program management structure, feasibility and implementation plan, compliance with standards, and resource allocation. Meanwhile, content review shall be done by the EPSs or Learning Area Specialist, focusing on content accuracy and relevance, adult-learning methodologies, alignment with curriculum standards and assessment method.

Based on the evaluation of the PD Program Evaluators during the quality assurance process, they shall decide whether the LAC Plan shall be returned to the school for revision and resubmission to meet the quality standards of both the instructional design and content, or shall be forwarded to the Assistant Schools Division Superintendent (ASDS) for recommendation of approval and to be issued with a Certificate of Quality Assurance upon successful evaluation.

Enclosure 2 illustrates the process flow for the submission and quality assurance process of the LAC Plans in the SDOs with the timeline and appropriate personnel in-charge per step.

Step 5. Approval of LAC Plan

Following quality assurance, the LAC Plan shall be reviewed and recommended for approval by the ASDS, approved by the Schools Division Superintendent (SDS), and subsequently recorded to the tracker by the PD Program Secretariat before transmitting to the originating school for implementation.

Upon receipt of the approved plan, the school may proceed with the implementation of its LAC activities in accordance with the approved provisions, relevant policies, and identified professional development needs.

Step 6. PRC CPDAS Encoding and Uploading

The PD Program Secretariat shall likewise encode and upload the learning resource requirements to PRC CPDAS. In case of deficiencies, the PD Program Secretariat shall also coordinate with the LAC Team to comply with lacking requirements within the given timeline. After compliance with the LAC Team, the PD Program Secretariat shall resubmit the requirements to PRC for approval.



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Step 7. LAC Implementation, Monitoring, and Technical Assistance

The LAC Team shall implement the approved LAC Plan through appropriate delivery modalities, such as face-to-face, online, blended, or self-paced learning. LAC sessions shall utilize approved learning resources and promote collaborative and adult-learning approaches that support participant engagement and professional growth.

The LAC Leader and LAC Facilitators shall monitor attendance, participation, learning progress, and session outcomes using the prescribed monitoring and evaluation tools. The Schools Division Office, through the PSDS, EPS, ALS, SNED, Madrasah Supervisors, and other designated personnel, shall provide technical assistance, conduct compliance and quality assurance monitoring, and document effective practices that may be shared or adapted by other schools.

The following tools, adopted from DM-OUHROD-2024-1576, may be used in evaluating and monitoring LAC implementation:

- Enclosure No. 7: Sample End-of-Day Evaluation Tool
- Enclosure No. 10: School-Based PD Program Delivery Quality Standards
- Enclosure No. 11: PD Compliance Monitoring Tool
- Pre-Test and Post-Test Instruments
- Approved Learning Resource Materials

Step 8. Learning Action Plan (LAP) Implementation and Issuance of Certificate of Completion

Teachers shall apply learning from the LAC session by preparing, submitting, and implementing a Learning Action Plan (LAP) using the template in Enclosure No. 12 of DM-OUHROD-2024-1576. The LAP shall reflect the application of acquired pedagogical content knowledge and may be prepared at the end of the session or immediately after one requiring prompt implementation.

Teachers shall implement their LAPs within two (2) months after the LAC session. School Heads, LAC Facilitators, and supervisors shall provide coaching and support, while implementation shall be monitored through classroom observations, coaching sessions, and review of outputs. Upon completion, the LAC team shall issue a certificate of participation and completion.

Step 9. Program Completion Reporting and Records Management

Upon completion of the LAC activities, the LAC Team shall prepare the Completion Report and compile relevant supporting documents, including Learning Action Plans (LAPs) and other implementation evidence. For non-CPD accredited LACs, the LAC team shall utilize Annex D: Documentation Tool of the LAC Toolkit as template for their completion report. However, for PRC CPD accredited LAC session, the LAC team shall use CPDD-05 as template for their completion report. These documents shall be submitted to the SDO PD Program Secretariat for review of completeness and proper records management. The SDO PD Program Secretariat shall maintain and archive all program records for monitoring, evaluation, and future reference.



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IV. OTHER PROFESSIONAL DEVELOPMENT SUPPORT STRATEGY

Schools may likewise adopt other appropriate professional development strategies, collaborative expertise, lesson study, and coaching and mentoring, and other communities of practice (COP) to address emerging learning and development requirements, consistent with contextual realities and existing guidelines.

V. TERMS OF REFERENCE IN THE CONDUCT OF LEARNING ACTION CELL (LAC)

Regional Office	SDO	School
• HRDD shall provide technical assistance to SDO in terms of LAC design standards and quality assurance process. • HRDD shall capture and manage the repository of the consolidated Division reports on LAC.	• CID-PSDSs shall support the design and implementation of LAC programs through technical assistance, coaching, monitoring, report validation and consolidation, and quality assurance. • SGOD-HRDS shall capture and manage the repository of School LAC documents.	• LAC Team shall adhere to School LAC standards and quality assurance. • LAC Team shall provide LAC documentation reports.
• CLMD shall serve as content expert responsible for curriculum and content guidance to SDOs. • CLMD shall capture and provide indicative priority LAC topics based from the curriculum audit data submitted by CID supervisors.	• CID-EPSs shall provide curriculum and content expertise to schools by analyzing learning data, identifying competency gaps and teacher development needs, recommending evidence-based LAC topics, developing and evaluating instructional interventions, reviewing School LAC Plans,	• LAC Team shall adhere to School LAC standards and quality assurance. • LAC Team shall capture and analyze LAC data through LDNA.



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	delivering coaching and technical assistance, and promoting the effective use of digital learning platform as a supplementary learning resource. • CID-Supervisors shall conduct curriculum audit to capture, analyze and submit LAC data. • CID-Chief shall oversee division-wide implementation by analyzing and consolidating monitoring data, identifying instructional priorities, endorsing findings for appropriate action, and ensuring quality implementation and timely technical assistance.	
• FTAD shall lead, coordinate, and integrate the provision of LAC Technical Assistance to SDOs.	• DFTAT shall provide consolidated LAC implementation gaps and needs.	• LAC Team shall identify LAC implementation gaps and needs.
Digital Learning Partner		
The Digital Learning Partner shall support the implementation of the LAC by providing and maintaining digital learning resources and platforms, delivering competency-based learning pathways and analytics, monitoring learning progress,		



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issuing certifications, and offering technical and implementation support to strengthen evidence-informed professional learning and continuous improvement.

VI. Effectivity

These Guidelines shall take effect immediately upon issuance.



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Enclosure 1: **LIST OF TOOLS, TEMPLATES, AND ACCESS LINK**

For PRC CPD Accreditation	Reference	For Non-PRC CPD Accreditation	Reference
CPDD-PTR-02 Application for Accreditation of CPD Program	PRC	LAC Plan	DO No. 35, s. 2016
CPDD-16 Instructional Design	PRC	LAC Plan Appraisal Tool	Annex B. LAC Toolkit
CPDD-17 Resume of the Resource Person/s, including the required attachments	PRC	LAC Session Evaluation Tool	Annex C. LAC Toolkit
Quality Assurance Tool	DM-OUHROD-2024-1576 (Enclosure No. 9)	LAC Documentation Tool	Annex D: LAC Toolkit
Sample End-of-Day Evaluation Tool	DM-OUHROD-2024-1576 (Enclosure No. 7)		
School-Based PD Program Delivery Quality Standards	DM-OUHROD-2024-1576 (Enclosure No. 10)		
PD Compliance Monitoring Tool	DM-OUHROD-2024-1576 (Enclosure No. 11)		
CPDD-12-B Attendance Sheet	PRC		
CPDD-05 Completion Report	PRC		
Learning Action Plan	DM-OUHROD-2024-1576 (Enclosure No. 12)		

All forms and templates may be accessed through this link or QR code:



<https://tinyurl.com/ToolsAndTemplatesLAC>



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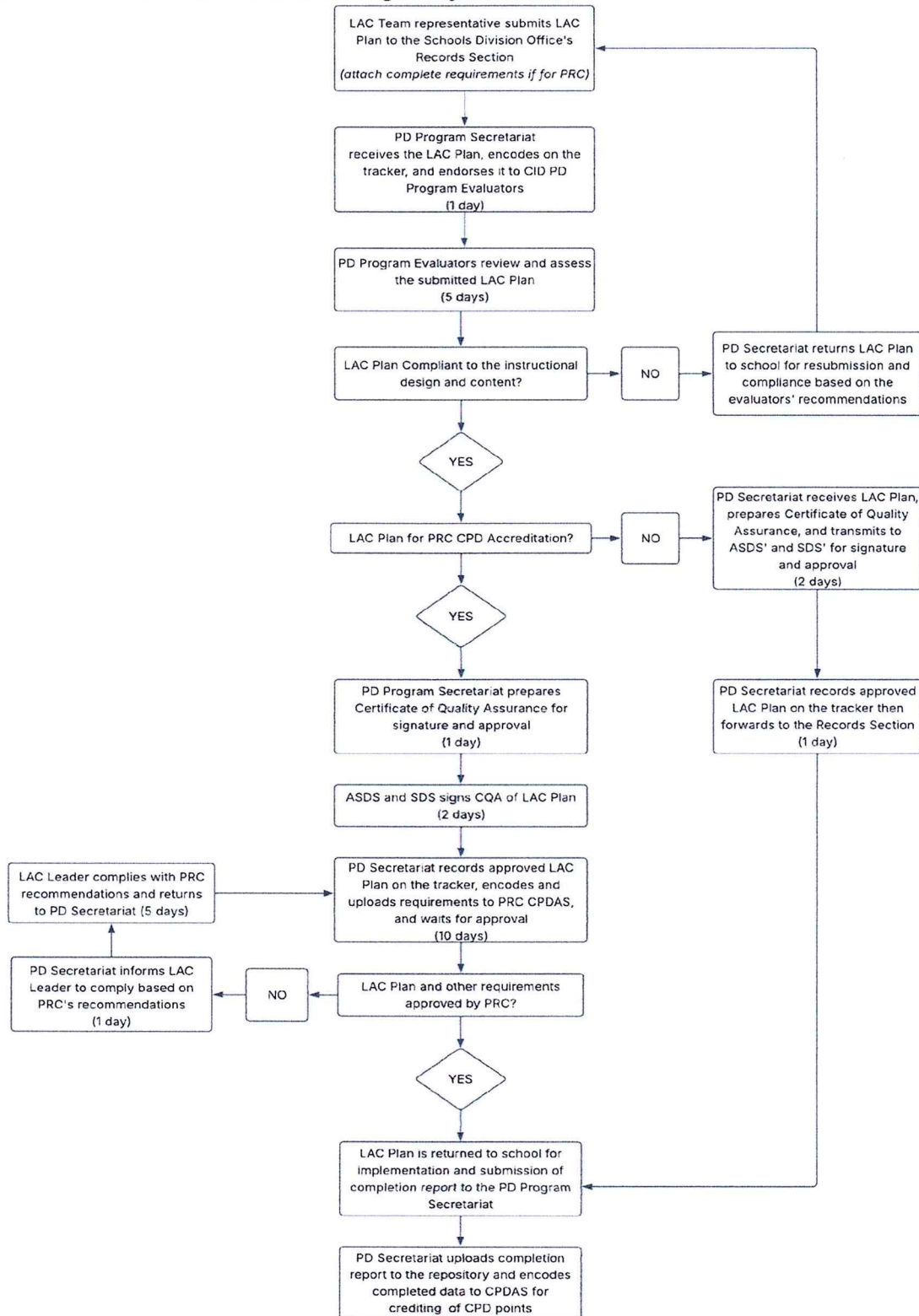


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Enclosure 2: **LAC Submission and Quality Assurance Process Flowchart**





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Enclosure 3: SUGGESTED LEARNING ACTION CELL TOPICS BASED ON PRIORITIZED INSTRUCTIONAL NEEDS

This enclosure provides the list of suggested Learning Action Cell (LAC) topics for School Year 2026–2027, organized according to identified areas of instructional need. The topics are intended to guide schools in developing responsive, evidence-based LAC plans that directly address gaps in teaching and learning.

Their inclusion in the school LAC plan shall be determined through a systematic prioritization process using available evidence, such as learner assessment results, classroom observation findings, curriculum implementation reports, teachers' identified professional development needs, and other relevant school data.

In prioritizing the topics, schools may consider the frequency of the identified need, its impact on learner achievement, urgency, extent of teacher support required, feasibility of addressing the concern through a LAC session, and potential for sustained improvement in classroom practice. Topics addressing content knowledge, pedagogy, assessment, learner difficulties and misconceptions, curriculum implementation, inclusive and responsive teaching, technology integration, and professional practice may be given appropriate consideration.

The suggested topics are not intended to constitute a fixed or mandatory sequence. Schools may contextualize, combine, expand, or select topics based on their actual needs and priorities, consistent with DepEd Order No. 35, s. 2016. Topics selected merely on the basis of general interest should not take precedence over instructional concerns supported by evidence. Each selected topic should lead to a clear professional learning output, application in classroom practice, and monitoring of its contribution to improved teaching and learner outcomes.

Learning Area	Link
Filipino	https://tinyurl.com/NCRLACFil
Araling Panlipunan	https://tinyurl.com/NCRLACAralPan
TLE	https://tinyurl.com/NCRLACTLE
Values Education/GMRC	https://tinyurl.com/NCRLACValues
MAPEH	https://tinyurl.com/NCRLACMAPEH

Moreover, LAC resource packages developed by DepEd Central Office can be used by schools depending on the needs:

Topics	Link
STEM LAC Sessions	https://tinyurl.com/STEMLACSessions
Science Process Skills for Grades 3 – 6 Teachers	https://tinyurl.com/ProcessSkillsLAC



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Enclosure 4: ADAPTION OF DIGITAL LEARNING PLATFORM

The region shall adapt the use of Khan Academy platform as a professional development tool for English, Mathematics, Science, and ALS across grade levels.

The following table outlines the roles of each key player in the adoption of this Digital Learning Platform

Key Player	Terms of Reference
Khan Academy	• Provide orientation materials, implementation guides, and onboarding resources for the program. • Develop and assign the Pre-Boarding Mission and succeeding learning missions. • Maintain the Khan Academy platform and ensure accessibility of learning resources. • Generate learner and teacher analytics, mission completion reports, and utilization data. • Issue Certificates of Completion to teachers who successfully complete the required missions. • Provide technical support and updates on platform features throughout the implementation.
CID Chief	• Provide overall supervision of the division-wide implementation. • Review and analyze district reports submitted by the PSDSs. • Identify division-wide instructional priorities based on consolidated analytics. • Endorse analyzed findings to the respective Education Program Supervisors. • Ensure timely provision of technical assistance to schools. • Monitor the overall implementation and quality of evidence-based LAC planning within the Division.
Education Program Supervisors (English, Mathematics, Science, ALS)	• Analyze the division data endorsed by the CID Chief. • Identify competency gaps, least-mastered skills, and teacher learning needs. • Determine appropriate evidence-based LAC topics. • Review and provide quality assurance on school LAC Plans. • Evaluate the effectiveness of implemented interventions and recommend succeeding LAC priorities. • Provide Technical Assistance to Khan Focal Persons whenever need arises.



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Public Schools District Supervisors (PSDSs)	• Orient and capacitate School Heads regarding the Khan Academy implementation framework. • Monitor the designation of LAC Focal Persons who will be the Khan Focal and school readiness. • Monitor completion of the Pre-Boarding Mission by schools. • Receive and file the accomplished Pre-Boarding Report. • Conduct weekly monitoring of schools during the Mission Accomplishment phase. • Receive and validate Mission Accomplishment Report. • Consolidate, process, validate, and interpret district implementation data. • Submit district reports to the CID Chief monthly. • Monitor the implementation of school LAC Plans and LAC Sessions. • Provide coaching and implementation support to School Heads. • Monitor and provide technical assistance the school readiness and implementation of school LAC Plans and Sessions
School Heads (LAC Leaders)	• Serve as the overall implementation lead of Khan Academy in the school. • Convene the School LAC Team pursuant to DepEd Order No. 35, s. 2016. • Designate Khan Academy Focal Person(s) from among the school's LAC Facilitators. • Ensure teachers accomplish the Pre-Boarding Mission. • Convene the LAC Team to validate Pre-Boarding Mission results. • Submit the accomplished Pre-Boarding Checklist to the PSDS. • Oversee the implementation of the Mission Accomplishment phase. • Ensure timely submission of the Mission Accomplishment Checklist. • Lead the analysis of school-level Khan Academy data. • Develop the evidence-based School LAC Plan. • Submit the School LAC Plan for quality assurance. • Conduct and supervise the implementation of LAC Sessions. • Submit the accomplishment report following the conduct of the LAC Session.



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LAC Focal Person	• Establish and manage Khan Academy classrooms. • Assist teachers in enrollment and account management. • Assign Pre-Boarding Missions and succeeding missions to teachers. • Monitor teacher progress and completion rates. • Generate school utilization reports. • Coordinate implementation concerns with the School Head. • Provide first-level technical support to teachers. • Maintain accuracy of school implementation records.
Teachers	• Complete the assigned Pre-Boarding Mission within the prescribed timeline. • Complete all assigned Khan Academy Missions. • Participate actively in all scheduled LAC Sessions. • Implement agreed classroom strategies arising from the LAC. • Share best practices and implementation experiences during subsequent LAC Sessions.

PROCESS FLOW OF ADAPTING KHAN ACADEMY PLATFORM

Step 1. Orientation and Capacity Building

Public Schools District Supervisors (PSDSs) shall orient and capacitate the School Heads of the schools under their supervision on the objectives, implementation process, and use of Khan Academy.

Step 2. School-Level Organization

School Heads, as Learning Action Cell (LAC) Leaders pursuant to DepEd Order No. 35, s. 2016, shall convene the School LAC Team and designate from his/her LAC Facilitator/s to facilitate the establishment and management of Khan Academy classrooms.

Step 3. Pre-Boarding Mission.

Teacher accomplishes the “pre-boarding mission” assigned to him/her at the specified time frame. The Khan Academy Focal and LAC Leader shall monitor the accomplishment of it. PSDSs shall monitor the compliance to it. After the pre-boarding mission week, the school head shall convene his/her LAC Team and consolidate the results as to the number of teachers who had successfully completed the pre-boarding mission. They shall accomplish the *Pre-Boarding Checklist* and submit it to the PSDSs, for filing.



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Step 4. Mission Accomplishment

After the pre-boarding mission week, the Khan Focal Person shall assign the missions to the teachers. It will be self-paced, and they will be given ample time to complete the mission. The Khan Focal and the LAC Leader shall ensure that the tasks are being completed by the teachers. The PSDSs shall do a weekly check with the LAC Leader to monitor the completion rate of the schools. The teacher – participants shall receive a certificate of completion once he/she completes the mission.

Step 5. School Data Submission

After the scheduled time frame, the School Heads shall submit the *Mission Accomplishment Checklist*, which includes the utilization rate and the top 5 skills to be developed per grade level and subject, to their respective PSDSs within the prescribed schedule.

Step 6. District Data Consolidation and Interpretation

PSDSs shall consolidate, validate, process, and interpret the data submitted by the schools to identify district-level implementation trends and emerging instructional needs.

Step 7. Division-Level Analysis

PSDSs shall submit the consolidated district reports to the Curriculum Implementation Division (CID). The CID Chief shall review and analyze the division-wide findings to determine common instructional priorities.

Step 8. Technical Analysis and Assistance

Based on the division analysis, the CID Chief shall endorse the findings to the respective Education Program Supervisors (EPSs) for English, Mathematics, and Science. The EPSs shall conduct a technical analysis of the learning data, identify priority competency gaps, and provide appropriate technical assistance and recommendations.

Step 9. Evidence-Based LAC Planning

School Heads shall utilize the recommendations and technical assistance provided, together with their own school-level data, in identifying priority Learning Action Cell (LAC) topics and developing their school LAC implementation plan. This LAC plan shall be submitted for quality assurance.

Step 10. Conduct of LAC Session

School Heads and LAC Leaders shall conduct the LAC Session on the time frame specified, and its accomplishment shall be monitored by the PSDSs. The accomplishment report of the session shall be submitted to the Division Office.

As a cyclic process, after Step 10, the cycle will go back to Step 3 in preparation for the next pre-boarding week, for the following Term, until the completion of the Three-terms.



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Republic of the Philippines
Department of Education
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Pre-Boarding Mission Report
Elementary

Name of School: _____

Term: ☐ 1 ☐ 2 ☐ 3

Subject: English	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of teachers						
Number of enrolled teachers						
Number of completed teachers						

Subject: Math	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of teachers						
Number of enrolled teachers						
Number of completed teachers						

Subject: Science	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of teachers						
Number of enrolled teachers						
Number of completed teachers						

Prepared by: _____

 School Head/LAC Leader



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Pre-Boarding Mission Report
Junior High/Senior High

Name of School: _____

Term: [] 1 [] 2 [] 3

Subject: English	Grade 7	Grade 8	Grade 9	Grade 10	Senior High
Number of teachers					
Number of enrolled teachers					
Number of completed teachers					

Subject: Mathematics	Grade 7	Grade 8	Grade 9	Grade 10	Senior High
Number of teachers					
Number of enrolled teachers					
Number of completed teachers					

Subject: Science	Grade 7	Grade 8	Grade 9	Grade 10	Senior High
Number of teachers					
Number of enrolled teachers					
Number of completed teachers					

Prepared by: _____

 School Head/LAC Leader



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Mission Report
Elementary

Name of School: _____

Term: ☐ 1 ☐ 2 ☐ 3

Subject: English	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of teachers						
Number of enrolled teachers						
Number of completed teachers						
Top 5 Topics Needing Assistance						

Subject: Math	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of teachers						
Number of enrolled teachers						
Number of completed teachers						
Top 5 Topics Needing Assistance						

Subject: Science	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Number of teachers						
Number of enrolled teachers						
Number of completed teachers						
Top 5 Topics Needing Assistance						



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Prepared by:

School Head/LAC Leader



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Pre-Boarding Mission Report
Junior High/Senior High

Name of School: _____

Term: [] 1 [] 2 [] 3

Subject: English	Grade 7	Grade 8	Grade 9	Grade 10	Senior High
Number of teachers					
Number of enrolled teachers					
Number of completed teachers					
Top 5 Topics Needing Assistance					

Subject: Mathematics	Grade 7	Grade 8	Grade 9	Grade 10	Senior High
Number of teachers					
Number of enrolled teachers					
Number of completed teachers					
Top 5 Topics Needing Assistance					

Subject: Science	Grade 7	Grade 8	Grade 9	Grade 10	Senior High
Number of teachers					
Number of enrolled teachers					
Number of completed teachers					



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Top 5 Topics Needing Assistance					
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Prepared by:

School Head/LAC Leader



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Department of Education
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Enclosure 5: INDICATIVE PROGRAM OF ACTIVITIES FOR THE ONLINE ORIENTATION

TIME	ACTIVITY	IN-CHARGE
1:00 – 1:30	Opening Program - Nationalistic song - Prayer - DepEd QPS	AVP
	Acknowledgement of Participants	ARREN V. ADUAN EPS, HRDD-NEAP R
	Welcome Message	JOCELYN DR ANDAYA Regional Director, NCR concurrent Officer-In-Charge, Office of the Assistant Secretary for Operations
1:30 – 2:30	Presentation of the Regional LAC Guidelines	HAJJI R. PALMERO CES, HRDD-NEAP R MICAH G. PACHECO CES, CLMD
2:30 – 2:45	Open Forum/ Q&A	RHEA B. EDEN EPS, HRDD-NEAP R
2:45 – 3:00	Closing Program - Way Forward/ Closing Remarks - Q&A - Community Song	MICAH G. PACHECO CES, CLMD