October 27, 2021

DIVISION MEMORANDUM
No. 240   , s. 2021

SUBMISSION OF SCHOOL-BASED MANAGEMENT (SBM)
SELF-ASSESSMENT VALIDATION

To: Assistant Division Superintendent
        Division Chiefs
        Public Schools District Supervisors
        Public Elementary, Secondary and Senior School Heads
        Schools SBM Coordinator
        All Others Concerned

1.   In line with the 'Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment, Process and Tool" (DepEd Order No. 83, s. 2012) and Implementation Guidelines on the Validation Processes of School-Based Management (SBM) Level of Practice (Regional Memorandum No. 133 s. 2021), all schools both elementary and secondary are directed to conduct the SBM self- assessment for school year 2020-2021 to determine the SBM Level of Practice and submit the same to this office in soft copy.

2.   The activity aims to:
       2.1   identify the current SBM Level of Practice of schools
       2.2   recognize schools with improvement in their SBM Level of practice
       2.3   provide technical assistance to schools without improvement in their SBM Level of Practice

3.   Accomplished scanned copy of SBM Self-Assessment Validation tool shall be submitted to this google drive https://bit.ly/sdo-bulacan-self-assessment-tool for ease of access. Submission of the aforesaid documents shall be on or before November 16,2021

4.   Attached is the copy of the contextualized School-Based Management validation tool.

5.   For more information please contact the School Management Monitoring and Evaluation (SMME) Unit of the School Governance and Operations Division (SGOD c/o Ms. Ma. Lourdes J. Patag, SEPS-SMME and Ms. Ma. Bella S. Fajardo, EPS II-SMME

6.   Immediate and wide dissemination of the Memorandum is hereby enjoined.

ZENIA G. MOSTOLES, EdD, CESO V
Schools Division Superintendent

STANDARDIZED SCHOOL-BASED MANAGEMENT SELF-ASSESSMENT TOOL (Regional Memo 133 & 134 s 2021)

Name of School:		
Location:		District:
School Type:	O Elementary O Secondary O Integrated Sch.	Date Established:
School Head:		
Last SBM Level/Rating		School Year:
Current SBM/ Rating		School Year:

SCHOOL COMMITTEES (list down the names)	I LEADERSHIP AND GOVERNANCE	II CURRICULUM AND INSTRUCTION	III ACCOUNTABILITY AND CONTINIOUS IMPROVEMENT	IV MANAGEMENT OF RESOURCES
Chairman:				
Secretary:				
Members:				

CRITERIA ON THE LEVEL OF PRACTICE:

Numerical Ratin2: Scale	Description
0	No Evidence
1	Evidence indicates **developing** structures and mechanisms are in place todemonstrate ACCESs
2	Evidence indicates **planned** practices and procedures are fully implemented andaligned to ACCES.
3	Evidence indicates practices and procedures satisfy **quality standards.**

I. LEADERSHIP AND GOVERNANCE

INDICATOR	LEVEL OF PRACTICE	STANDARD MOVs/ ARTIFACTS (mark if present & x if none)	REMARKS	SCORE (No. of MOVs/Total No. of MOVs)

1. In place is a Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community.	**Level 1**	The development plan guided by the school's vision, mission and goal (VMG) is developed through the leadership of the school and the participation **of 50% community stakeholders.**	___**Approved School Improvement Plan** ___ School Memorandum ___Letter of Invitation ___Activity Completion Report (ACR) *___Other supporting documents (printed/ electronic)*		
	Level 2	The development plan is evolved through the shared leadership of the school and the participation of **51-80% community stakeholders.**			
	Level 3	The development plan is enhanced with the **81-100 % community participation** in performing the leadership roles with the school providing technical support.			
2.The development plan (e.g. SIP) is regularly reviewed by the school community to keep it up responsive and relevant to emerging needs, challenges and opportunities	**Level 1**	The school leads the regular review and improvement of the development plan.	**Approved Annual Implementation Plan(AIP)** ___School Memorandum ___Letter of Invitation ___Activity CompletionReport (ACR) ___*Other supporting documents (printed/ electronic)*		
	Level 2	The **school and 75-80% community stakeholders** working as full partners, lead the continual review and improvement of the development plan.			
	Level 3	**The school and 81-100 % of the community stakeholders** lead the regular review and improvement process; the school stakeholders facilitate the process.			
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities ofthe stakeholders.	**Level 1**	The school defines the organizational structure, and the roles and responsibilities of stakeholders.	**Approved Office Performance Commitment and Review Form** ___School Memorandum ___Minutes of themeeting **___ ACR** School Organizational Structure ___Process Flow		
	Level 2	**The school and 51-80%** of the community collaboratively define the structure and the roles and responsibilities of stakeholders.			

		provides technical and administrative support.	*Other supporting documents (printed/ electronic)*		
4. A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems	**Level 1**	A network has been collaboratively established and is continuously improved by the school community **yearly.**	**Modes of Dissemination:** ___ School Website ___ Facebook Account ___Page/Leaflets/ Brochures/ Newsletters ___Transparency/ ___Bulletin Board ___ School Paper ___ Communication Plan, Flow and System		
	Level 2	The network actively provides stakeholders information for making decisions and solving learning and administrative problems **twice a year.**	**School-based implementing guidelines on Child Protection Policy, Anti-Bullying, etc.** SchoolMemorandu ___ Consultation Report (Attendanceand pictures)		

	Level 3	The network allows easy exchange and access to information sources beyond the school community **everyquarter.**	O Proposed School Implementing Guidelines O School Handbook with dissemination Report (Pictorials, attendance) O Intake Sheets O **eBEIS - Performance Indicators** O Gross Enrolment Rate O Net Enrolment Rate O Cohort Survival Rate O Transition Rate O School Leaver Rate O Completion Rate O ALS Completion Rate (% of ALS Learners who completed either Elementary or Secondary Level in accordance with the requirements) O ALS A&E Passer		
			Rate (% of ALS Learners who passed the ALS Accreditation and Equivalency Test)		
5. A long term program is in operation that addresses the training and development needs of school and community leaders.	Level 1	Developing structures are in place and analysis of the competency and development needs of leaders is conducted; result is used to develop a long term training and development program **every year.**	O **Programs, Projects, Activities (PPAs) as indicated in the SIP/AIP/ OPCR.F** O School Memorandum O Minutes of the Meeting O Project Proposal Q ACR O Innovative Program for the Improvement of ACCESS O Other regular school programs: O Wash in School O		
	Level 2	Leaders undertake training modes for **2 quarters** that are convenient to them (on-line, off-line, modular, group, or home-based) and which do not disrupt their regular functions. Leaders monitor and evaluate their own learning process.			

	Level 3	Leaders assume responsibility for their own training and development **every quarter.** School community leaders working individually or in groups, coach and mentor one another to achieve their VMG.	0 Gulayan sa Paaralan 0 Feeding Program 0 Others _____ _____		
			TOTAL		
			WEIGHTED MEAN (Total Score/SJ		

FINDINGS:

RECOMMENDATIONS:

BEST FEATURES:

Reviewed By:

Conformed by:

PSDS

School Head

II. CURRICULUM AND INSTRUCTION

INDICATOR	LEVEL OF PRACTICE		STANDARD MOV / ARTIFACTS (mark J if present & x if none)	REMARKS	SCORE (No. of MOVs/Total No. ofMOVs)
1. The curriculum provides for the development needs of all types of learners in the school community	**Level 1**	All types of learners of the school community are identified, their learning curves assessed; appropriate programs with its support materials for each type of learner are developed with **26-50 % decrease of the non-numerates and non-literates.**	**Learner's Outcome** 0 Performance Indicators (Drop-Out, Graduation, Cohort-Survival, etc.) 0 Learner's Tracking System/ Program Report 0 Learners' Profile with their learning needs 0 Learners' Portfolio 0 Alternative Delivery Mode		

	Level 2	Programs are fully implemented and closely monitored to address performance discrepancies, benchmark best practices, coach low performers, mentor potential leaders, reward high achievement that makes learning meaningful and enjoyable with **51 - 75 % decrease of the non-numerates and non-literates.**	(ADM)
			0 Periodic Assessment Results with Analysis
			0 Summative Test Results
			0 Proportion of students performing at proficient level
			  A. Numeracy Level
			  B. Literacy Level		

	Level 3	The educational needs of all types of learners are being met as shown by continuous improvement on learning outcomes and products of learning with **76-100% or zero (0) non-reader/non-numerates.** Teachers' as well as students' performance is motivated by intrinsic rather than extrinsic reward. The schools' differentiated program is frequently benchmarked by other schools.	*In the absence of NAT, the results of the reading test in Filipino and English and numeracy test shall be considered - with reference to the policy standard set by the* **CLMD**
			
			The percentage weight for the learning outcomes shall be:
			  10% - Filipino Reading Test
			  10% - English Reading Test
			  10%- Numeracy Test
			
			To determine the improvement of learning outcomes, the rating standard below shall be followed:
			
			| Rating Standards
				Rating |
				|---|---|
				| Highly Proficient (90-100%) | 3 |
				| Proficient (75-89%) | 2 |
				| Nearly Proficient (50 -74% | 1 |
				| 49 and below | 0 |		

2, The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community	**Level 1**	Local beliefs, norms, values, traditions, folklores, current events, and existing technologies are documented and used to develop a lasting curriculum. Developed localized curriculum in **4 learning areas.**	0 List of locatlized, contextualized IMs with sample (Big books, MTB dictionary, etc.) 0 School Initiated SLM/LAS (Sample) 0 School Forms 0 Improves/Localized LMs/ IMs/ DLLs 0 Instructional Materials 0 List of Visual Aids, Digitized IMs and Quality		
		The localized curriculum is implemented and monitored closely to ensure that it makes learning more meaningful and			

				Assured and accepted localized LMs		
	Level 2	pleasurable, produced desired learning outcomes, and directly improves community life. Ineffective approaches are replaced and innovative ones are developed. Developed localized curriculum in **6 learning areas.**				
	Level 3	Best practices in localizing the curriculum are mainstreamed and benchmarked by other schools. There is marked increase in number of projects that use the community as learning laboratory , and the school as an agent of change for improvement of the com m u ni ty . Developed localized curriculum in **ALL learning areas.**				
3 . A representative group of school and community stakeholders develop the methods and materials for developing creative thinking & problem solving.	**Level 1**	A representative team of school and community stakeholders assess content and methods used in teaching creative, critical thinking and problem solving. Assessment results are used as guide to develop materials. Developed learning materials in **4 learning areas in all grade levels.**	**Teachers' Portfolio** 0 RPMS/IPCRF Portfolio (proportion odf teachers meeting PPST career stage 3 in all domains (Highly Proficient) 0 Mon thl y Supervisory Plan 0 Classroom ObservationTool 0 Observ ation Notes 0 Class Program		
	Level 2	A representative team of school and community stakeholders assess content and meth ods us ed in teaching creative, critical thinking and problem solving. Assessment results are used as guide to	0 Sample Lesson Plan 0 DepEd emails and FBaccounts 0 School Leadership with		

			develop materials. Developed learning materials in **6 learning areas in all grade levels.**	designation		

	Level 3	Materials and approaches are being used in school, in the family and in community to develop critical, creative thinking and problem solving community of learners and are producing desired results. Developed learning materials in **ALL learning areas in all grade levels.**			
4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	Level 1	A school- based monitoring and learning system is conducted regularly and cooperatively; and feedback is shared with stakeholders. The system uses a tool that monitors the holistic development of learners **once a year.**	**School's Best Practices/ Remarkable Accomplishments** O School initiated programs/ projects 0 Log sheet/logbook showing names of visitors who benchmarked schools initiated programs		
	Level 2	The school-based monitoring and learning systems generate feedback that is used for making decisions that enhance the total development of learners **for 2 quarters.** A committee takes care of the continuous improvement of the tool.	0 Best practices 0 Innovations 0 Programs for improvement of the learning environment and increased learning outcomes 0 Continuous improvement (CI) projects 0 Institutionalized programs for inclusive education		
	Level 3	The monitoring system is accepted and regularly used for collective decision making **every quarter.** The monitoring tool has been improved to provide both quantitative and qualitative data.	0 Literary Services 0 Guidance Services 0 Guidance Forms 0 Guidance Records and Reports 0 Computer/ Science/TLE Laboratory (if any) 0 Learners' initiated programs 0 Classroom Structuring 0 Reading Centers/Study Sheds (Reading Books) Co-curricular Activities Report (ex. Scouting, Religious Instructions, Science Camp, Education Summit, etc.)		
5. Appropriate assessment tools for teaching and learning are	Level 1	The assessment tools are reviewed by the school and assessment results are shared with school's stakeholders **once a year.**	**Sample Assessment Tool** 0 Table of Specification 0 Formative/ Summative Test		

continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills.	Level 2	The assessment tools are reviewed by the school community and results areshared with community stakeholders for 2 quarters.	O Periodic Test Questions 0 Evaluation Notebooks O Test/Item Analysis 0 Item Bank per Learning Area O Rubrics used 0 Enhanced Assessment Tools adopted from partners		
	Level 3	School assessment results are used to develop learningprograms that are suited to the community, and customized to each learners' context, results of which are used for collaborative decision-making every quarter.			
6. Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's Vision, Mission and Goals.	Level 1	Stakeholders are aware of child/ learner-centered, rights-based, and inclusiveprinciples of education. Learning managers and facilitators conduct activities aimed to increase 50% of stakeholder's awareness and commitment to fundamental rights of children and the basic principle of educating them.	**Training Development Plan** O Teacher's Developmental Needs 0 LAC/INSET implementation Plan (LAC template per DepEd/Division issuances) 0 Project Proposal 0 School Memorandum 0 Technical Working Group 0 ACR with financial and monitoring report 0 Sample certificate and program 0 Technical Assistance Plan (Based on DepEd/ Memorandum) 0 Certificates of Attendance to Trainings/ Webinars		
	Level 2	75-80% of Stakeholders begin to practice child/ learner-centered principles of education in the design of support to education. Learning managers and facilitators apply the principles in designing learning materials.			

	Level 3	Learning environments, methods and resources are community driven, inclusive and adherent to child's rights and protectionrequirements with 81-100% of stakeholder's adherence to child/Learner centers principle's. Learningmanagers and facilitators observe learners' rights from designing the curriculum to structuring the whole learning environment.	(Divison/Region/National/ International)		
7. Methods and resources are learner and community-friendly, enjoyable, safe,	**Level 1**	Practices, tools and materials for developing self-directed learners are 100% observable in school,but not in the home or in the community. Learning	**School Research Outcomes** O List of researches (proposals and completed) O Dissemination Plan and Report on Research outcomes		

inclusive, accessible and aimed at developing self-directed learners.		programs are designed and developed to produce learners who are responsible and accountable for their learning.	0 Innovations/ Interventions. Enrichment/ Remediation Programs 0 Project Proposal 0 ACR		
Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability	**Level 2**	Practices, tools and materials for developing self-directed learners are observable in the school and **51-80%** in the community. The program is collaboratively implemented and monitored by teachers and parents to ensure that it produces desired learners			

for their own learning.	Level 3	There is a continuous exchange of information, sharing of expertise and materials among the schools, home and community for the development of self-directed learners with **81-100%** are observable in school and **81-100%** in the home and in the community. The program is mainstreamed but continuously improved to make relevant to emergent demand .			
				TOTAL SCORE	
				WEIGHTED MEAN (Total Score/7)	

FINDINGS:	RECOMMENDATIONS:
BEST FEATURES:	
Reviewed By:	Conformed by:
PSDS	**School Head**

III. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

INDICATOR	LEVEL OF PRACTICE		STANDARD MOV/ ARTIFACTS (mark J if present & x if none)	REMARKS	SCORE (No. of MOVs/Total No. of MOVs)
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly	Level 1	There is an active party that initiates clarification of the roles and responsibilities in education delivery with **50% of stakeholders participation.**	**School Organizational Structure** 0 Functional organizations/ teams/committees 0 MPTA (DO 54, s. 2009, DO		

defined and agreed upon by community stakeholders.	Level 2	There is **51-80%** stakeholders engagementin clarifying and defining their specific roles and responsibilities.	67 s. 2009) O SGC O SSG/SPG (DM 4 s. 2012) O Finance Team O SPT (School Planning
	Level 3	Shared and participatory processes with **81-100% stakeholders engagement** in determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education.	Team) O SMEATeam O Grievance Committee O Faculty Club O HR PTA O SBMTeam O CPP Committee O QA Team for SchoolLRMD O Organized school Quality Management System O WinSTWG O Others Attachments are but not limited to: O Structures/ charts O Constitutions and By-Laws O Terms of Reference (TOR) Roles and Responsibilities O Designation/ Appointment O Oath of Office O Invitation Letter O School Memorandum O Minutes of the Meeting O List of Project Proposals (from Principle 1) O ACR O Enhanced School Process (QMS) like in enrolment, module distribution and retrieval (process flow)
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed	Level 1	Performance accountability is practiced at the schoollevel with **50% gaps addressed.**	**School Monitoring Evaluation & Adjustment (SMEA)** O SMEA Committee O SMEA meetings with School Memorandum
	Level 2	A community-level accountability system is evolving from school-led initiatives with **51-80% gaps addressed.**	O Minutes of the meeting O ACR O SMEA Plan with:

through appropriate action.	Level 3	A community-accepted performance accountability, recognition and incentive system is being practiced with **81-100% gaps addressed.**	O Quarterly/ Semestral SMEA Results O Report on Midyear Assessment and Year End Performance		

3.The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community	Level 1	The school articulates the accountability assessment framework with basic components, including implementation guidelines to the **50% of stakeholders.**	**School Performance and Accomplishments** Q School Report Card (SRC) O State of the School Address (SOSA)		
	Level 2	**51-80% of Stakeholders** are engaged in the development and operation of an appropriate accountability assessment system.			
	Level 3	**81-100% of School community stakeholders** continuously and collaboratively review and enhance accountability systems' processes, mechanisms and tools.			
4. **Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and process are inclusive and collaboratively**	Level 1	The school, with the participation of **50% stakeholders,** articulates an accountability assessment framework with basic components, including implementation guidelines	**Stakeholders' Recognition** O Institutionalized School Recognition and Incentive System on: **Internal stakeholders** **LEARNERS/TEACHERS/ PARENTS** O Criteria O School Memorandum O Quarterly Learners/Teachers/ Parents' Recognition O List of Awardees		
	Level 2	**51-80% Stakeholders** are engaged in the developmentand operation of an appropriate accountability assessment system			

developed and agreed	Level 3	81-100% Stakeholders continuously and collaboratively review andenhance accountability systems; processes, mechanisms and tools.	0 Sample Certificates 0 Pictorials 0 ACR on the Awarding Activity **External Stakeholders** 0 ACR on stakeholders' Convergence 0 List of Awardees 0 Sample Certificate 0 Pictorials 0 Rubric/ Criteria Awards received by the students/Pupils and the School across governance levels (Division/ Region/National / International) 0 List of Awards 0 Sample Certificates 0 Pictorials		
5. Participatory assessment of performance is done regularly	Level 1	School initiates periodic performance assessments with the participation of the **50% stakeholders.**	**Feedback Mechanism** 0 Feedback from Stakeholers regarding school policies		

with the community. Assessment results and lessons learned serve a basis for feedback, technical assistance, recognition and plan adjustment.	Level 2	Collaborative conduct of performance assessment informs planning, plan adjustments and requirements for technical assistance with **51-80% stakeholders participation.**	0 Feedback tools 0 Sugestion Box, Clients' Satisfaction Survey, Checklist from, Survey Questionnaire, Tracer Study Tool, Text Brigade		
	Level 3	School-co=unity developed performance assessment is practiced and is the basis for improving monitoring and evaluation systems, providing technical assistance, and recognizing and refining plans with **81-100% stakeholders participation.**	0 Su=ary of Suggestions and actions taken 0 Survey Results, analysis and interventions		
				TOTAL	
			WEIGHTED MEAN (Total Score/5)		

FINDINGS:	RECOMMENDATIONS:
BEST FEATURES:	
Reviewed By:	Conformed by:
PSDS	**School Head**

VI. MANAGEMENT OF RESOURCES

INDICATOR	LEVEL OF PRACTICE		STANDARD MOV/ ARTIFACTS (mark J if present & x if none)	REMARKS	SCORE (No. of MOVs/Total No. ofMOVs)
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	**Level 1**	**50% of Stakeholders** are aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization.	**School Inventory Resources** 0 **Human Resources** 　O Pupil/ Students Classroom Ratio 　O Teacher-Leamer Ratio O **School Facilities** 　O Seat-learner Ratio 　0 Functional Library 　0 Rooms 　0 Furniture 　0 Equipment O **Technological Resources** 　0 JCT package/ e-classroom package		
	Level 2	Resource inventory ischaracterized by regularity, with **51-80% of participation of stakeholders,** and communicated to the community as the basis for resource allocation and mobilization.			
	Level 3	Resource inventories are systematically developed and with **81-100% stakeholders** engagement in a collaborative process to make decision on resource allocation and mobilization.	0 Inte rn et Access O **Electricity connection** O **WinS Assessment**		
2. A regular dialogue for		**60% Stakeholders participation** in the	0 **Approved Work and**		

planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans	Level 1	development of an educational plan in resource programming, and in the implementation of the educational plan.	**Financial Plan** 0 School Memorandum 0 Minutes of the Meeting 0 Attendance 0 Pictures		
	Level 2	**51-80% Stakeholders are regularly engaged** in the planning and resource programming, and in the implementation of the education plan.	**School Plan and Resources** 0 Annual Procurement Plan 0 Human Resource Development Plan 0 Financial Management Development Plan		
	Level 3	**81-100% Stakeholders collaborate** to ensure timely and need-based planning and resource programming and support continuous implementation of the education plan.	0 Technology Resource Improvement Plan 0 School Physical Development Plan 0 Physical Facilities Improvement of School 0 IGP Sustainability Plan 0 Resource Allocation and Mobilization Plan 0 School Site Titling		
3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.	Level 1	**50% of Stakeholders** support judicious, appropriate, and effective use of resources.	0 **Approved School Operating Budget (SOB)** 0 School Memorandum		
	Level 2	**51-80% of Stakeholders** are engaged and share expertise in the collaborative development of resource management system.	0 Minutes of the Meeting 0 Attendance 0 Pictures		
	Level 3	**81-100% of Stakeholders** sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent- focused resource management system.			
4. Regular monitoring, evaluation, and reporting processes of resource	Level 1	**50% of Stakeholders** are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.	**School Finance** 0 Liquidation Report 0 Income Generating Project 0 Canteen Report 0 No Adverse COA Findings on MOOE Liquidation		

management are collaboratively developed and implemented by the learning managers, facilitators and community stakeholders.	Level 2	**51-80% of Stakeholders** collaboratively participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.			
	Level 3	**81-100% of Stakeholders** are engaged, held accountable and implement a collaboratively developed system of monitoring, evaluation and reporting for resource management			
5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.	Level 1	An engagement procedure to identify and utilize partnerships with **50% stakeholders** for improving resource management evident.	**Social Mobilization and Networking System** O Brigada Eskwela Report (Acknowledgement Receipt, Delivery Receip t, Pledges, Deed of Donations, MOA/MOUs O Records of Donations with pictures O Inventory of projects given by stakeholders		
	Level 2	**51-80% Stakeholders** support a system of partnerships for improving resource management.			
	Level 3	An established system of partnership is managed and sustained by **81-100% stakeholders** for continuous improvement of resource management.	O Percentage of financial constrition from stakeholders and other partners O Financial Report of School PPAs O Barangay IRA O Report on the Barangay Assitance to schools O Innovations for the collective and judicious		

			utilization and transparent, effective and efficient resources and management system.		
				TOTAL	
			WEIGHTED MEAN (Total Score/5)		

FINDINGS:	RECOMMENDATIONS:
BEST FEATURES:	
Reviewed By:	**Conformed by:**
PSDS	School Head

- References:
- DepEd Order 83, s. 2012
- RA 9155 BESRA
- RM 134, s. 2021
- RM 133, s. 2021