



# 2024

# ANNUAL Accomplishment REPORT



"Una sa Lahat, Serbisyong Tapat at May Puso"

SCHOOLS DIVISION OF CALAMBA CITY

**DIVISION ORIENTATION ON THE REVISED  
SCHOOL-BASED MANAGEMENT  
(SBM) GUIDELINES**

November 13, 2024 | Makiling Highlands Resort, Pansol  
"Una sa Lahat, Serbisyong Tapat at May Puso"



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## Schools Division Superintendent's Message

As we close another challenging but productive year, I am proud to share the milestones and achievements we have accomplished in the Schools Division of Calamba City. This year has been a testament to our commitment to delivering quality education, fostering innovation, and building a brighter future for our learners.

In 2024, we achieved significant progress in educating learners, increasing students' academic performance, improving literacy rates, integrating technology in teaching, learning and governance, while continuing our efforts to effectively and efficiently implement our planned programs and projects by maximizing the utilization of resources and strengthened partnerships with relevant stakeholders, local government executives, private organizations and non-government organizations.

None of these accomplishments would have been possible without the dedication of our educators, teaching and non-teaching personnel, learners and the unwavering support of our community. Together, we have overcome challenges and celebrated successes, reinforcing our mission to provide inclusive, equitable and quality education for all.

As we look forward to the year ahead, let us continue to work **COLLABORATIVELY**, **INNOVATE** fearlessly, **INSPIRE** others, and **STRIVE** for excellence in all that we do putting into our hearts and action our mantra:

**“Serbisong Tapat at May Puso”**

Let our DREAMS be realized. Let us keep working together to realize the dreams we share for education and beyond. Start today, and step by step, we will get closer to making our DREAMS a reality.

Thank you for all your hard work, passion, and commitment to our shared vision. Here's to another year of achievements and opportunities!!!!



**MERTHEL M. EVARDOME, CESO V**  
Schools Division Superintendent



## Assistant Schools Division Superintendent's Message

As the saying goes, 'It takes a village to raise a child.' This profound quotation emphasizes the collective responsibility we all share in nurturing our future generations. In the context of the Schools Division Office of Calamba City, this statement rings particularly true as we strive to uplift the quality of education for our learners. Our collaborative efforts, guided by the MATATAG Agenda and Project DREAMS, underscore our commitment to providing nothing less than the right education that our Calambeños students deserve



**NADINE C. CELINDRO**  
Assistant Schools Division Superintendent

We extend our heartfelt gratitude to the Local Government Unit of Calamba City, whose unwavering support and assistance have been invaluable to both our learners and educators. This partnership is vital in creating an enriched educational environment, one where every student is empowered to achieve their full potential. The ongoing projects implemented by DepEd Calamba City play a crucial role in this endeavor, addressing gaps, fostering innovation, and ensuring that educational initiatives are not just plans on paper, but impactful realities within our community.

Together, as a united village, we continue to cultivate an atmosphere of learning that inspires excellence and growth. The significant roles we play in shaping the educational landscape of Calamba City are pivotal to our mission. Let us remain steadfast in our dedication and continue to support one another in making a lasting difference in the lives of our learners. Thank you."



# Table of Contents

<b>CONTENT</b>	<b>Page No.</b>
Schools Division Superintendent's Message	2
Assistant Schools Division Superintendent's Message	3
Preliminaries	
Table of Contents	4
List of Tables	5
List of Figures	5
List of Acronyms	6
I. Introduction	7-9
II. Basic Education Status Report	
1. Status of Filing-Up of Workforce	10
2. Major Accomplishments	11-16
3. Educational Outcomes-Key Performance Indicators	16-19
4. Fourth Quarter Physical Report of Operation (BAR No. 1)	19-20
5. Status of Work and Financial Plan (WFP) 2023 – GAAS (MOOE)	21-30
III. Narrative Proper of Major Outputs for SDO-Initiated PAPs (MOOE)	31-116
IV. Financial Accomplishments for All PAPs (FAR and BUR)	117-125



# List of Tables

<b>No.</b>	<b>Title</b>	<b>Page(s)</b>
Table 1	Status of Filing-Up of Workforce	10
Table 2	Major Accomplishment	11-16
Table 3	Educational Outcomes-Key Performance Indicators	16-19
Table 4	Fourth Quarter Physical Report of Operation (BAR No. 1)	19-20
Table 5	Status of Work and Financial Plan (WFP) 2023 – GAAS (MOOE)	21-30



# List of Acronyms

<b>Acronym(s)</b>	<b>Meaning</b>
BAR-	Budget Accountability Report
BE-LRCP-	Basic Education-Learning Recovery and Continuity Plan
BEIS-	Basic Education Information System
BERF-	Basic Education Research Fund
BOW-	Budget of Work
CID-	Curriculum Implementation Division
DepEd-	Department of Education
DRRM -	Disaster Risk Reduction Management
ELLN-	Early Language Literacy and Numeracy
GER-	Gross Enrollment Rate
GPP-	Gulayan sa Paaralan
HRD-	Human Resource Development
KRA-	Key Results Areas
KPI-	Key Performance Indicator
LIS-	Learner Information System
LSA-	Learning Support Aide
MFO-	Major Final Output
MOOE-	Maintaining and Other Operating Expenses
MOV-	Means of Verification
OK sa DepEd-	Oplan Kalusugan sa DepEd
OSDS-	Office of the Schools Division Superintendent
PMIS-	Program Management and Information System
PPE-	Personal Protective Equipment
PRIME-HRM -	Program to Institutionalize Meritocracy and Excellence in Human Resource Management
PPAs-	Programs, Projects and Activities
PTA-	Parents and Teachers Association
SBFP-	School-Based Feeding Program
SBM-	School-Based Management
SGOD-	Schools Governance and Operations Division
SEF-	Special Education Fund
SLMs-	Self-Learning Modules
SPED-	Special Education
TA-	Technical Assistance
VCBER-	Virtual Conference of Basic Education Researchers
WASH-	Water, Sanitation, and Hygiene
WFP-	Work and Financial Plan
WHLP-	Weekly Home Learning Plan
WinS-	WASH in Schools
YES-O-	Youth for Environment Schools Organization

# INTRODUCTION

The implementation of Republic Act 9155, otherwise known as the Governance of Basic Education Act of 2001 mandates the Schools Division of Calamba City, in pursuit of excellence as embodied in its Mantra; “*Serbisyong Tapat at May Puso*,” to continuously improve itself to better serve its stakeholders through the delivery of quality services that is in line with the National Development Goal of this Country in promoting Human and Social Development and in the implementation of Basic Education Plan for 2030, DepEd’s roadmap for improving formal and informal education. The implementation of it is guided by its vision, mission, core values and Quality Policy Statement.



## DepEd Vision

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education continuously improves itself to better serve its stakeholders.

## DepEd Mission

To protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment.
- Teachers facilitate learning and constantly nurture every learner.
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen.
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

## DepEd Core Values

Maka-Diyos  
Maka-tao  
Makakalikasan  
Makabansa

## Quality Policy Statement

“The Department of Education is committed to provide learners with quality basic education that is accessible, inclusive, and liberating through:

- Proactive leadership
- Shared governance
- Evidence-based policies, standards, and programs
- Responsive and relevant curricula
- Highly competent and committed officials, and teaching and non-teaching personnel
- An enabling learning environment

The Department upholds the highest standards of conduct and performance to fulfill stakeholders’ needs and expectations by adhering to constitutional mandates, statutory, and regulatory requirements, and sustains client satisfaction through continuous improvement of the Quality Management System.”

The Division Banner **Project DREAMS** which is anchored on the DepEd’s Mantra: “*MATATAG: Bansang Makabata, Batang Makabansa*” inspired the division to make extra mile in insuring the achievement of the planned activities that contributes in meeting the targeted goal of the division as evidence by the accomplishments under the four pillars: Access, Quality, Equity, and Resilience and Well-being, supported by the sturdy governance as enabling mechanism. **Project DREAMS** covers five components:

**Develop** plans, systems, and processes to co-create learning spaces and opportunities for the learners;

**Reframe** the curriculum and prioritize essential and/or cross-cutting knowledge, skills, and competencies;

**Elevate** the quality of teaching and learning surpassing the standards and create borderless opportunities to learn;

**Assess** and evaluate program implementation and innovation;

**Maximize** the use of technology for remote learning and teaching; and

**Serve** the clients and stakeholders with pride, honor, and integrity for service excellence.

In line with this, the Schools Division Office ensures the promotion of equity in access and continuously improve the quality of basic education in the schools’ division through leading in the development and implementation of the Division Education Development Plan (DEDP) consistent with the national and regional educational policies, plans, and standards, building partnerships and networking with stakeholders of education, and effectively and efficiently managing the financial, human, and physical resources of the schools division. The Curriculum Implementation Division (CID) on the other hand continuously improves the management of the curriculum implementation in the schools and learning centers towards the achievement of quality basic education. In support to CID, the Schools Governance and Operations division (SGOD) strengthens the delivery of quality basic education by helping the Schools and Learning centers create a safe and conducive learning environment and compliant to policies and quality standards of governance and operations. It also supports the holistic development of learners and ensure their readiness to learn through the timely planning, mobilization, and equitable distribution of sufficient resources, development of human resource, provision of technical

assistance, and building of strong partnership with stakeholders for increase support and resources for the effective and efficient implementation of sustainable programs, projects, and activities.

These mandates provided a clear strategic framework to the division for fiscal year 2024 as stipulated in the different flagship program per functional division.

a. Curriculum Implementation Division

**KOrECuLaR** aims to improve learners' academic performance by providing technical assistance aligned to the needs of teachers and school heads. Projects such as **CoPE** (Content Pedagogy Enhancement), **TDUsaP** (tulong Dunong sa Pagsulong), **GAP v.2** (General Assessment for Proficiency v.2), **QALIDAD** (Quality Assurance of Localized Inclusive Developmentally Appropriate Developed Materials), **RISE** (Research Initiatives, Shaping Educational goals) and **OPM** (Operational Performance Management)

**Knowledge on Content and Pedagogy** enhancement through professional development interventions (PDIs) and related training to support learning

**Organizational performance** improvement

**Empowering schools, learning centers, and personnel** through technical assistance

**Learning Assessment** and learning resources provisions, and **Research development** and utilization

b. School governance and Operations Division

**SUPPORT** or **Sustaining Unified Programs, Projects, and activities for Organizational Resilience and Transformation** through technical assistance aims to ensure that the delivery of basic education shall contribute meaningfully to achieving the targeted goal of the division. In the realization of this program, projects such as **LEAP** (Leaders and Educators Advancement Program), **PRIMES** (Program Review to Inform and Motivate Excellence Services), **RISE** (Research-based Interventions for School Effectiveness), **RATSaDDa** (Relevant, Accurate, timely Schools and Division Data), **READY** (Reinforcing Engagement and Active Development for Youth), **CALAMBAYanihan**, **IPBT** (Induction Program for Beginning Teachers), **RECHARGE**, **5 Ps** (Public and Private Schools Proactive Partners in DepEd Programs), **RESPONDE** (Responsible Person On Disaster Emergency), **NSED** (National Simultaneous Earthquake Drill), **Ok sa DepEd** (School-Based Feeding, Wash In Schools, Adolescent Reproductive Health, National Drug Education Program, Mental Health Program, Medica, Dental, and Nursing Services, and Safe and Resilient School Building) were implemented.

c. Office of the Schools Division Superintendent

In ensuring that access, equity, quality, and well-being and resiliency shall be continuously improved, the following projects were implemented. This includes **e-AIMS** (electronic-Asset Inventory Management System), **ARMS** (Automated Records Management System), **PRIME-HRM** (Program to Institutionalize Meritocracy and Excellence in Human Resource Management), **DTS** (Document Tracking System), **PARED** (Preserve and Access Records with Ease through Digitalization), **OSCIS** (One DepEd Calamba Information System), and **One DepEd, One QMS**.

The division's milestone as cited by the Schools Division Superintendent Merthel M. Evardome will not be possible without the dedication of all educators, teaching and non-teaching personnel, learners and the unwavering support of the community and other stakeholders. All challenges were overcome, successes were celebrated, and possible inclusive, equitable, and quality education for all were reinforced to raise the bar of excellence

# BASIC EDUCATION STATUS REPORTS

SDO Calamba City has been in the community for more than two decades now to educate young Calambeños. We continue to overcome challenges and thrive. No pandemic nor any education emergencies can hamper our mission of delivering quality basic education services towards realizing our vision of producing competent and value-laden Filipinos who are nation-builders.

## 1 Status of Filling-Up of Workforce

To fulfill our mission, we bank on cohesive workforce: the most essential assets of the organization. To date, the table below provides data on the status of filling-up of items.

**Table 1. Status of Filling-Up of Workforce**

Type	Operating Unit	No. of School	Plantilla Position	Filled-Up	Vacant
Non-Implementing Units	Kinder	52	42	42	0
	Elementary	52	1921	1921	0
	Junior High School	21	191	189	2
	<b>TOTAL</b>	<b>125</b>	<b>2154</b>	<b>2152</b>	<b>2</b>
Implementing Units	Division Office	1	133	130	3
	Junior High School	11	1002	1002	0
Implementing & Non-Implementing Units	with Senior High School	10	381	364	17
<b>OVERALL TOTAL</b>		<b>147</b>	<b>3670</b>	<b>3648</b>	<b>22</b>

An effective and streamlined recruitment process coupled with the dedicated, committed, and competent members of the Human Resource Merit Promotion Selection Board (HRMPSB) facilitated in achieving 99.40% success rate in filling up of vacancies.

However, despite the above-mentioned accomplishments there are still 22 positions that were filled up due to the following reasons:

1. The Division is still waiting for the endorsement coming from the Department of Science and Technology.
2. Teachers' promotions were affected by the latest issue of the department, DepEd Order No. 20, s. 2024.
3. One-item was hard to fill although there is an available item.

## 2 Major Accomplishments

With a better arrangement this 2024, DepEd Calamba City's implementation of the various PPAs resulted to the following major accomplishments.

**Table 2. Major Accomplishments**

Major Final Outputs (MFOs)		CY 2023 Actual Accomplishment	CY 2024 ACCOMPLISHMENT			Variance of Accomplishment (CY 2024 less CY 2023)	Remarks
			Target	Actual	(%)		
<b>PARTNERSHIP AND LINKAGES</b>							
Adopt-a-School Program	number of schools	72	72	72	100%	0	Through the help of different partners, SDO Calamba City acquired a total donation of 77,304,747.58 from CY 2023 to 82,695,233.25 for CY 2024. 6.52% increase from the previous year as reflected in the 2024 DPDS.
Brigada Eskwela Program	number of schools	72	72	72	100%	0	21.85% decrease of donation from 41,596,475.22 (CY 2023) to 32,508,026.04 (CY 2024)  This is due to one-month uninterrupted vacation of teachers as members of School BE Team
Partnership & Linkages with line Agencies and Private Stakeholders	number of stakeholders - Private entities, LGU,s Line Agencies	327	327	345	105.50%	18	In the implementation of the targeted PPAs, new partners were established  Most of the donation given by partners were on ICT, Infrastructure, and students' wellness.

Major Final Outputs (MFOs)		CY 2023 Actual Accomplishment	CY 2024 ACCOMPLISHMENT			Variance of Accomplishment (CY 2024 less CY 2023)	Remarks
			Target	Actual	(%)		
<b>EDUCATION FACILITIES</b>							
Construction of Classrooms	Number of Completed Construction of Classroom	38	94	29	30.85%	69.15%	Construction of 48 classrooms under SEF and 9 CO are still on-going while construction of 8 classrooms under SEF are not yet started
	Number of Ongoing Construction of Classroom	88	65	57	87.69%	12.31%	1 school site, (Ronggot Elem) is needed for land development
Repair of Classrooms	Number of Completed Repair of Classroom	102	111	111	100%	0	Frequent monitoring and evaluation of schools with constructions Regular coordination with the City Engineering Office and contractor
Repair and Rehabilitation of Gabaldon Buildings	Number of Completed Repair of Classroom	0	0	0	0	0	Only one (1) Gabaldon building within the division (undergone rehabilitation last 2021)
Last Mile School Program	Number of Completed Construction of Classroom	0	0	0	0	0	no school within the division is qualified as last mile school (DM. 059, s 2019)
Construction of Health Facilities	Number of Facilities Constructed	0	0	0	0	0	All 54 barangays have Health Center  Barangay Health Center is situated need the school site  The division prioritize the construction of classroom to address classroom shortage due to an increased enrolment in school

Major Final Outputs (MFOs)		CY 2023 Actual Accomplishment	CY 2024 ACCOMPLISHMENT			Variance of Accomplishment (CY 2024 less CY 2023)	Remarks
			Target	Actual	(%)		
Quick Response Fund	Number of Completed Construction of Classroom	0	0	0	0	0	No school building was destroyed by calamity
Division Office Initiated Projects	Percentage of actual accomplishment	1	1	1	1	100%	100% of the initiated projects and activities were accomplished based on the scheduled plan
<b>HEALTH, DENTAL AND NUTRITION</b>							
School-Based Feeding Program	number of recipients	5370	5370	4776	90%	10%	No. of feeding days and amount downloaded is not enough to support the beneficiaries' nutritional needs
Gulayan sa Paaralan Program	schools received financial assistance	72	72	72	100%	0	Downloaded funds were used to purchase garden tools for the schools
Dental Health Services for Learners	Number of Learners Key Stage 1 learners, G7 and 12 who were given dental support	4, 430	10000	10588	106%	0	Targeted learners to be given health services were not achieved due to other important activities of SDO wherein nurses served as welfare officer as well as attendance to the regional and central office training / workshop/ conference
Medical Services for Learners	Number of Learners Key Stage 1 learners, G7 and 12 who were given medical support	839	45356	22949	51%	49%	
Health and Wellness for SDO Calamba Employees	Number of SDO personnel provided Health Support	135	145	145	100%	0	
	Number of activities served as welfare officer	80	16	97	606%	0	
School-Based Deworming Program	May (2nd Round)	65401	87509	63932	73%	-27%	Insufficient deworming pills provided by the LGU
	November (1st Round)	62357	89173	61515	69%	-31%	Hesitation of parents to sign the consent form.

Major Final Outputs (MFOs)		CY 2023 Actual Accomplishment	CY 2024 ACCOMPLISHMENT			Variance of Accomplishment (CY 2024 less CY 2023)	Remarks
			Target	Actual	(%)		
School Mental Health Program	Number schools given soft copy of Mental IEC materials	100%	73	73	100%	0	Soft copy of IEC was given to the schools for the observance of the National Mental Health Week for the month of October
Adolescent Reproductive Health Program	Number of functional peer hub	1	2	2	100%	0	Partnership with the City Health Office and City Population Office pave the way in ensuring the peer hub functionality
	Number of learners attended the ARH Training	0	90	90	100%	0	All Supreme Secondary Learner Government attended the training together with the SSLG advisers.
	Number. of personnel trained	0	27	27	100%	0	
National Drug Education Program	Number of schools with monthly NDEP report and functional NDEP corner	73	73	73	100%	0	All schools regularly submitted the NDEP reports No NDEP cases was noted Punta ES was counted as separate school of Punta IS
WASH in Schools (WinS) Program	Number of schools implementing Wash in every Schools (WinS)	Star Rating 3-9 2-42 1-0  0-22	Star Rating 3-12 2-50 1-11	Star Rating 3-11 2-48 1-1  0-13	92% 96% 9%	-8% -4% -91%	There is no buildable space in the school; Ronggot has no permanent address; and the area used before as washing area was affected by construction of building
<b>YOUTH FORMATION PROGRAM</b>							
Youth Formation Program	trainings conducted	200%	1	4	300%	+3	Partnership with the City Population and Health Office supporter the conduct of the planned activities

Major Final Outputs (MFOs)		CY 2023 Actual Accomplishment	CY 2024 ACCOMPLISHMENT			Variance of Accomplishment (CY 2024 less CY 2023)	Remarks
			Target	Actual	(%)		
<b>DISASTER RISK REDUCTION AND MANAGEMENT</b>							
DRRM/ Climate Change Adaptation Information Campaign and Advocacy	Manila Bay Rehabilitation	0	72	72	100%	0	All schools supported the Manila Bay Rehabilitation by conducting the following: <ul style="list-style-type: none"> <li>• Clean-up drive</li> <li>• Waste segregation</li> <li>• Coastal clean-up</li> </ul> In coordination with the community and other agencies.
	DENR Water Quality Management Agency	0%	0	0	0%	0	No activity to measure the water quality
	Climate Change Adaptation	0	72	72	100%	0	72 school DRRM were trained on climate change adaptation  35 schools situated in the upland area participated in the tree planting activity.
DRRM Capability Building Program	trainings conducted	100%	4	4	100%	0	4 training/re-orientation were conducted and attended by the DRRM Coor., school heads, and Guidance Counselors: <ul style="list-style-type: none"> <li>➢ CCAM</li> <li>➢ Psychological First Aid,</li> <li>➢ Basic First Aid and Basic Life Support Contingency Planning, Comprehensive School Safety</li> </ul>

Major Final Outputs (MFOs)		CY 2023 Actual Accomplishment	CY 2024 ACCOMPLISHMENT			Variance of Accomplishment (CY 2024 less CY 2023)	Remarks
			Target	Actual	(%)		
DRRM Division Coaching	coaching's conducted to schools	72	72	72	100%	0	Used hybrid method in gathering data and in the provision of technical support
<b>INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)</b>							
Development and implementation of information systems	number of systems developed and/or maintained	2	2	3	100%	0	Implemented the developed systems <ul style="list-style-type: none"> <li>• Human Resource Information System</li> <li>• Localized LRMS</li> <li>• Localized feedback system</li> </ul> Maintain the other systems implemented in the division <ul style="list-style-type: none"> <li>• Document Tracking System</li> <li>Inventory Management System</li> </ul>

### 3 Educational Outcomes - Key Performance Indicators

The details on the performance in terms of intermediate outcomes was reflected on the attainment of its targets per performance indicator and key program.

**Table 3. Educational Outcomes – Key Performance Indicators**

Education Level	Performance Indicator	Target (2024)	Accomplishment (2024)		Variance	Remarks	
	(a)	(b)	(c)	Reference	(d) = (b)-(c)	(e)	
Kindergarten	<b>Enrollment Data</b>						
	Access	Public	8987	7346	SY 2024-2025 LIS Data	(1641)	decrease of 17.04% in enrolment compared to last year
		Private	1699	1582		(117)	some learners not yet enrolled in the LIS due to absence of school documents

Education Level	Performance Indicator	Target (2024)	Accomplishment (2024)		Variance	Remarks	
	SUCs/LUCs	0					
	Gross Enrollment Rate	100.00	102.65	SY 2023-2024 or latest available data	2.65	there are still 14.06% of Age5 population not in school	
	Net Enrollment Rate	82.75	85.94		3.94		
Elementary	<b>Enrollment Data</b>						
	Access	Public	58514	57317	SY 2024-2025 LIS Data	1197	not confirmed learners from originating school not included in the official count as of 10.31.24
		Private	8731	8717	SY 2023-2024 or latest available data	14	
		SUCs/LUCs	0	0		0	
		Gross Enrollment Rate	100.00	105.98		5.98	
		Net Enrollment Rate	100.00	96.61	(3.39)	there are still 5-11 years old not in school	
		Transition Rate	96.34	99.68	3.34	almost 100% of the learners from Grade 4 the previous year enrolled in Grade 5 in present year	
		Cohort Survival Rate	100.00	99.46	SY 2023-2024 or latest available data	0.54	
	Completion Rate	88.29	99.21	10.92		0.2% of learners that were able to reach Grade 6 did not complete the Elementary Level	
	School Leaver	2.19	0.11	2.08			
	Repetition Rate	1.13	1.11	0.02			
	Promotion Rate	98.88	98.79	(0.09)			
	Graduation Rate	99.37	99.32	(0.05)			
	Retention Rate	97.55	99.87	2.32			
	Quality	NAT G6 - Proportion of at least Nearly Proficient	41.59	42.39	SY 2021-2022 NAT result	0.80	SY 2021-2022 NAT result was used to compare SY 2023-2024 learners performance
Junior High School	<b>Enrollment Data</b>						
	Access	Public	30144	30215	SY 2024-2025 LIS Data	71	
		Private	9274	9370		96	
		SUCs/LUCs	0	0		0	

Education Level	Performance Indicator	Target (2024)	Accomplishment (2024)	Variance	Remarks		
	Efficiency	Gross Enrollment Rate	100.00	100.14	SY 2023-2024	0.14	
		Net Enrollment Rate	100.00	91.29		(8.71)	8.71% of aged 12-15 population in Calamba were not in school
		Transition Rate	95.19	97.30		2.11.	2.7% of Grade 6 learners completers failed to enrol in Grade 7
	Efficiency	Cohort Survival Rate	100.00	95.65	SY 2023-2024	(4.35)	
		Completion Rate	96.03	94.39		(1.64)	1.26% of learners who reach Grade 10 were not able to Graduate at the end of the year
		School Leaver	0.85	1.50		(0.65)	This includes simple drop out and learners that did not enroll in the succeeding school year
		Repetition Rate	1.23	0.81		0.42	
		Promotion Rate	98.78	98.69		1.09	
		Graduation Rate	98.68	97.98		0.70	
		Retention Rate	98.57	98.58		0.01	
	Quality	NAT G10 - Proportion of at least Nearly Proficient	51.53	42.77	SY 2023-2024	8.76	SY 2022-2023 NAT result was used to compare SY 2023-2024 learners' performance
	Senior High School	Access	<b>Enrollment Data</b>				
			Public	8676	8277	SY 2024-2025 LIS Data	399
Private			12682	12620	62		
SUCs/LUCs			0	0			
Gross Enrollment Rate			100.00	118.76	SY 2023-2024	18.76	
Net Enrollment Rate			81.33	86.30		4.97	13.7% of 16-17 years old population in Calamba are not enrolled in Junior HS
Transition Rate			100.00	103.72		3.72	

Education Level	Performance Indicator	Target (2024)	Accomplishment (2024)		Variance	Remarks
	Quality NAT G12 - Proportion of at least Nearly Proficient	30.57	32.11	SY 2022-2023	1.54	SY 2022-2023 NAT result was used to compare SY 2023-2024 learners' performance

## 4 Fourth Quarter Physical Report of Operation (BAR No. 1)

Budget Accountability Report (BAR) is a quarterly physical report on operations. It reflects the agency's actual accomplishments as of a given quarter in terms of the performance measures indicated in the Physical Plan (BED).

**Table 4. Fourth Quarter Physical Report of Operation (BAR No. 1)**

Organizational Outcomes/ Performance Indicators		BED 2 FY 2024 Target	FY 2024 Accomplishment (Overall)	Variance	Remarks
		(a)	(b)	(c) = (a)-(b)	(d)
<b>OO: Access of every Filipino to an enhanced basic education program enabling them to prepare for further education and the world of work achieved</b>					
<b>Education Policy Development Program</b>	Number of educations research completed	1	1	0	only 1 BERF Grantee allocated to SDO Calamba
<b>Basic Education Inputs Program</b>	<b>Percentage of schools meeting the standard ratio for teachers</b>				
	a. Elementary	100% (52/52)	100% (52/52)	0	only 1 school not able to achieve the standard ratio for teacher.
	b. Junior High School	100% (21/21)	95.24% (20/21)	0	
	c. Senior High School	100% (17/17)	100% (17/17)	0	
		Number of newly created teaching positions filled up (K/Elem, JHS, SHS)	123	123	0
<b>Inclusive Education Program</b>	<b>Percentage of learners enrolled in:</b>				
	a. SPED (Public)	0.35% (500)	0.95% (1,300)	0	SNED enrolment increased due to advocacy/ awareness activities done by SDO and through free medical assessment from SEF and SNED PSF yearly Enrolment in one of the MEP-implementing schools decreases
	b. ALIVE (both public and private)	0.39 % (558)	0.38% (526)	0	
	c. IPED (Public)	0	0	0	
		Percentage of Learners Provided with Learning Resources (Public)	100%	100%	

	<b>Number of schools offering the following programs:</b>				
	a. ALIVE	7	8		With the implementation of inclusive education, learners were accepted by the school although, it was not classified as SPED/ALIVE schools
	b. IPED	0	0		
	c. SPED	3	61		
	Number of public schools provided with learning resources	72	72		
<b>Support to Schools and Learners Program</b>	<b>Retention Rate</b>				
	Elementary	98.94%	99.87%	0.93%	
	Secondary (Grade 7-12)	99.00%	98.88%	0.12%	
	<b>Completion Rate</b>				
	Elementary	100%	99.21%	0.79%	
	Secondary (Grade 7-12)	90.84%	88.11%	2.73%	
	<b>Proportion of learners achieving at least nearly proficient in the National Achievement Test</b>				
	Elementary (Grade 6)	41.59	42.39	0.80%	
	Junior High School (Grade 10)	51.53%	42.77%	8.76%	
	Senior High School (Grade 12)	30.57	32.11	1.54%	
	Number of learners benefiting from the "School-Based Feeding Program"	5370	7621	2251	
<b>Education Human Resource Development Program</b>	Increase in percentage of schools conducting schools Learning Action Cell sessions	0	0	0	
	<b>Number of teachers and teaching-related staff trained</b>				
	Teachers	2700	3427		
	Teaching Related Staff	44	72		

## 5 Status of Work and Financial Plan (WFP) 2024 – GASS (MOOE)

The accomplishments on annual operations of the Division were based on the a.) Work and Financial Plan (WFP) 2024 as generated from the Program Management Information System (PMIS) and b.) records of various processes/transactions provided to clients based on the Citizen Charter.

**Table 5. Status of Work and Financial Plan (WFP) 2024 – GASS (MOOE)**

Programs/ Projects	Output	Activities	Performance Indicator	Physical		Financial		Remarks
				Target	Actual	Target	Actual	
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	
<b>Office of the Schools Division Superintendent (OSDS) – GASS 2024</b>								
<b>Performance Management System</b>								
	Reviewed the division programs and office performance		No. of programs and office performance reviewed	12	12			
		Program Implementation Review and Performance Assessment (PIRPA)	No. of conducted review and assessment	4	4	600,000.00	490,500.00	Incur savings because Mid-year and Year-end PIRPA was charged to SEF
<b>Budget Program Review</b>								
	Reviewed division and school budget plan		No. of budget reviewed	90	90			
		Quarterly Kamustahan with AO II, Clustered and Implementing Units Financial Staff	No. of financial-related activity conducted	4	4	30,000.00	30,000.00	Conducted
		Division Mid-Year and Year-end Consolidation of Financial Reports	No. of consolidation activity conducted	2	2	30,000.00	30,000.00	Conducted

<b>Budget and Financial Management Program</b>							
	Trained school and division finance personnel on ABC system		No. of trained finance personnel	226	160		
		Budget Preparation FY 2025	No. of budget preparation conducted	1	1	60,000.00	60,000.00 Conducted
		Division Seminar Workshop on PSIPOP and Preparation of BED	No. of seminar conducted	1	1	28,000.00	23,500.00 Incur savings due to lower amount of procured meals
		Administrative Competence and Training Workshop on Success for Financial and Inventory Management (ACT-Success)	No. of training-workshop conducted.	1	1	89,998.00	76,168.00 Incur savings due to lower amount of procured meals
<b>Rewards and Recognition</b>							
	Recognized personnel and employee with exemplary performance		Number of recognized personnel and employee	180	180		
		2024 Monthly Employee Recognition	Number of conducted personnel and employee recognition activity	144	36	345,000.00	311,610.00 Incur savings due to lower amount of procured materials
		Offboarding Process of Senior Citizen Employees of DepEd Calamba City	Number of conducted senior citizen activity	1	1	96,480.00	91,320.00 Incur savings due to lower amount of procured materials
		2024 Search for Gawad Calambayani	Number of conducted division recognition activity	1	1	306,500.00	256,510.00 Other expenses were charged to SEF

<b>Human Resource Development</b>							
	Capacitate non-teaching personnel on the provision of technical assistance	No. of non-teaching personnel capacitated	144	144			
	Strengthening and Upskilling of Personnel to Offer Responsive Technical Assistance (SUPORTA) to Schools v.2.0	No. of conducted capacity building for non-teaching	1	1	150,000.00	150,000.00	Conducted
<b>Office of the Schools Division Superintendent (OSDS) – HRTD 2024</b>							
<b>General Orientation on Induction Program for Beginning Teachers (IPBT)</b>							
	Oriented teachers on Induction Program	Number of newly hired teachers oriented	200	200			
	General Orientation of Teachers on Induction Program for Beginning Teachers	Number of conducted orientations on IPBT	1	1	200,000.00	172,800.00	The actual attendees are lower than the target number of participants.
<b>Rewards and Recognition</b>							
	Recognized personnel and employee	Number of recognized personnel and employee	24	24			
	Employee Recognition 2024	Number of conducted recognition activity	4	2	46,200.00	36,726.00	Incur savings due to lower amount of procured materials
	Offboarding Process of Senior Citizen Employees of DepEd Calamba City	Number of conducted senior citizen appreciation activity	1	1	26,250.00	24,320.00	Incur savings due to lower amount of procured materials

Programs/ Projects	Output	Activities	Performance Indicator	Physical		Financial		Remarks
				Target	Actual	Target	Actual	
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	
<b>School Governance and Operations Division (SGOD) - GASS 2024</b>								
<b>Strategic and Operational Plans</b>								
		Trained Division and School personnel in the development of strategic and operational plans	No. of trained personnel on strategic and operational planning.	60	30			
		Training-Workshop on the Division Implementation of Program Management System (PMIS)	No. of conducted training-workshop on operational planning	1	1	126,000.00	126,000.00	Conducted
		Finalization of Work and Financial Plan 2025	No. of conducted training-workshop on WFP	1	1	84,000.00	81,000.00	Incur savings due to lower amount of procured meals
<b>Research Development and Management</b>								
		Provided technical assistance to basic education researchers	No. of assisted teacher-researchers	300	350			
		Division Basic Educational Research Proposal Review	No. of reviewed research proposals	1	1	100,000.00	80,000.00	Incur savings due to lower amount of procured meal
		Provided presentation and publication platform for completed research	No. of presented and published completed research	150				

		Project RIZALiksik (Research and Innovation, Zeal for Academic Leadership)	No. of conducted meeting on research and innovation	1	1	40,000.00	40,000.00	
<b>Data Management</b>								
	Validated schools' profile on DepEd Data Management System		No. of submitted and validated school's profile	177	177	SDO Calamba City is one of the first SDO in Calabarzon that were able to achieved 100% submission and validation both public and private schools		
	Validation of Public and Private Schools Profile		No. of conducted validation	1	1	96,200.00	72,000.00	
<b>School Governing Council (SGC)</b>								
	Capacitate SGC focal person on SGC Functional Tool		No. of capacitated SGC focal person	74	74			
<b>Program on School Management Monitoring and Evaluation</b>								
	Oriented SMEA, DisMEA and DMEA validators and implementers		No. of oriented validators and implementers	50	50			
	Division Orientation on SMEA, DisMEA and DMEA Implementation		Number of conducted orientations	1		115,995.00	115,995.00	Conducted
<b>School-Based Management (SBM)</b>								
	Trained school heads and DFTATs on school management		Number of trained school heads and DFTATs	111	111			
		Division Orientation on the Revised School-Based Management (SBM) Guidelines	Number of trainings conducted	1	1	117,000.00	117,000.00	Conducted
<b>Employee Welfare Program</b>								
	Monitored and examined health condition of DepEd personnel		No. of examined DepEd personnel	130	1			

		Annual Physical Examination	No. of administered health examination	1	1	140,000.00	125,000.00	Other personnel prefer to undergo APE thru their own HMO
	Improved health status of SDO employees		No. of improved employees' health status	140	140			
		Division Health and Wellness Program 5.0	No. of conducted program on health and wellness	1	1	100,000.00	99,980.00	Incur savings due to lower amount of procured materials
<b>Youth Formation Program</b>								
	Oriented public-school heads with the duties and responsibilities of the School Youth Formation coordinators		No. of oriented public-school heads	72	72			
		2023 Kumusta YOUth: School Heads Engagement with the Youth Formation Programs	No. of conducted youth formation activity	1	1	34,000.00	33,575.00	Incur savings due to lower amount of procured meals/materials
		LeaderShape: Capability Building of Youth Formation Teacher Adviser	No. of conducted youth formation activity	1	1	68,480.00	67,740.00	Incur savings due to lower amount of procured meals/materials

<b>Gender and Development</b>							
	Capacitate school personnel on gender and development advocacies.		No. of capacitated school personnel on gender and development advocacies	134	134		
		Advocacy Campaign to Eliminate Violence against Women and their Children (VAWC)	No. of conducted advocacy campaign to Eliminate VAWC	1	1	370,800.00	370,800.00
		Women's Month Celebration 2024	No. of conducted gender-related activities.	1	1	111,600.00	110,460.00
<b>Public and Private School Education</b>							
	Orient private schools' administrators on the DepEd Guidelines		No. of oriented private school administrators.	103	103		
		Kapehan sa Bulwagan	No. of conducted enhancement activity	4	4	20,000.00	19,996.48
<b>School Governance and Operations Division (SGOD) - HRTD 2024</b>							
<b>Gender and Development</b>							
	Capacitated school personnel on GAD		No. of capacitated personnel on GAD	140	140		
		Seminar on Policy Imperative on GAD, Gender Mainstreaming, and Gender Analysis	No. conducted seminar on GAD	1	1	129,900.00	129,900.00

Programs/ Projects	Output	Activities	Performance Indicator	Physical		Financial		Remarks
				Target	Actual	Target	Actual	
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	
<b>C. Curriculum and Implementation Division (CID) – GASS 2024</b>								
<b>Continuous Improvement Program</b>								
	Developed and implemented CI Projects		No. of CI Projects completed.	73	76	The performance has not only met but significantly exceeded the established goal, demonstrating outstanding accomplishment.		
		Re-orientation on the Development of Continuous Improvement Program	No. of orientation conducted	1	1	160,000.00	158,855.00	32 new school heads were trained
		Monitoring and Appraisal of CI Projects	No. of conducted project monitoring and appraisal.	1	1	42,500.00	42,500.00	76 CI projects were all presented and provided suggestions to replicate best practices.
<b>Division Festival of Talents</b>								
	Improve teachers coaching and mentoring skills		No. of learners with improve skills	94	94			
		2024 Division Festival of Talents	No. of conducted activity	1	1	111,400.00	97,243.52	The effective coaching and mentoring skills were evidently shared to learners through harvested awards in the RFOT.

**Curriculum and Implementation Division (CID) – HRTD 2024**

**Project DREAMS**

	Trained teachers on content, pedagogy, and assessment.	No. of trained teachers	150	312			
	Division Training on Higher Order Thinking Skills Professional Learning Packages (HOTS-PLP) for English, Science, and Mathematics Teachers	No. of conducted training	1	1	530,172.14	288,035.07	HOTS-SOLO principles were integrated in crafting test items in the second quarterly assessment.
	MATATAG Related-Trainings:  School-Based Training of Teachers	Number of Trainings Conducted	1	1	606,862.00	606,862.00	The target number of participants (100% or 999 teachers) were trained and completed the 5-day training  MATATATG curriculum for Kindergarten, Grades 1, 4 and 7 is applied as reflected in the school monitoring result.

	Master Teachers Professional Development Program 2.0	No. of conducted training for Master Teachers.	1	1	2,040,000.00	2,040,000.00	The MTPDP v.2 fostered a strong sense of shared purpose among neophyte master teachers of Calamba City reflected in the submitted WAP.
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# NARRATIVE PROPER OF MAJOR OUTPUTS FOR SDO-INITIATED PAPS (MOOE)

**KRA**

**1**

## Curriculum Implementation

Schools Division Office Key Result Area No. **1**

Program/Project1: **KOrECuLar/CoPE**

Alignment with MATATAG Agenda: **MA**ke the curriculum relevant to produce **competent and job-ready, active, and responsible citizens; Give support to teachers to teach better**

**CoPE** (Content and Pedagogy Enhancement). All professional development interventions/training in upskilling towards improved competence of teaching, non-teaching personnel. DivLAC, DisLAC, SLAC, and all learning area activities on enhancing specialization to give direct support to teachers in terms of professional development.

The following are the accomplishments:

Trainings Conducted	Division LAC conducted	Division Orientation conducted	District LAC conducted	School LAC conducted/monitored
11	6	36	10	72 schools

In support of the Revised K to 10 Curriculum, formerly MATATAG component specifically, to make the curriculum relevant to produce competent, active, and responsible citizens, CID established and developed professional training programs to assist school leaders and teachers in improving and broadening their understanding of teaching and learning. These Continuing Professional Development (CPD) options assisted individuals in discovering areas for growth as well as learning new skills and knowledge for teachers. This year, SDO conducted 11 Professional Development Interventions for all learning areas, with six (6) NEAP-accredited proposals and PRC-accredited CPDs. Fostering professional development and its benefit in addressing the challenges on content and pedagogy, CID supervisors continuously developed training designs to reskill our teachers and school heads to rediscover and co-create new pathways on improving teaching-learning delivery. Seventy-two (72) or 100 % of the schools followed quality teaching and learning process specifically in the implementation of the MATATAG Curriculum now called Revised K to 10 Curriculum specifically on Kindergarten, Grade 1, Grade 4 and Grade 7; 72 or 100 % of the schools adhered to the required time allotment per learning area (DO 010, s. 2024); Teachers and learning facilitators were capacitated to implement the said prescribed professional development training to empower them in embracing and shaping change in the new trend in curriculum however there were still many challenges for teachers who were not included in the first batch of the training; 72 or 100% of school heads received technical assistance on instructional leadership and management; 72 schools or 100% conducted LAC/INSET; and 72 or 100 % of the

schools adhered to the observance of various teaching strategies based on the context of the learners but not limited to explicit, differentiated, inquiry-based, constructive, collaborative, integrative, reflective, Instructional Design Framework (IDF) and others.

The strategy employed to successfully implement Project COPE is to capacitate teachers and school leaders on curriculum implementation, instructional competence, pedagogy, critical thinking skills, higher order thinking skills, science of reading, special needs education, etc. All planned professional development interventions implemented were accomplished with outstanding M&E results. Preparation of all required documents for PRC accreditation must be given with ample time to follow the desired timeline.

### Relevant Photos

2ND DAY - NOVEMBER 23, 2024
DIVISION OF CALAMBA CITY

## ELLN Training - Workshop Series: Guide to Multi lens Strategies for Literacy and Numeracy in Schools for Select Key Stage 1 Teachers and School Heads

Dr. Enelyn T. Badillo - EPS in Kindergarten and Special Education welcomed the participants on the 2nd day of the training - workshop series of ELLN (Early Learning Literacy and Numeracy). She reminded that outputs from the first day workshop would be critiqued by the School Heads.



The focus for today would be on deepening the understanding of multi-lens strategies aimed at enhancing literacy and numeracy skills among young learners. Dr. Badillo emphasized the importance of integrating inclusive practices and ensuring that all students, regardless of their learning needs, could access and benefit from the educational content.

Participants were encouraged to engage actively in the sessions, as the day's agenda promised a rich exchange of ideas and collaborative problem-solving. Through interactive workshops, teachers would explore innovative teaching methods, share best practices, and develop actionable plans that could be implemented in their respective schools.

The atmosphere was charged with enthusiasm and a shared commitment to fostering an environment where every child could thrive academically. As the participants settled into their groups, they were reminded of the overarching goal: to nurture a generation of learners who are not only proficient in literacy and numeracy but are also critical thinkers and lifelong learners.

## Academic Recovery and Accessible Learning (ARAL) Law



Dr. Andrea Senadoza, EPS-English emphasized the importance of using implicit questions, a relational approach, and multi-dimensional analysis, along with extended abstract thinking (which refers to concepts not explicitly stated in the text). She also highlighted the need for both analysis and synthesis in teaching practices. For example, an effective question might be, "What can be done outside that can also be done here?" This question encourages deeper thinking. By incorporating HOTS questions, we stimulate critical thinking among students. Dr. Senadoza stressed that learning must progress from simple to complex concepts, following a structured schema. All classroom activities should align with the learning objectives, ensuring coherence and purpose.

EARLY LEARNING LITERACY AND NUMERACY
01



2ND DAY - NOVEMBER 23, 2024

DIVISION OF CALAMBA CITY | 02

## CRITIQUING OF OUTPUTS

Each reviewer offered valuable insights to enhance the learning materials in ELLN. Lorna Alcover praised the creativity and clarity in the English group's outputs. Theima Calatin appreciated the efforts of Filipino group, noting how language fosters better comprehension and cultural

connection among learners. Rosemarie Magnaye's feedback on the Math group underscored the necessity of clear language and terminology in math instruction, ensuring concepts are accessible to young learners. Vienna Bondoc, meanwhile, commended the thoughtful alignment of learning objectives with competencies, highlighting how this coherence supports effective teaching strategies. Noli Tarcy's focus on content-driven layout design emphasized the importance of visual clarity and organization in enhancing the readability and impact of educational materials. Together, these critiques provided a comprehensive overview of how different aspects of curriculum design and delivery could be optimized for learners' success.



### SDO CALAMBA ELLN GROUP ENSURES QUALITY OUTPUTS

This initiative aims to create resources that cater to the diverse needs of learners while maintaining high standards of education. By involving experts from different subject areas, Ma'am Enelyn T. Badillo fosters a collaborative environment where educators can share insights and strategies, ultimately enhancing the learning experience for learners.

The team is committed to producing materials that not only meet educational standards but also inspire creativity and critical thinking. Through regular workshops and feedback sessions, the writers continuously refine their work, ensuring that each resource is both engaging and effective. This dedication to quality ensures that learners are equipped with the skills and knowledge necessary to succeed in their academic pursuits and beyond.

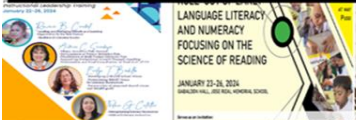
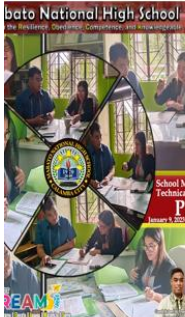
Participants found that the in-person setting allowed for more effective collaboration and immediate

feedback, which facilitated a deeper understanding of the material. Additionally, the opportunity to engage in direct discussions and hands-on activities contributed to a more enriching and interactive learning experience. The face-to-face format also fostered a sense of community and motivation among the writers encouraging them to actively participate and share ideas more freely.

At the end of the day, all groups uploaded their outputs in the provided drive, reflecting on the day's achievements and identifying areas for future improvement.

The management team also reminded that the commencement of outputs would be on December 7 since November 30 is a holiday. They encouraged everyone to use the additional time to refine their work, collaborate effectively, and address any potential challenges.





Schools Division Office Key Result Area No. 1

Program/Project2: **KOrECuLar/TDUSAP**

Alignment with MATATAG Agenda: **MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens; Give support to teachers to teach better**

**TDUsaP** (Tulong Dunong, Usap sa Pagsulong) to all schools and learning centers. It includes, mentoring and coaching to enhance teaching-learning delivery, provision of instructional support in the implementation of basic and special curricular programs concentrated on inclusive education (ALS, MADRASAH, SNED), skills education (TLE-Tech-VOC, Farm school) Increase performance level across key stages in core learning areas, EnSciMa, and an enhanced focus on National Reading Program, National Math Program initiatives to achieve full recovery learning.

No. of school heads provided with TA	No. of Schools and LCs with TA need assessment analysis report	No. of Monitored schools and LCs implementing Basic Education Curriculum
72 (100%)	72 schools (100%) 43 LCs (100%)	72 schools (100%) 43 LCs (100%)

**ROSSELER** (Results-Oriented Social Services in Education for Learning Enhancement and Recovery) - is the flagship program under the **Alternative Learning System (ALS)**, designed to enhance educational outcomes and support recovery through targeted, results-driven social services.

The following are the accomplishments of ALS with the support of the Local Government Unit.

- 13 television sets, electric fans, laptops, printers, printer inks, water dispensers, 26 steel cabinets and 130 bond papers were provided by the City Government in support of ALS.
- One thousand five hundred (1500) bags for ALS learners, intermediate pads and notebooks, ballpens, ID holders and lace, clear books, face masks, uniforms and dictionaries
- 701 out of 701 Division Presentation Portfolio Assessment (PPA) Qualifiers passed the final assessment and revalidate (EL-153, JHSL-548)
- Funded by SEF and PSF, capacitated 13 ALS teachers, two (2) ALS SHS teachers and three (3) formal ALS SHS teachers handling ALS Senior High School through the conduct of six (6) Learning Action Cell (LAC) for CY 2024. All of these Learning Action Cells obtained an outstanding rating in the evaluation.

### Materials development and/or ALS Modernization

LEARNING STRAND/ALS Teachers Assigned	WORKSHEETS DEVELOPED	
	Elementary	Junior HS
LS 1 - Communication Skills - Filipino		
Cynthia P. Tugot		
Maria Rosario L. Banzuela	1	2
LS 1 - Communication Skills - English		
Estrella G. Francisco		
Kathleen Rose E. Nocon	3	5
LS 2 - Scientific and Critical Thinking Skills		
Roma E. Desacado		
Rechelle H. Matic	2	10
LS 3 - Mathematical and Problem Solving Skills		
Jose Leo P. Pamplona		
Aldrin I. Apacible	1	4
LS 4 - Life and Career Skills		
Edwin R. Ricamata		
Mariz T. Villegas	4	2
LS 5 - Understanding the Self and Society		
Alejandro H. Landasan		
Mariella M. Dawa	1	5
LS 6 - Digital Citizenship		
Jennylyn D. Asendido	2	2
<b>TOTAL</b>	<b>EL - 14</b>	<b>JHS - 30</b>
<b>ALS SHS</b>		
Eunice Anne Barbacena		3
Ma. Fe Caranza		1

**FOCUS-SNED** which **improves** the Special Needs Education Implementation deliverables through unified efforts in fostering access, learning opportunities, and equity-related services for learners with special needs.

In FOCUS-SNED, accomplishments were as follows:

- Assisted and trained **72** or 100% of school heads in Special Needs Education program in two batches of division-wide training, 4 or them were sent to regional and national training as well
- Conducted medical assessment for **333** or 100% of target learners with disabilities (LWDs) through SEF, 599 elem., 287 Junior High School, and 24 Senior High School with a total of **910** were assessed through SEND-PSF (100%)
- Trained and upskill **101** receiving teachers through division and regional training (against 72 target)
- Assisted **55** out of 72 schools or **76.38%** as implementing schools for inclusive education regardless of manifestations and exceptions
- Three (**3**) regular schools with SPED classes were given assistance to make their partnership better, and build space for learning resource rooms for LWDs

**SALAM** which means supporting ALIVE leadership and Management focused on the development of handbook for instructional leader to improve Madrasah Education Program accomplishment of Project SALAM (Supporting ALIVE Leadership and Management) were as follows:

- 3 additional implementing MEP schools (Calamba IS, Looc IS and Lecheria IS)
- increased in enrolment from 508 for SY 2023-2024 to 526 for this SY 2024-2025
- 3 additional Asatidz funded by LGU

- conducted FGD with 3 new implementing MEP school heads, and school ALIVE coordinators on the Policy Guidelines on Madrasah Education in K to 12 Basic Education Program
- conducted division MUSABAQAH and participated to RFOT to showcase talents and skills of Muslim learners in Arabic Language and Islamic Values (won 4<sup>th</sup> Place in Harf Touch and 5<sup>th</sup> Place in Naseehah or Oration)
- provided TA to MEP implementing school heads and Asatidz to improve teaching and learning delivery of ALIVE
- conducted 1<sup>st</sup> Hijab Day to strengthen Muslim culture
- Crafted SALAM handbook

The Joint Delivery Voucher Program for Senior High School Technical-Vocational-Livelihood (JDVP-TVL) is a DepEd tuition assistance initiative supporting Grade 12 students in public schools that lack resources for TVL specializations. Vouchers allow students to enroll in private schools, non-DepEd public schools, or technical vocational institutions that offer the required training.

JDVP - TERMINAL REPORT 2024									
NO.	PARTNER PUBLIC SCHOOL	No. of Learner-Beneficiaries (Alloted)	No. of Learner-Beneficiaries (Trained)	No. of Learner-Beneficiaries (Assessed)	No. of Passers	No. of Non-Takers	No. of Competency	% of Passer	REMARKS
1	MAJADA IN INTEGRATED SCHOOL	19	19	19	19	0	4	100%	ASSESSED
2	CAMP VICENTE LIM INTEGRATED SCHOOL	37	37	37	37	0	4	100%	ASSESSED
3	INTEGRATED SCHOOL OF LAWA	32	32	32	32	0	4	100%	ASSESSED
4	CALAMBA INTEGRATED SCHOOL	17	17	17	17	0	4	100%	ASSESSED
5	MAKILING INTEGRATED SCHOOL	25	25	25	25	0	4	100%	ASSESSED
6	LECHERIA INTEGRATED SCHOOL	54	54	54	54	0	6	100%	ASSESSED
7	CALAMBA INTEGRATED SCHOOL	40	40	40	40	0	6	100%	ASSESSED
8	CALAMBA INTEGRATED SCHOOL	62	62	62	62	0	4	100%	ASSESSED
9	KAPAYAPAAN INTEGRATED SCHOOL	110	110	110	103	7	4	94%	ASSESSED
10	CAMP VICENTE LIM INTEGRATED SCHOOL	78	78	78	76	2	4	97%	ASSESSED
11	PALO ALTO INTEGRATED SCHOOL	57	57	57	56	1	5	98%	ASSESSED
12	MAKILING INTEGRATED SCHOOL	64	64	64	63	1	5	98%	ASSESSED
13	MAKILING INTEGRATED SCHOOL	40	40	40	40	0	4	100%	ASSESSED
14	CALAMBA CITY SCIENCE INTEGRATED SCHOOL	16	16	16	10	6	2	63%	ASSESSED
15	CAMP VICENTE LIM INTEGRATED SCHOOL	71	71	71	64	3		90%	ASSESSED
16	KAPAYAPAAN INTEGRATED SCHOOL	43	41	41	38	0		93%	ASSESSED
17	MAJADA IN INTEGRATED SCHOOL	40	40	40	40	0	1	100%	ASSESSED
18	MAKILING INTEGRATED SCHOOL	37	37	31	31	6		84%	ASSESSED
19	PUNTA INTEGRATED SCHOOL	57	57	57	57	0	4	100%	ASSESSED
	<b>TOTAL</b>	<b>899</b>	<b>897</b>	<b>891</b>	<b>864</b>	<b>26</b>	<b>65</b>	<b>96%</b>	

The JDVP-TVL voucher in the amount of twelve thousand five hundred fifty pesos covered the training costs for 320 hours per learner and for the assessment fee of 550 pesos. Out of 899 SHS learners under this program, 864 of 96% passed the NC

TDuSaP major outputs are as follows: Division consolidated reports on school monitoring and evaluation of curriculum implementation, special curricular programs, and PPAs implementation; Results of technical assistance provided to schools and learning centers; Quarterly results of learning area PAPs (including those aligned with RO and CO) reviewed and incorporated adjustments during PIR; and Data-based tracking of implemented curriculum initiatives related to inclusive education. This also included the sharing of Best Practices/Outstanding Accomplishments and Improved Instruction - Increased the students' performance. The achievements of TDuSaP had been made possible through the collaborative efforts of the Curriculum Implementation Division, under the leadership of SDS

Merthel Evardome, whose vision of equitable service for all learners has been pivotal. School heads played a critical role in implementing FOCUS-SNED activities within their governance structures, alongside the teachers who assess and educate these learners. Rigorous planning and tailored training had paved the way for improved learning outcomes across schools. Furthermore, partnerships particularly with the LGU , advocacy, and collaboration with other agencies had been essential in enhancing the effectiveness of inclusive education initiatives. Technical assistance provided significantly contributed to the efficient and effective delivery of educational services.

**Relevant Photos**



**ALS LAC Session**

ALS





JDVP

Schools Division Office Key Result Area No. 1

Program/Project 3: **KOrECuLar/RISE**

Alignment with MATATAG Agenda: **MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens**

**RISE** (Research Initiatives: Shaping Educational goals) a research-based/continuous improvement initiative to co-create synergy among schools, and research-enthusiasts. Its purpose is to utilize the results of research/CIP to implement interventions that will lead towards increased academic performance of learners, innovative practices on instructions specifically on reading and numeracy.

The table reveals the accomplishments of RISE project.

No. of Research, REAP , concept papers and Program Proposal on Curriculum Innovation	No. of Research and Program Proposal on Curriculum Innovation completed	No. of research findings and policy recommendations	No. of CIPs completed and presented
18	14	4	76

The outputs of Project RISE are the following: Division data of teaching-related researches; CIP of schools; narrative reports/documentation on the activities conducted quarterly; Research convergence reports; and Research funded by RO, that was conducted but still waiting for the schedule of validation. The outputs greatly contributed to the 100% accomplishment of the target.

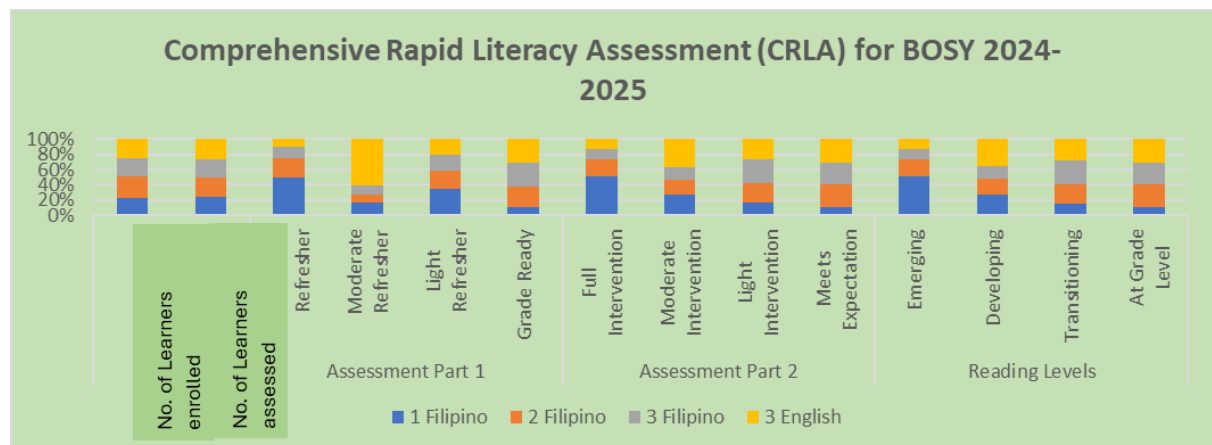
The strategy used for successful implementation of this project is the provision of technical assistance to schools and learning centers on curriculum and instruction, innovation, and materials development. Findings of Research and CIP must be recommended for division-wide adaptation and utilization to address similar educational challenges encountered.

Relevant photos



Schools Division Office Key Result Area No. 1  
 Program/Project 4: **KOrECuLar/General Assessment for Proficiency**  
 Alignment with MATATAG Agenda: **MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens**  
**Project Title: GAP v. 2 (General Assessment for Proficiency)**

Assess learning outcomes and evaluate program implementation and innovation, the Curriculum Implementation Division (CID) released Division Memorandum No. 228, s. 2023 stipulating the administration of classroom-based and system assessments for the School Year 2023-2024. These include the following assessments: CRLA, Phil-IRI, RMA, SNED, EECD and Quarterly Assessment.



Addressing the diverse needs of learners requires a comprehensive approach that includes targeted interventions, increased assessment participation, and strong community and family engagement. For the language impact, learners from key stage 1, there are only 972 or 11 % of grade 1, 2634 or 28 % grade 2, 2509 or 27 % of grade 3 for Filipino and 2734 or 28 % of learners from grade 3 English who were recorded as at grade level indicating that they were ready. But there was also a significant range in learners across different intervention categories. For instance, Full intervention or the level under emerging there were learners requiring extensive support. From the data, there are 4669 or 51 % of Grade 1; 1989 or 21 % from grade 2 and 1223 or 13 % from grade 3 Filipino learners and 137 or 11 % from grade 3 English who belong to emergent levels. By focusing on both academic skills and language proficiency, educators can better support all learners in achieving their full potential. Provision for additional resources appropriate to their ability level is also needed to ensure they receive adequate support in both language development and content comprehension.

For the Phil-IRI Pre-test Assessment for Beginning of School Year (BoSY) the following data were presented:

**PHILIPPINE INFORMAL READING INVENTORY ( Phil-IRI) REPORT  
SUMMARY ON THE LEARNERS' READING LEVEL PER GRADING LEVEL  
PRE-TEST (BOSY) 2024 IN ENGLISH**

Grade Level	Enrolment (BoSY)	Male	Female	No. of GST Takers	No. of GST Passers (14-20)	No. of graded Passages Takers	2 Grade levels below ( Number of Learners)			3 Grade levels below ( Number of Learners)		
							Independent	Instructional	Frustration	Independent	Instructional	Frustration
							4	9579	4858	4366	9519	2671
5	8943	4537	4111	8858	3402	5353	1040	1163	589	1049	1033	734
6	9409	4768	4407	9321	2963	6242	1435	1421	1001	916	920	882
<b>TOTAL</b>	<b>27931</b>	<b>14163</b>	<b>12884</b>	<b>27698</b>	<b>9036</b>	<b>18502</b>	<b>3671</b>	<b>4224</b>	<b>2491</b>	<b>3020</b>	<b>3212</b>	<b>2496</b>

**PHILIPPINE INFORMAL READING INVENTORY ( Phil-IRI) REPORT  
SUMMARY ON THE LEARNERS' READING LEVEL PER GRADING LEVEL  
PRE-TEST (BOSY) 2024 IN FILIPINO**

Grade Level	Enrolment (BoSY)	Male	Female	No. of GST Takers	No. of GST Passers (14-20)	No. of graded Passages Takers (0-13)	2 Grade levels below ( Number of Learners)			3 Grade levels below ( Number of Learners)		
							Independent	Instructional	Frustration	Independent	Instructional	Frustration
							4	9551	4512	4152	9061	4667
5	8502	4245	3889	8344	4665	3882	997	868	432	664	599	362
6	9003	4330	4079	9003	2040	6857	1708	1343	822	1406	1016	755
<b>TOTAL</b>	<b>27056</b>	<b>13087</b>	<b>12120</b>	<b>26408</b>	<b>11372</b>	<b>15165</b>	<b>3726</b>	<b>3297</b>	<b>1777</b>	<b>2742</b>	<b>2358</b>	<b>1524</b>

The data indicates a concerning trend in student literacy in the Phil-IRI Pre-test assessment for Beginning of School Year (BoSY), particularly in reading proficiency and its grade level status for key stage 2. Interventions are needed at all levels to address the significant number of students performing below grade level, especially in Grade 4. Targeted literacy programs, differentiated instruction, and early intervention will be key to improving student outcomes and reducing frustration levels.

Since female students (50 %) slightly outnumber the male students (46 %) by 4 % and the overall trends show higher levels of struggle in literacy: 1777 or 12 % for the 2 levels below the grade level ready and 1524 or 10 % for 3 levels below the grade level for Filipino and 2491 or 13% for the 2 levels below the grade level ready and 2496 or 13 % for 3 levels below the grade level for English have been detected. Focus on strong literacy programs/ intervention that target students who are in the "instructional" and "frustration" zones to ensure they build foundational reading skills before advancing to higher grades. Implementing regular progress monitoring assessments to track the effectiveness of interventions was one of the ways forward. If a student is not making significant progress in a particular period, further intervention should be considered. Set specific academic goals for improvement each year, focusing on reducing the number of students in the frustration category and increasing the number of independent readers.

**The Rapid Mathematics Assessment (RMA)** is a crucial diagnostic tool for assessing pupils' basic mathematical knowledge and abilities. This test offers useful information about pupils' competency levels in important mathematical disciplines and is intended to rapidly discover areas of strength and growth. In this report, the findings are intended to draw attention to the performance patterns that were noted during the evaluation. Critical domains like computing, problem-solving, conceptual comprehension, and the application of mathematical ideas are specifically examined. These results depict not just the performance of individual pupils but also the general efficacy of the teaching methods used in the classroom.

Here is the Rapid Mathematics Assessment Results for Key Stage 1 Learners, SY 2025-2025

## RMA RESULTS S.Y. 2024-2025

Grade Level	No. of Learners Assessed			Emerging (Not Proficient) <25%				Emerging (Low Proficient) 25% to 49%				Developing (Nearly Proficient) 50% to 74%				Transitioning (Proficient) 75% to 84%				At Grade Level (Highly Proficient) 85% to 100%			
	M	F	T	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
1	4752	4294	9046	383	291	674	7%	1399	1156	2555	28%	1915	1730	3645	40%	609	640	1249	14%	448	475	923	10%
2	4833	4589	9422	697	605	1302	14%	1669	1550	3219	34%	1655	1633	3288	35%	564	545	1109	12%	248	256	504	5%
3	5069	4715	9784	941	695	1636	17%	2162	2019	4181	43%	1496	1456	2952	30%	283	332	615	6%	187	213	400	4%
Total / Average	14654	13598	28252	2021	1591	3612	13%	5230	4725	9955	35%	5066	4819	9885	35%	1456	1517	2973	11%	883	944	1827	6%

Based on the above table, **55%** of Grade 1 pupils are not yet proficient, with the majority (40%) in the **Developing** category. The percentage of pupils who are either proficient or highly proficient is **24%**, which suggests a need for further support to help the majority of pupils reach grade-level standards.

On the other hand, **83%** of Grade 2 pupils are not yet proficient, with only **17%** either proficient or highly proficient. There is a notable decrease in proficiency from Grade 1, with more pupils falling into the **Emerging** categories (48% in total). This suggests a need for targeted interventions to support struggling learners and help them develop essential math skills.

Moreover, **90%** of Grade 3 pupils are not proficient, with only **10%** either proficient or highly proficient. The highest proportion of pupils (60%) are in the **Emerging** categories, indicating that a significant majority are struggling with math. This suggests that as pupils progress through the grades, the gap in math proficiency widens, and many pupils are not keeping up with the increasing complexity of the curriculum.

To address these issues, it is crucial to implement targeted instructional strategies that focus on building core math skills and closing learning gaps. Enhanced teacher support, differentiated instruction, and additional resources for struggling learners will be essential to reverse this trend and ensure that all pupils have the opportunity to achieve mathematical proficiency.

## KEY STAGE 2 NUMERACY RESULTS S.Y. 2024-2025

Grade Level	No. of Learners Assessed			Emerging (Not Proficient) <25%				Emerging (Low Proficient) 25% to 49%				Developing (Nearly Proficient) 50% to 74%				Transitioning (Proficient) 75% to 84%				At Grade Level (Highly Proficient) 85% to 100%			
	M	F	T	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%
4	5099	4650	9749	996	754	1750	18%	2571	2386	4927	51%	1360	1355	2715	28%	123	116	238	2%	58	50	108	1%
5	4843	4494	9337	888	637	1525	16%	2618	2465	5083	54%	1000	1122	2122	23%	202	248	450	5%	30	33	63	1%
6	4940	4654	9594	508	291	799	8%	2654	2358	5012	52%	1362	1538	2900	30%	280	292	572	6%	119	145	264	3%
Total / Average	14882	13798	28680	2392	1682	4074	14%	7843	7209	15022	52%	3722	4015	7737	27%	605	656	1260	4%	207	228	435	2%

The results of the assessment reveal a concerning trend in numeracy proficiency across Grades 4 to 6, with the majority of pupils falling below grade-level expectations.

In the above table, Grade 4 shows the greatest need for improvement, as only 3% of pupils are performing at or above grade level, while 69% are in the Emerging

categories. This underscores a critical gap in foundational numeracy skills, which, if not addressed, may hinder future academic success.

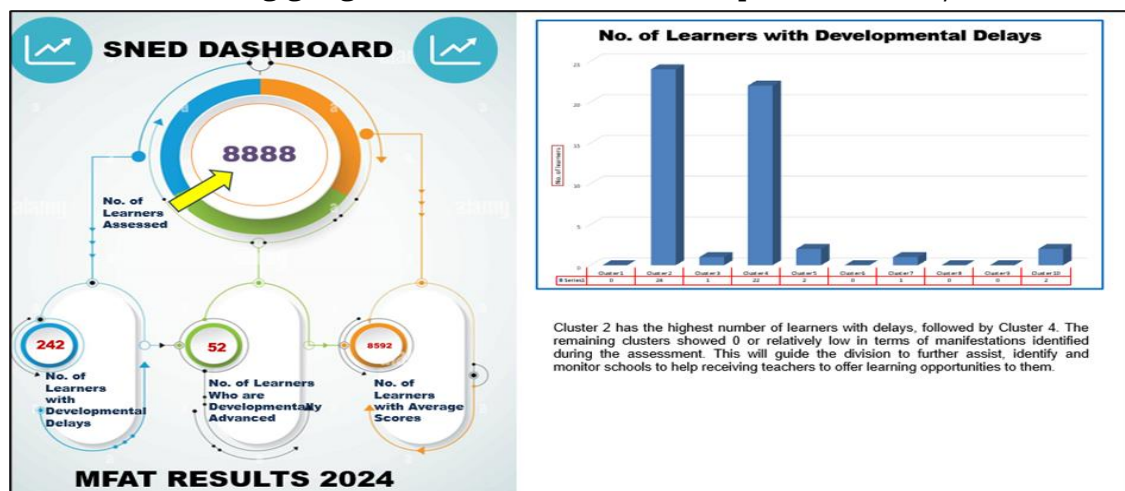
In Grade 5, there is a slight shift in performance, with fewer pupils in the Not Proficient category. However, the increase in the Low Proficient category (54%) indicates that many learners are still struggling to meet grade-level standards. Only 6% of pupils are performing at or above grade level, pointing to the persistent need for targeted interventions to build mathematical competency.

Grade 6 demonstrates modest progress, with a decrease in the Not Proficient category and a slight improvement in the Proficient and Highly Proficient categories. However, with 60 % of students still in the Emerging categories and only 9 % performing at or above grade level. There remains a substantial need for further support to ensure learners can achieve proficiency as they approach a higher level of education.

These findings highlight the importance of strengthening foundational numeracy instruction, implementing data-driven interventions, and providing additional resources to support struggling learners across all grades. Addressing these gaps is essential to improving mathematical outcomes and preparing students for more complex mathematical concepts in the future grades.

### Special Need Education (SNED)

**MULTI-FACTORED ASSESSMENT TOOL (MFAT)** is a screening intended to gather information on learner's strengths, needs, learning styles, and other educational concerns. It is an activity-based assessment covering the five domains (cognitive, communication, socio-emotional, motor and daily living skills) of learning. Each domain is a strong gauge to measure the child's capabilities and /or needs.



Cluster 2 has the highest number of learners with delays, followed by Cluster 4. The remaining clusters showed 0 or relatively low in terms of manifestations identified during the assessment. This will guide the division to further assist, identify and monitor schools to help receiving teachers to offer learning opportunities to them

### Kindergarten

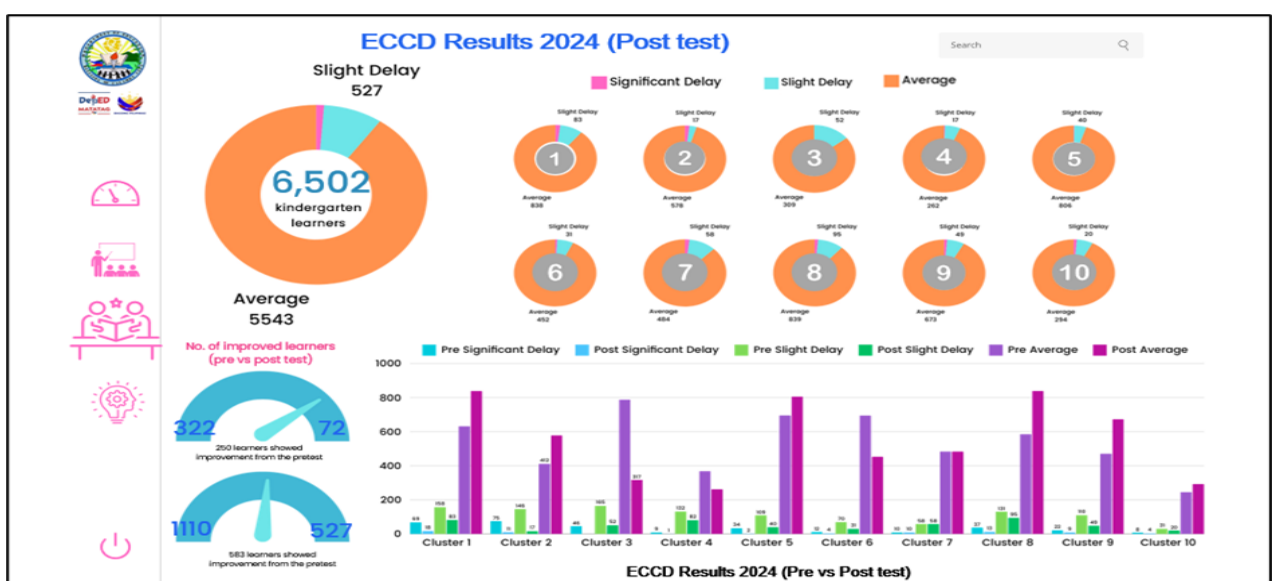
**The Philippine Early Childhood Development (Phil. ECD)** Checklist is designed for service providers like **teachers**, rural health midwives, child development and day care workers, parents/caregivers who can easily administer after a brief training

period. By using the checklist, they will be able to determine if a child is developing adequately or is at risk for developmental delays.

This Checklist is NOT intended to be used to 1) make a medical diagnosis; 2) determine a child’s intelligence quotient or IQ; or 3) gauge his academic achievement. It is only the first of several steps in a comprehensive assessment process that a child at risk is expected to go through so he can get the help he needs as early as possible.

Every year Phil ECD is administered to all elementary schools in take all manner for those children enrolled in kindergarten with ages ranging from 4 to 5 years old.

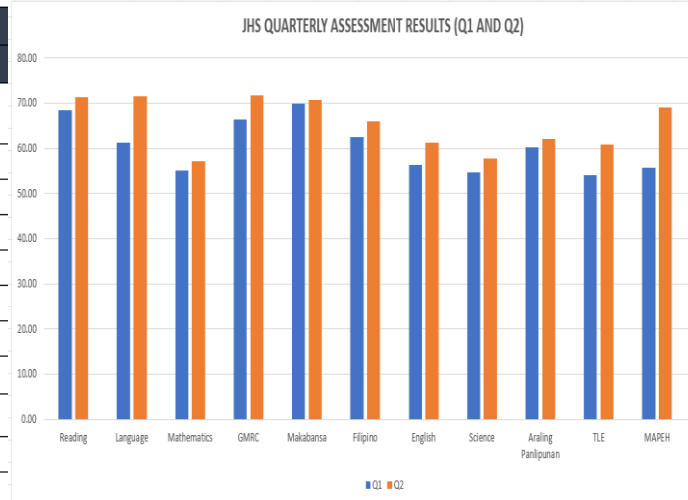
This assessment dashboard is completed to show the improvements made by those who were assessed during the first month of schooling this school year 204-2025.



Generally, among 6502 kindergarten learners assessed in August 2024, there were 250 learners or 77.64% among males and 583 females or 47.47% were improved after intervention. The remaining numbers of learners who are currently in the status quo will still be under observation and intervention. The final assessment will be administered one month before the school year. Learners who will not show improvement will be tagged in the Learners Information System (LIS) with manifestations and will take MFAT in Grade 1. This lens gave educators signals that not all learners are learning at the same time, phase or year.

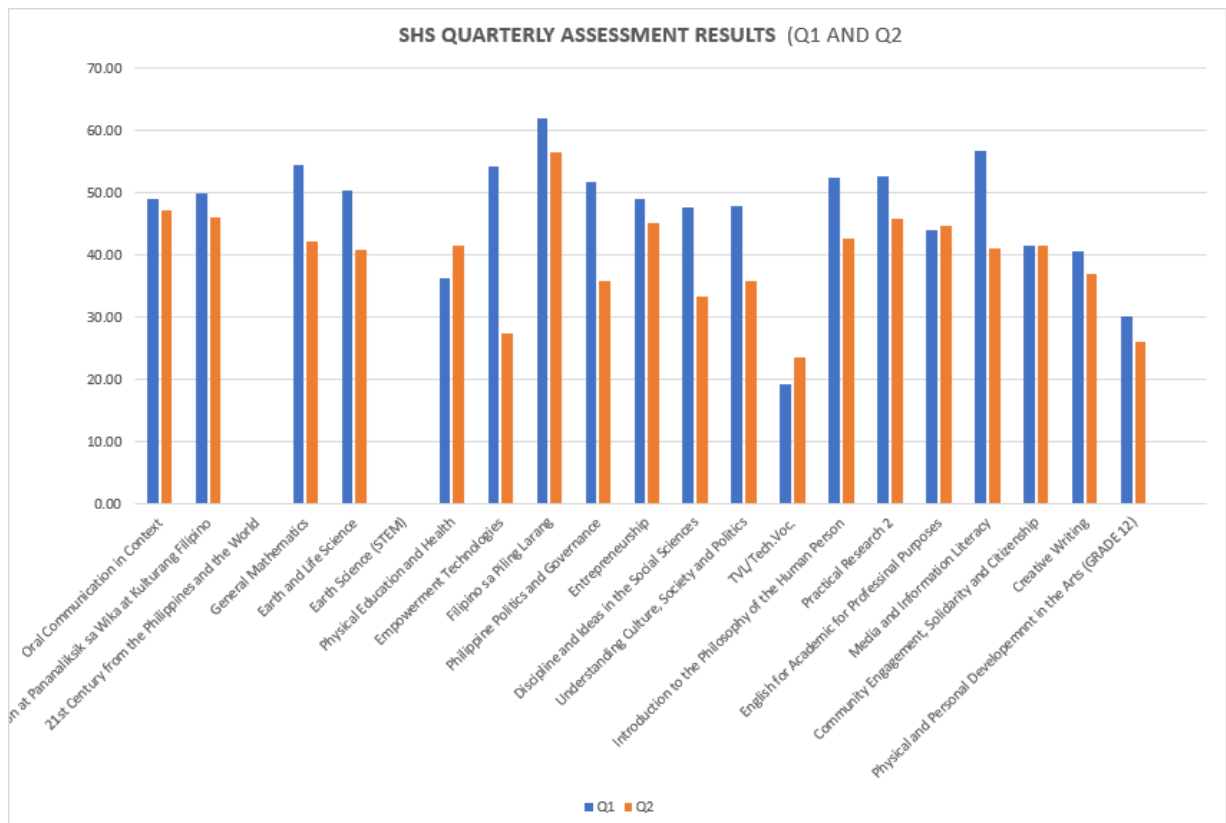
The following are the tabular and graphical presentations of the 1st and 2nd Quarterly Assessment SY 2024-2025.

JHS QUARTERLY ASSESSMENT RESULTS		
Learning Areas	Average	
	Q1	Q2
Reading	68.34	71.27
Language	61.19	71.45
Mathematics	55.04	57.22
GMRC	66.34	71.67
Makabansa	69.95	70.67
Filipino	62.57	66.02
English	56.35	61.29
Science	54.76	57.85
Araling Panlipunan	60.27	62.02
TLE	54.09	60.74
MAPEH	55.73	69.03
ESP	65.30	69.09



The overall result of Quarters 1 and 2 Assessment showed significant improvement. This further revealed that all learning areas achieved the average mastery of the required competencies.

SHS QUARTERLY ASSESSMENT RESULTS		
Learning Areas	AVERAGE	
	Q1	Q2
Oral Communication in Context	49.06	47.29
Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino	49.91	45.99
21st Century from the Philippines and the World		
General Mathematics	54.44	42.19
Earth and Life Science	50.42	40.96
Earth Science (STEM)		
Physical Education and Health	36.29	41.63
Empowerment Technologies	54.24	27.50
Filipino sa Piling Larang	61.93	56.63
Philippine Politics and Governance	51.73	35.82
Entrepreneurship	49.00	45.24
Discipline and Ideas in the Social Sciences	47.59	33.28
Understanding Culture, Society and Politics	47.86	35.88
TVL/Tech.Voc.	19.19	23.64
Introduction to the Philosophy of the Human Person	52.39	42.68
Practical Research 2	52.78	45.82
English for Academic for Professional Purposes	44.04	44.78
Media and Information Literacy	56.81	41.18
Community Engagement, Solidarity and Citizenship	41.58	41.58
Creative Writing	40.65	36.89
Physical and Personal Development	30.13	26.06



The SHS results of Quarterly Assessment revealed that there were significant decreases in all learning areas, however, the results showed that almost all learning areas except TVL/Tech Voc achieved the average mastery of the required competencies

**Strategy # 1: Ensure alignment of the curriculum, instruction, and classroom assessment methods in all learning areas.**

Student learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after a completion of a process of learning, so it is essential that all assessments somehow adhere to the standards. Teachers utilize methods of assessment to organize the instructional material and assess their students' progress. To figure out how to teach next in their lessons, teachers conduct assessments on a regular basis. They can provide each pupil with specialized attention if they are developing more slowly than the others. The teacher can modify the curriculum if every student is performing either ahead of or behind schedule. Teachers nevertheless had some difficulties designing questions that matched the skills necessary to ensure that the curriculum, instruction, and assessments in the classroom were in line with each learning area. CID offered a suitably challenging approach to supplement the new question type that might help students enhance their critical thinking skills. Teachers can use the so-called item bank created by learning area supervisors and selected teachers, to gather questions that are in line with the HOTS SOLO frameworks and the recommended MELCs for the various learning areas. This school year the second quarter item test questions had been completed and the CID was still on progress on compiling more test questions of the succeeding quarters. Additionally, to augment in the trending assessment, CID also assisted schools in developing weekly activities that integrated English, Mathematics,

Science other related disciplines in order to prepare for other related assessments, such as the PISA. The weekly activities created for the third and fourth quarters corresponded to the PISA-style test so that students would be acquainted with the format of the test used in the assessment. The LRs are now undergoing quality assurance for the weekly tasks of PISA weekly learning activities.

**Relevant Photos**



**Schools Division Office Key Result Area No. 1**

**Program/Project 5: KOrECuLar/QALIDAD** Quality Assurance of Localized, Inclusive and Developmentally Appropriate Developed Materials

**Alignment with MATATAG Agenda: MAke the curriculum relevant to produce competent and job-ready, active, and responsible citizens**

**QALIDAD** primarily aims to quality-assure locally developed materials following social content guidelines, paraphrasing and referencing style, and copyright and fair use performed by qualified learning resource evaluators and experts in the field. This includes print-based materials such as but not limited to stories, worksheets, video materials, assessment and others.

Number of Quality-assured LRs	Number of Schools utilized LRs in Library Hubs	Needs Assessment conducted	Number HELOW Activities
22	24	4	6

The kind of learning resources used in schools reflect the kind of education being offered to its learners. If quality education is expected to be delivered, it is crucial that quality resources should be provided to the learners and teachers.



To ensure systematized implementation of these fairness considerations, standards and protocols in the production of learning resources be put in place. Limitations and exceptions to copyright, as provided by laws and rules to produce assessable format learning resources to benefit learners and personnel with disabilities, were availed and maximized. Resources were also appropriately allocated to ensure provision of these to targeted learners. Learning resources crafted were underwent to the Supervisors concern and identified Learning Resource Quality Assurance Team (LRQAT) to ensure the quality of the LRs before it will be given specialty certificate. The use of available resources within the Calamba City's Schools community will also be maximized, especially the resources used in the activity: Highly Enhance Library on Wheels (HELOW) as well as in the reading activities of the schools. Some of the Learning resources for all platforms are contextualized to respond to the different situations in which learners and teachers access education. Schools adapt teaching and learning resources made available for learners with disabilities and need interventions.

# Support to School Governance and Operations

**PROJECT/PROGRAM:** Leaders and Educators Advancement Program (LEAP)

**MATATAG AGENDA:** Take steps to accelerate delivery of basic education facilities and services.

The program aims to enhanced the division and school leader’s skills in strategic and operational planning (DEDP EM No. 1, Strat. 1). Education leaders were capacitated on strategic planning and management, research, and policy development to be able to provide economical, efficient, and effective services and focus on long-term directions and interface with the internal and external environment and stakeholders. With these programs, the results were remarkable, below are some of the accomplishments for FY 2024

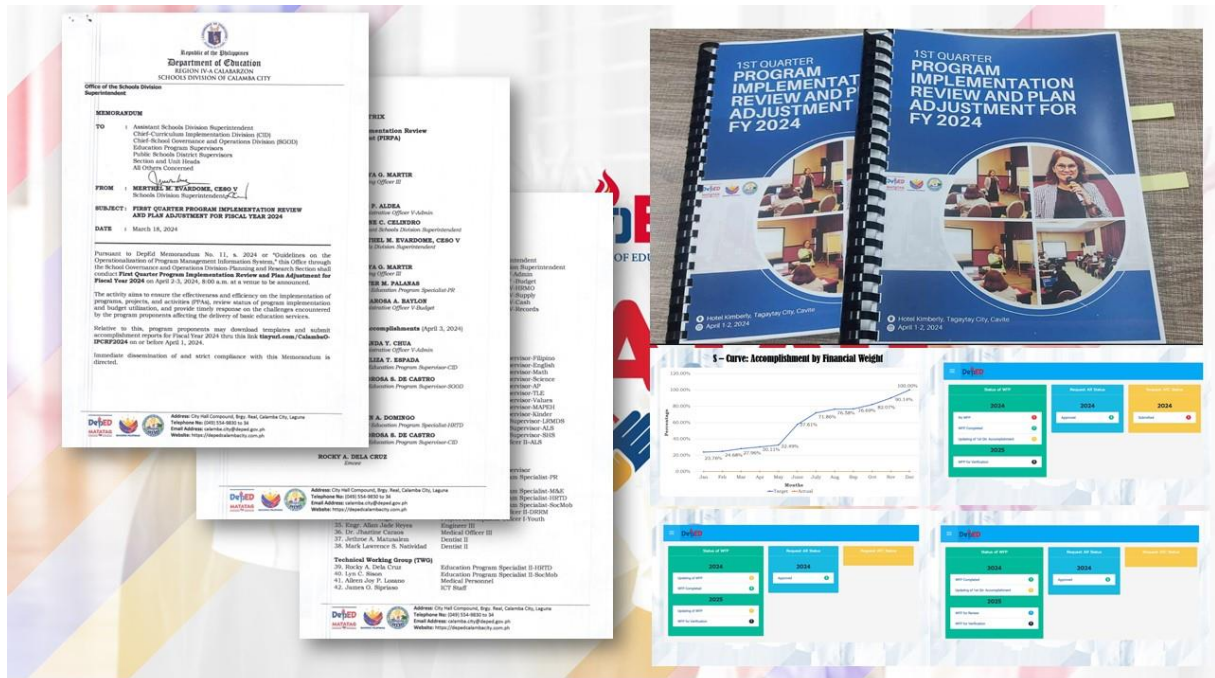
- ✓ trained division personnel on program development and management thru Program Management Information System (PMIS)
- ✓ submitted Division approved Work and Financial Plan for FY 2024 to the Regional Office
- ✓ prepared and submitted Annual and Supplementary Investment Plan for Special Education Fund for FY 2024
- ✓ finalization of the Work and Financial Plan for FY 2025 thru PMIS
- ✓ reviewed 73 school Annual Implementation Plan for SY 2024-2025

The program empowers teaching and non-teaching personnel through the provision of data-driven and needs-based personal and professional development programs in improving their leadership competencies. By ensuring that all school-based programs were strategically development, this led to a more effective and efficient implementation and utilization of research- based projects and activities.

## RELEVANT PHOTOS

(a) Training-Workshop on the Implementation of Program Management Information System (PMIS), (b) Status of Work and Financial Plan for FY 2024, (c) OPCR 2024 Target

No.	Division	SPR	ASDR	Date Received	Number of Copies	Remarks
1	Antipolo City	☑	☑	January 26, 2024	ASDR - 3 Original Copies ASDR - 1 Original Copies	
2	Bacoor City	☑	☑	January 29, 2024	ASDR - 4 Original Copies ASDR - 5 Original Copies	
3	Batangas City	☑	☑	January 26, 2024	ASDR - 3 Original Copies ASDR - 3 Original Copies	
4	Bataan City	☑	☑	January 31, 2024	ASDR - 4 Original Copies ASDR - 4 Original Copies	
5	Biosay City	☑	☑	January 24, 2024	ASDR - 3 Original Copies ASDR - 3 Original Copies	
6	Calabarzon City	☑	☑	January 24, 2024	ASDR - 3 Original Copies ASDR - 3 Original Copies	
7	Calamba City	☑	☑	January 24, 2024	ASDR - 3 Original Copies ASDR - 3 Original Copies	
8	Caraga	☐	☐			



**PROJECT/PROGRAM:** Research Innovation towards School Effectiveness (RISE)

**MATATAG AGENDA:** MAKE the curriculum relevant to produce competent and job-ready, active, and responsible

The program aims to strengthen and sustain research culture in the community (DEDP EM No. 1, Strat. 1), the culture of research as its priority target led to the development of data-driven interventions in enhancing the competencies of the Division and school personnel in providing a better basic education services to learners. With these strategy, below are some of the accomplishments for FY 2023.

- ✓ sustained Institutional Membership in the Philippine Association for Institutional Research (PAIR) Inc.
- ✓ 100% client accessibility on the Educational Research Management System (eRMS)
- ✓ submitted and reviewed 120 educational research proposals to BERF 10<sup>th</sup> Cycle
- ✓ completed and presented 105 educational research in Project RIZALiksik
- ✓ provided 15 support funds for international peer-reviewed publication
- ✓ published RIZALiksik Journal Vol 1 No. 1 (2024)
- ✓ published the Division Basic Educators Research Journal Vol 1 No. 1 (2024)

The Education Research Management System (eRMS), as core initiative for the program and anchored on the revised One DepEd QMS research management sub-processes, provided assistance and platform to teacher-researchers from proposal submission to research publication.

Through the Special Education Fund (SEF) support from Local Government Units and partnership with private institutions on research development, the implementation of the research-related activities become successful.

## RELEVANT PHOTOS



(a) Analysis and Evaluation of Project ROSS (Results-Oriented Social Services) in Education through Data-Driven PPs on Research and Innovation, (b) submission of basic education research proposal review, (c) Project RIZALiksik (Research and Innovation, Zeal for Academic Leadership), (d) Division Basic Education Research Proposal Review.

**RELEVANT PHOTOS**

**PHILIPPINE ASSOCIATION OF INSTITUTIONS FOR RESEARCH, INC.**

**Certificate of International Publication**

**EVELYN J. SUBLAY**

Project Competency and Performance Recovery (CPR) and Students' Level of Performance in Technology and Livelihood Education

Published in JP AIR Institutional Research Vol. 23 October 2024 Issue

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DOI: <https://doi.org/10.7718/air.v23i1.901>

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Member of: **HOLLIS ASCI Google crossref**

**INSTITUTIONAL RESEARCH**

Home / Archives / Vol. 23 No.1 (2024): October / Articles

**Project WINGS: Word-Banking to Address Gaps in Science Education**

Maria Lante V. Manago

<https://doi.org/10.7718/air.v23i1.904>

**MULTIDISCIPLINARY RESEARCH**

Home / Archives / Vol. 57 No. 1 (2024): July (Accepted Articles) / Articles

**Utilizing Positive Heutagogy on Learners Discipline: An Assessment**

Mayette R. Orlanda

Department of Education Division of Calamba City  
<https://doi.org/10.7718/air.v57i1.901>

Clariza G. Terones

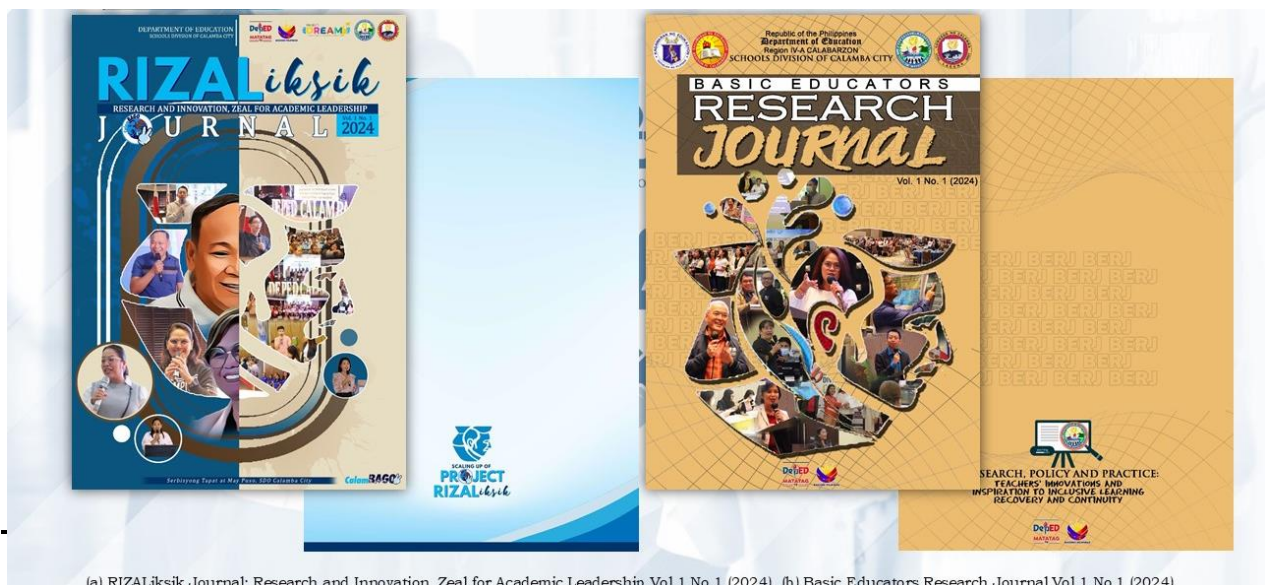
Department of Education Division of Calamba City  
<https://doi.org/10.7718/air.v57i1.901>

Marites M. Zoleta

Department of Education Division of Calamba City  
<https://doi.org/10.7718/air.v57i1.901>

DOI: <https://doi.org/10.7718/air.v57i1.901>

**Keywords:** Heutagogy, Self-determined, teaching and learning, new normal, descriptive-



(a) RIZALiksik Journal: Research and Innovation, Zeal for Academic Leadership Vol 1 No 1 (2024), (b) Basic Educators Research Journal Vol 1 No 1 (2024)

**Schools Division Office Key Result Area:** Community-Level Linkages and Partnership

**Program/Project:** DepEd CALAMBAYanihan

**Alignment with MATATAG Agenda:**

**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

**TA**ke steps to accelerate the delivery of basic education facilities and services.

CALAMBAYanihan is a flagship program of SDO Calamba City that is anchored on the principles of good governance. It aims to strengthen partnerships among stakeholders and promote the spirit of camaraderie in the school community that helps ensure that the Schools Division has enough resources and can implement sustainable programs and projects to help schools establish and manage conducive learning environments and provide learners with quality basic education.

SDO Calamba City accomplished the following:

- established 6,045 partners to support the different programs, projects, and activities of the division;
- acquired 82,695,233.25 total donations for different stakeholders such as private companies and organizations, LGUs, NGOs, institutions, and private individuals as reflected in the DepEd Partnership Database System of Central Office;
- review and facilitated 160 Memorandums of Understanding (MOU) and Memorandums of Agreement (MOA);
- conducted Division/School Brigada Eskwela Kick-Off;
- launched the DepEd partnership website; and
- recognized the valuable contribution of stakeholders.

Through the collaboration and support of different stakeholders in the schools of SDO Calamba City, the school environment became safer, friendlier, and more conducive to learning for all learners, encouraging them to participate in school.

These accomplishments were realized through intensive advocacy programs, orientation, training, forums, and activities that increased the awareness of internal and external stakeholders.

**RELEVANT PHOTOS**



**Schools Division Office Key Result Area: Employees Welfare**

**Program/Project:** Gender and Development Programs

**Alignment with MATATAG Agenda:**

This PPA is anchored in this component of the MATATAG Agenda: **TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

The purpose of the Gender and Development (GAD) activity organized by the Schools Division Office of Calamba City is to promote gender equality and empower both educators and students within the educational framework. This initiative aims to create an inclusive environment that recognizes and addresses the diverse needs and rights of all individuals, irrespective of their gender, thereby contributing to a more equitable society.

There were activities implemented in the SDO such as the Celebration of the National Women’s Month held at Bulwagang Rizal, 4th floor of the DepEd main building on March 7, 2024. Gender and Development activity proposals of the 72 schools in SDO Calamba City for both client and organization-focused were processed. In the SDO, an organization-focused commenced last June 15-17, 2024, at EM Royale Hotel in La Union with the identified GAD topic on RA 11313, and a follow-up activity in Baguio City last December 15-16, 2024. Another GAD-related activity spearheaded by the HRDS are the Observance of the Anti-VAWC where a seminar was held, and finally, the Offboarding process of Senior Citizen employees of SDO Calamba City.

The purpose of the Gender and Development (GAD) Programs organized by the Schools Division Office of Calamba City is to promote gender equality and empower both educators and students within the educational framework. This initiative aims to create an inclusive environment that recognizes and addresses the diverse needs and rights of all individuals, irrespective of their gender, thereby contributing to a more equitable society.

One of the most significant effective strategies employed during the implementation GAD activity was the establishment of a structured and transparent evaluation process. This strategy involved survey and interview among employees and effective collaborative Involvement among LGU, Top Management, Functional Units, and employees

**RELEVANT PHOTOS**



## List of Client-focused Gender and Development Activities per School

School		Date of Activity	Venue	No. of Learners Trained
Palo Alto IS	Seminars on Safe Spaces Act 11313 and Career Empowerment with CARE (Celebrating Achievements, Resilience, and Equality) and Distribution of Pins cum 2024 School-Based Celebration of Women's Month	April 16, 2024	Palo Alto IS	<b>123</b>
Palo Alto ES	Women's Month Culminating Activity: INCLUDE (Inspire, Nurture, Collaborate, and Lead to Understand Diversity and Empowerment: Orientation to Empowered Women (Parents) of Palo Alto ES	April 8, 2024	Palo Alto ES	<b>76</b>
J. Platon MS	Orientation of Republic Act No. 10627 or the Anti-Bullying	April 12, 2024	J. Platon MS	<b>53</b>
Lawa ES	Symposium of Selected Parents and Learners on Basic Concepts of Gender Fair Education	April 29, 2024	Lawa ES	<b>79</b>
San Ramon ES	Orientation for Grade VI Learners on Anti-Sexual Harassment and Safe Spaces Act Awareness	July 5, 2024	San Ramon ES	<b>30</b>
Burol ES	Orientation for Grade VI Learners on Anti-Sexual Harassment and Other Forms of Gender-Based Discrimination and Violence in School	September 27, 2024	Burol ES Covered Court	<b>54</b>
Bubuyan ES	Orientation on Republic Act 11313: The Safe Spaces Act - Addressing Sexual Harassment and other Forms of Gender-Based Discrimination of Bubuyan ES among Grade 6 Pupils	October 28, 2024	Bubuyan Elementary School	<b>134</b>
Buntog ES	Seminar on Empowering Tomorrow: Fostering Gender and Development School Practices among Pupils and Parents of Buntog ES	November 9, 2024	Buntog Elementary School	<b>60</b>
Ulango ES	Symposium on Republic Act 11313: "The Safe Spaces Act" - Addressing Sexual Harassment and other forms of Gender-Based Discrimination of Ulango ES among Key Stage 2 Learners	November 15, 2024	Ulango Elementary School	<b>26</b>
Makiling ES	Orientation on Safe Spaces Act 11313 and Child Protection Policy	November 21, 2024	Makiling Elementary School	<b>67</b>
Parian ES	Orientation on DepEd Order No. 40, s. 2012 or The DepEd Child Protection Policy of Parian ES for Supreme Elementary Learner Government and Youth for Environment in Schools Organization	November 22, 2024	Parian Elementary School	<b>27</b>
Paciano Rizal ES	Orientation on RA 11313 or Safe Spaces Act for Grade VI Learners	November 22, 2024	Paciano Rizal ES	<b>184</b>
Hornalan ES	Stand Strong: Promoting Awareness against Harassment for Grade VI Pupils of Hornalan ES	December 6, 2024	Hornalan ES Covered Court	<b>30</b>
Majada Out ES	Words Matter: Seminar on Creating a Supportive and Gender-Responsive School Environment among Grade 5 & 6 Learners of Majada Out Elementary School	November 29, 2024	Majada Out Elementary School	<b>379</b>
Mabato NHS	Promoting Safe Spaces: A Seminar for Learners on Combating Sexual Harassment and Gender Discrimination in Schools	December 12, 2024	Mabato National High School	<b>77</b>
Palingon ES	Orientation on Republic Act 11313: The Safe Spaces Act – Raising Awareness on Gender-Based Sexual Harassment among Grade VI Pupils of Palingon Elementary School	December 5, 2024	Palingon Elementary School	<b>60</b>

Banlic ES	Orientation of Student-Leaders on Republic Act 11313: Safe Spaces Act	December 13, 2024	Banlic Elementary School	<b>30</b>
Majada In ES	Creating Safe Spaces: Understanding Children's Rights and Protecting Them	December 13, 2024	Majada In ES, Multi-Purpose Hall	<b>140</b>
Bubuyan IS	Combating Harassment in School through RA 7877 or the Anti-Sexual Harassment Act	December 16, 2024	Barangay Bubuyan Covered Court	<b>679</b>
Punta ES	Building a Safe and Inclusive School Environment: An Orientation and Training on RA 9262 of Different Student Organizations of Punta Integrated School	December 13, 2024	Punta IS Quadrangle	<b>39</b>
Punta IS	Building a Safe and Inclusive School Environment: An Orientation and Training on RA 9262 of Different Student Organizations of Punta Integrated School	December 13, 2024	Punta IS Quadrangle	<b>196</b>
Bunggo ES	Safe Space Act: Ensuring Gender Equality, Protection from Harassment, and Empowerment in Educational, Workplace, and Public Spaces	December 10, 2024	Bunggo ES	<b>50</b>
Mangumit ES	Creating Safe Spaces: Empowering Young Learners against Gender Violence	January 20, 2025	Mangumit ES	<b>50</b>

<b>School</b>	<b>Title</b>	<b>Date</b>	<b>Venue</b>	<b>No. of Participants Trained</b>
Mayapa ES	School-Based Orientation of the Teaching and Non-Teaching Personnel of Mayapa Elementary School on Republic Act Numbers 6949 and 10028	April 20, 2024	Goshen Resort, Bamban Tarlac	82
Castor Alviar NHS	Gender Empowerment: Ensuring the Health, Wealth, Safety, and Well-being in the Workplace	May 11, 2024	Blue Coral Beach Resort, Laiya, San Juan, Batangas	44
E. Barretto IS	Revisiting GAD Mandates and Policies: An Orientation Seminar for Teaching and Non-Teaching Personnel of E. Barretto Sr. IS	April 26, 2024	Nagcarlan	83
Calamba ES	Training in Promoting Gender Equality and Women Empowerment for Teaching and NonTeaching Personnel of Calamba ES	May 11-12, 2024	VM Resort, White Beach, Puerto Galera	93
Kapayapaan IS	KIS Gender and Development: SAFE SPACES Securing Access for Fair Environment: Safety,	May 31 to June 1, 2024	VM White Beach Resort, Puerto Galera	124

	Protection, Action, Care, Equality for Students and Teachers			
Looc IS	Strengthening Awareness on the Anti-VAWC: Empowerment Training for the Teaching and Non-Teaching Personnel of Looc IS	July 5-6, 2024	Phi-Phi Beach Resort and Hotel, Morong Bataan	99
San Ramon ES	Capacity Building on Strengthening Teaching and Non-Teaching Personnel Awareness on Eliminating Violence Against Women and their Children (VAW-C)	July 12-13, 2024	Bakasyunan Resort and Conference Center, Iba, Zambales	84
Siranglupa ES	Capacity Building for Teaching and Non-Teaching Personnel as an Agent of Change in Promoting Gender Equality in its Workplace	July 11-12, 2024	Hundred Islands, Pangasinan, National Park, Brgy. Lucap, Alaminos City	36
Palo Alto ES	LATCH (Lactation Advocacy and Training for Community Health) of Palo Alto Elementary School Personnel	August 16-17, 2024	Torres Farm and Resort, Naic, Cavite	71
Lingga ES	Seminar on Promoting Awareness to Eliminate Sexual-Harassment, Bullying and Other Forms of Violence in School for Teaching and NonTeaching Personnel of Lingga ES	September 21, 2024	Mountain Lake Resort, Caliraya, Laguna	48
Buntog NHS	Seminar on School Bullying and Legal Responsibility of Buntog NHS Personnel	August 31, 2024	La Vista Resort, Pansol, Calamba City	11
San Cristobal ES	Gender and Development Training Focusing on the Role of Teaching and Non-Teaching Personnel in Promoting Gender Equality	August 24-25, 2024	Vigan, Ilocos Norte	36
Looc ES	Seminar on Gender Equality and Women Empowerment within an Inclusive Society for Teaching and Non-Teaching Personnel of Looc ES	August 24, 2024	Villa Escudero Plantations and Resort, Tiaong, Quezon	71
Buntog ES	Empowering Tomorrow: Fostering Gender and Development School Practices among Teaching and Non-Teaching Personnel of Buntog ES	August 17, 2024	Sailaya Resort, Brgy. Siranglupa, Canlubang, Calamba City	9

J. Platon MS	Reiteration of Gender Equality and Women Empowerment for Teaching and Non-Teaching Personnel of Jose Platon Memorial School	August 24, 2024	Forest Crest Nature Resort, Nasugbu, Batangas	27
Banlic ES	Seminar for the Teaching and Non-Teaching Personnel of Banlic Elementary School on Republic Act 7192: "Women in Development and Nation Building"	August 24-25, 2024	Crystal Shore Beach Resort, Morong, Bataan	65
Majada In IS	Needs Analysis, Monitoring and Evaluation for Gender and Development cum Review of DepEd Gender-Related Policies	September 14-15, 2024	Puerto Galera, Oriental Mindoro	56
Burol ES	Capacity Building: Empowering Advocacy Campaign for Teaching and Non-Teaching Personnel on VAWC	September 14, 2024	La Vista Resort, Pansol, Calamba City	12
Lecheria ES	Capacity Building of Teaching and Non-Teaching Personnel of Lecheria Elementary School on Strengthening Advocacy Campaign to End Violence Against Women and their Children (VAWC)	September 14-15, 2024	Sandville Beach Resort, Greenville Baroro, Bacnotan, La Union Province	35
Majada In ES	Empowering School Personnel to Advocate Against Violence towards Women and Children (VAW-C) cum Capability Training	September 14, 2024	La Vista Resort, Pansol, Calamba City	6
Halang ES	Advocacy Seminar on Addressing and Preventing Violence Against Women and Children for the Teaching and Non-Teaching Personnel of Halang ES	September 14, 2024	Caliraya Resort Club, Cavinti, Laguna	13
E. Barretto Sr. ES	Advocacy Campaign on Violence Against Women and Children	September 14, 2024	Batis Aramin, Lucban, Quezon	7
Paciano Rizal ES	Capacity Building among Teaching and Non-Teaching Personnel on Activities Related to Women's Month Celebration cum RA 9710 or the Magna Carta of Women	September 21, 2024	La Elliana Hotel, 5 Rizal St., cor Ablan Ave., Laoag City	6
Tiyani ES	Empowering Gender Equality Focus on Building an Effective Team	October 27, 2024	Batis Aramin, Lucban, Quezon	56

San Juan ES	Advocacy Campaign Seminar on Eliminating Violence Against Women and their Children for the Teaching and Non-Teaching Personnel of San Juan ES	September 27, 2024	Lindi Resort, San Juan, La Union	33
Parian ES	Seminar for the Teaching and Non-Teaching Personnel of Parian ES on Advocating Republic Act 1172, s. 2006 - Declaring November to December 12 as the Day Campaign to End Violence Against Women	October 19-20, 2024	VM Resort, White Beach, Puerto Galera, Oriental Mindoro	57
Makiling ES	Seminar on Strengthening Awareness in Implementing Guidelines on Reviewed Gender-Related Policies	September 28, 2024	Family Bench Resort, Brgy. 1, Sariaya, Quezon	51
Bunggo ES	Seminar on Implementing Guidelines on the Reviewed Gender-Related Policies for Teaching and Non-Teaching Personnel of Bunggo ES	November 23-24, 2024	Puerto Galera, Oriental Mindoro	18
Milagrosa ES	Inspiring Change: Seminar on Promoting Gender Equality among Teaching and Non-Teaching Personnel of Milagrosa ES	October 19, 2024	Kabayan Beach Resort, Laiya San Juan, Batangas	22
Calamba City Science IS	Capacity Building Workshop: Revisiting DepEd Child Protection and Gender-Responsive Education Policies for Teachers and Non-Teaching Personnel of Calamba City Science IS - Creating Individualized Action Plans	November 23-24, 2024	Hundred Islands and Pangasinan	47
Crossing ES	Capacity Building of Teaching and Non-Teaching Personnel on the Republic Act 1172, s. 2006 - Declaring November 25 to December 12 as the 18 Day Campaign to End Violence Against Women and Their Children (VAWC): A Basis for Creating Information, Education, and Communication Materials	October 18, 2024	Vonwelt Nature Farm, Brgy. Sabang, Magdalena, Laguna	32
Barandal ES	Seminar on Awareness in Addressing Gender-Based Bullying and Harassment for Teaching and Non-Teaching Personnel of Barandal ES	October 19, 2024	Kabayan Beach Resort, Laiya San Juan, Batangas	31

Prinza ES	Seminar on Strengthening Awareness and Response to Parental Harassment for Prinza Elementary School Personnel	October 20, 2024	Forest Club Eco Resort, Barangays Puypuy and Masaya, Bay, Laguna	20
Mapagong ES	Seminar on How to Strengthen the Awareness on Violence against Women and their Children for Teaching and Non-Teaching Personnel of Mapagong ES	November 16, 2024	Caliraya Resort Club Inc., Caliraya, Laguna	15
Latian ES	Breaking Barriers: A Seminar on Comprehensive Approaches to End Violence against Women and Children for the Teaching and Non-Teaching Personnel of Latian ES	October 19-20, 2024	Bolinao and Hundred Islands, Alaminos, Pangasinan	23
Bunggo NHS	Identifying Barriers and Solutions: Enhancing Bunggo NHS Personnel Engagement in Interagency GAD Initiatives	October 25-26, 2024	Chit's Glamping Laiya Aplaya, San Juan, Batangas	29
Puting Lupa ES	Training in Promoting Gender Equality and Women Empowerment for Teaching and Non-Teaching Personnel of Puting Lupa ES	October 25-27, 2024	White Beach, Puerto Galera	18
Punta IS (JHS & SHS Dept.)	Reiteration of Laws and Policies on Eliminating Violence against Women and Children (VAWC) of Teaching and Non-Teaching Personnel of Punta IS	October 26, 2024	One Laiya Beach Resort, San Juan, Batangas	133
Punta IS (Elementary Dept.)	Reiteration of Laws and Policies on Eliminating Violence against Women and Children (VAWC) of Teaching and Non-Teaching Personnel of Punta IS	October 26, 2024	One Laiya Beach Resort, San Juan, Batangas	25
Bubuyan ES	Seminar on Proclamation 1172, s. 2006 and R.A. 9262 or the Anti-Violence against Women and Children Act of 2004 for Bubuyan ES Personnel	November 23, 2024	Shercon Resort, Brgy. San Sebastian, Batangas	19
Uwisan ES	Seminar on Enhancing the Role of Teaching and Non-Teaching Personnel of Uwisan ES in Promoting Gender Equality	November 29 to December 1, 2024	Puerto Galera, Oriental Mindoro	25
JRMS	Seminar on Understanding and Implementing the Magna Carta of Women (MCW) in the	November 22-23, 2024	Bella Vista Resort, Naguilian, La Union	84

	Classroom: A Teacher's Perspective of Jose Rizal Memorial School			
Laguerta ES	S.U.P.P.O.R.T (Strengthening Unity, Promoting Parenting, Optimal Breastfeeding, Resources, and Tools): Seminar for Teaching and Non-Teaching Personnel of Laguerta ES	November 9, 2024	One Laiya Beach Resort, San Juan, Batangas	29
Southville VI ES	Safeguarding Rights: A Seminar on the Anti-Violence against Women and their Children Act for Southville VI Elementary School Personnel	November 16, 2024	La Elliana Hotel, 5 Rizal St., cor Ablan Ave., Laoag City	73
Lawa ES	Seminar on the Essential Role of Women in Nurturing and Sustaining Life through Breastfeeding for Lawa ES Personnel	November 15-16, 2024	Lindi Resort, San Juan, La Union	40
Kay Anlog ES	Seminar on Empowering Communities: Ending Violence Against Women and Children for Teaching and Non-Teaching Personnel of Kay Anlog ES	November 16, 2024	Hacienda Gracita Tagytay Leisure Farm and Private Resort	22
Ulango ES	Strengthening Understanding on Violence against Women and their Children (VAWC): A Basis for an Action Plan	November 16, 2024	Camp Pulong Gubat Wavepool Resort, Cuenca, Batangas	8
Mabato NHS	Training for Teaching and Non-Teaching Personnel of Mabato NHS - Sharing of Enlightenment: Ending Violence against Women and their Children (VAWC) and Conduct of Advocay Campaign Activities	November 23-24, 2024	La Union	15
Mabato ES	Creating a Gender-Fair Work Environment: Seminar on Gender-Based Violence Prevention for Mabato ES Personnel	November 16, 2024	Camp Pulong Gubat Wavepool Resort, Cuenca, Batangas	12
Turbina ES	EmpowerED: Capability Building on Fostering Gender Equality and Equity among Teaching and Non-Teaching Personnel of Turbina ES	November 30, 2024	Doña Jovita Garden Resort, Bagong Kalsada, Calamba City	41
Hornalan ES	Building a Safer School Community: VAWC Advocacy Training for Hornalan ES Teaching and Non-Teaching Personnel	December 1, 2024	Norville Subdivision, Purok 5, Pansol, Calamba City	13

IS of Lawa	Capability Building Program on Expanded Breastfeeding Promotion Act of 2009 and on Identifying Gender Biases and Stereotypes	November 15, 2024	VM Resort, White Beach, Puerto Galera	48
Post ES	Capacity Building on Promoting a Breastfeeding-Friendly Workplace	November 24, 2024	Blue Coral Beach Resort, Laiya, San Juan, Batangas	46
Bubuyan IS	Safe Spaces: Breaking the Silence of Abuse and Stand against Gender Violence	November 22-23, 2024	Dreamwave Resort, Pansol, Calamba	32
Maunong ES	Establishing Lactation Stations and Promoting Maternal Health: A GAD Program to Support Breastfeeding Mothers and Foster Workplace Inclusivity	December 6, 2024	Vonwelt Nature Farm, Brgy. Sabang, Magdalena, Laguna	19
Canlubang IS	Capability Building on the Fortified Implementation of Bawal Bastos Law (Safe Spaces Act RA 11313)	December 6, 2024	Caliraya Resort Club, Lumban, Laguna	17
Mangumit ES	Capacity Building on Lactation Advocacy for Public Health	November 22, 2024	Shercon Resort and Ecology Park, Mataas na Kahoy, Batangas	14
Lecheria IS	INSPIRE Integrating School Programs with Inclusive Results and Equality through M&E: A Capability Building for Teaching and Non-teaching Personnel	November 29-30, 2024	Chateau Bleu Hotels And Resorts Inc.	86
Bucal ES	Seminar on Uplifting Women's Leadership in the workplace through Capability Building for Teaching and Non-Teaching of Bucal Elementary School	December 8, 2024	Vonwelt Nature Farm, Magdalena, Laguna	48
Ronggot ES	Training for Teaching and Non-Teaching Personnel of Ronggot Elementary School on Promoting Gender Equality and Women Empowerment	December 6-7, 2024	Sandville Beach Resort, Greenville Baroro, Bacnotan, La Union Province	11
Palingon ES	Capability Building for Teaching and Non-Teaching Personnel in Promoting Awareness to Eliminate Gender-Based Violence against Women and Children in School	December 7, 2024	La Vista Pansol Resort, Norville Subd., Purok 5, Pansol, Calamba City	22

San Cristobal NHS	Capability Building for Teaching and Non-Teaching Personnel of San Cristobal NHS “Breaking Barriers: A Comprehensive Approaches to End Violence against Women and Children”	December 6, 2024	Torres Farm and Resort, Naic, Cavite	52
Real ES	Capability Building on RA 6949 Focusing on the Value and Importance of Women's Contribution in the Workplace and the Society	December 13-14, 2024	La Elliana Hotel Vigan and Laoag, Ilocos Norte	59
Makiling IS	Capacity Building on Gender-Responsive Communication: A Pathway to Equality	December 6-7, 2024	Bakasyunan Resort and Conference Center, Tanay-Sampaloc Road, Tanay, Rizal, Philippines	118
Canlubang ES	Seminar on Gender-Based Sexual Harassment of RA 11313 Safe Spaces Act to Develop Equitable Workplace for Teaching and Non-Teaching Personnel of Canlubang ES	December 15, 2024	La Vista Pansol Resort, Norville Subd., Purok 5, Pansol, Calamba City	28
CCSA	Capacity Building for Teaching and NonTeaching Personnel on GAD Strengthening Awareness in Implementing Guidelines on the Reviewed Gender-Related Policies	December 12-13, 2024	Sophia's Lakehouse, Cavinti, Laguna	19
La Mesa ES	Capability Building of Teaching and Non-Teaching Personnel in Gender Responsive Teaching Techniques and Classroom Management	December 18, 2024	Hacienda Gracita Tagaytay Leisure Park and Private Resort	22
Sampiruhan ES	Capacity Building for SES Teaching and Non-Teaching Personnel on Gender Equality in the Modern Workplace	December 7, 2024	La Vista Pansol Resort, Norville Subd., Purok 5, Pansol, Calamba City	43

**Schools Division Office Key Result Area:** HR Development Interventions

**Program/Project:** Priority Development Interventions (CO-Priority Development Programs)

**Alignment with MATATAG Agenda:**

This PPA is anchored in this component of the MATATAG Agenda: **Give support to teachers and other personnel to teach and perform better.**

The Priority Development Program for Teaching, Teaching-related, and Non-teaching personnel within the Department of Education (DepEd) Schools Division Office of Calamba City aims to enhance the quality of education through the systematic development and professional growth of educators and support staff. This comprehensive program is designed to equip personnel with the necessary skills, knowledge, and competencies required to meet the evolving demands of the educational landscape.

Activities concerning PD programs in SDO Calamba City are the following:

<b>No.</b>	<b>Title of PD Programs</b>	<b>Venue</b>	<b>Date of Implementation</b>	<b>No. of Trained School Head/Teachers</b>
1	Division Rollout of Advancing Basic Education Course (ABC+) Instructional Leadership Training (ILT) Upskilling Program: Strengthening Learning Conditions for Early Literacy	Development Academy of the Philippines	March 4-8, 2024	52 Elementary School Heads trained
2	Division Training of School Trainers (DTOT) on the MATATAG Curriculum	Batangas Country Club	April 29 – May 3, 2024	<ul style="list-style-type: none"> <li>• 14 HTI</li> <li>• 4 HTII</li> <li>• 27 HTIII</li> <li>• 52 MTI</li> <li>• 21 MTII</li> <li>• 5 PI</li> <li>• 21 PII</li> <li>• 6 PIII</li> <li>• 4 PIV</li> </ul> <b>Total: 193 trained</b>
3	School-Based Training of Teachers (SBTT) on the	4 <sup>th</sup> Flr., Bulwagang Rizal, DepEd Main Bldg.,	July 1-5, 2024	• 171 Kindergarten teachers trained

	MATATAG Curriculum	Brgy. Real, Calamba City		
		Calamba Elementary School		<ul style="list-style-type: none"> <li>• 270 Grade 1 teachers trained</li> </ul>
		Calamba Science Integrated School		<ul style="list-style-type: none"> <li>• 65 English 4 teachers trained</li> <li>• 60 English 7 teachers trained</li> <li>• 18 GMRC teachers trained</li> <li>• 24 Values 7 teachers trained</li> </ul>
		Jose Rizal Memorial School		<ul style="list-style-type: none"> <li>• 44 Math 4 teachers trained</li> <li>• 40 Science 4 teachers trained</li> <li>• 34 Filipino 4 teachers trained</li> <li>• 28 AP 4 teachers trained</li> <li>• 39 Math 7 teachers trained</li> <li>• 36 Science 7 teachers trained</li> <li>• 42 Filipino 4 teachers trained</li> <li>• 34 AP 7 teachers trained</li> <li>• 23 EPP/HELE teachers trained</li> <li>• 32 MAPEH 4 teachers trained</li> <li>• 41 TLE 7 teachers trained</li> <li>• 32 MAPEH 7 teachers trained</li> </ul>
4	MATATAG Curriculum Training for the Private School Leaders and Teachers	Lyceum of the Philippines University	August 15-17, 2024	<ul style="list-style-type: none"> <li>• 40 Kindergarten teachers trained</li> <li>• 34 Grade 1 teachers trained</li> <li>• 68 Grade 4 teachers from English, Math, Science, Filipino, GMRC/Values Ed, MAPEH, and</li> </ul>

				<p>Araling Panlipunan teachers trained</p> <ul style="list-style-type: none"> <li>• 52 Grade 7 teachers from English, Math, Science, Filipino, GMRC/Values Ed, MAPEH, and Araling Panlipunan teachers trained</li> <li>• 8 EPP and TLE teachers trained</li> </ul>
5	Higher-Order Thinking Skills-Professional Learning Packages (HOTS-PLPs) for English, Science and Mathematics	Monte Vista Resort, Pansol, Calamba City	July 12-15, 2024	<ul style="list-style-type: none"> <li>• 54 English teachers</li> <li>• 53 Science teachers</li> <li>• 55 Mathematics teachers</li> </ul>
6	Orientation on the Implementation of Induction Program for Beginning Teachers (IPBT) and Introduction of Guidelines for Quality Assurance of School and Division-Initiated Professional Development Program	4 <sup>th</sup> Flr., Bulwagang Rizal, DepEd Main Bldg., Brgy. Real, Calamba City	November 6, 2024	<ul style="list-style-type: none"> <li>• 72 School Heads and</li> <li>• 72 LAC Leaders</li> </ul>
7	Master Teachers Professional Development Training Program 2.0 (MTPDP 2.0)	St. Giles Hotel, Makati City	November 25 to 30, 2024	124 Master Teachers
8	Training on Utilizing Positive Heutagogy on Learners' Discipline (UPHOLD) Series 1	3rd Floor Lobby, City Hall, Calamba City	December 03, 2024	50 GMRC/Values ed teachers
9	GABAI: Guidance Advocates in Building and Administering	3rd Floor Lobby, City Hall, Calamba City	December 4-6, 2024	50 School Guidance teachers

Improved Counseling services for Clients			
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**RELEVANT PHOTOS**



**Schools Division Office Key Result Area:** Professional and Career Development

**Program/Project:** Division Recognition Program

**Alignment with MATATAG Agenda:**

This PPA is anchored in this component of the MATATAG Agenda: **Give support to teachers to teach better.**

The purpose of the project recognition programs is to foster a culture of appreciation and recognition within the organization, targeting the unique contributions of employees within the SDO. This initiative aims to enhance employee morale, increase engagement, and improve overall job satisfaction through systematic recognition practices.

The activities of HRDS are as follows: 2023 Search for Gawad CALAMBAYANI held last February 19, 2024, at Crimson Hotel, Alabang, Muntinlupa City. Another activity is the Quarterly Affirmation and Recognition of SDO employees held every Quarter.

The awardees for the 2023 Division Gawad CALAMBAYANI are as follows:

<b>Categories</b>	<b>Awardee</b>	<b>School</b>
Outstanding Elementary School Teacher	Marv Glee E. De Leon	Southville VI Elementary School
Outstanding High School Teacher	Nelfren P. Sambalod	Calamba City Science Integrated School
Outstanding Elementary Master Teacher	Lynel M. Mendoza	Southville VI Elementary School
Outstanding High School Master Teacher	Rico A. Herrero	Punta Integrated School
Outstanding Special Education (SPED) Teacher	Jennifer B. Libero	Prinza Elementary School
Outstanding Alternative Learning System (ALS) Teacher	Jose Leo D. Pamplona	Makiling Elementary School

Outstanding Elementary School Principal	Loma N. Platon	Maiada-In Elementary School
Outstanding High School Principal	Charlene C. Angeles	Punta Integrated School
Outstanding Related Teaching Personnel (Except EPS and PSDS)	Mirasol Q. Domingo	Camp Vicente Lim Integrated School
Outstanding Teacher-Researcher in Elementary	Ma. Cristina O. Bauyon	Bunggo Elementary School
Outstanding Teacher-Researcher in High School	Emelita A. Manangkil	Makiling Integrated School
Outstanding Researcher for Teaching-Related Personnel	Dexter M. Palanas	School Governance Operations Division
Best Performing Public Elementary School		Maiada In Elementary School
Best Performing Public High School		Kapayapaan Integrated School
Best Performing ALS Center/ Community Learning Centers		Camp Vicente Lim Integrated School

### RELEVANT PHOTOS



The finalists for the 9<sup>th</sup> Regional Gawad Patnugot are as follows:

Categories	Awardee	Classification
Outstanding Elementary Master Teacher	Lynel M. Mendoza	Finalist
Outstanding High School Master Teacher	Rico A. Herrero	Finalist
Outstanding ALS Teacher	Jose Leo Pamplona	Finalist
Outstanding High School Researcher	Emelita A. Manangkil	Finalist
Outstanding Teaching-Related Researcher	Dexter M. Palanas	Finalist

Outstanding Public Elementary Principal	Lorna N. Platon	Finalist
Best Public High School Implementer	Kapayapaan Integrated School	Finalist

The program aims to establish a culture of appreciation within the Division Office. This initiative is designed to systematically recognize the contributions of employees, thereby enhancing overall engagement, morale, and productivity. The project focuses on creating a structured program that highlights the importance of employee recognition as a critical element of effective management.

There were 3 activities held on the First Quarter (from January to March) because the strategy during this quarter is still once a month. One activity was held from the second to fourth quarter.

<b>Month/Quarter</b>	<b>Award</b>	<b>Awardees</b>	<b>Office</b>
January 2024	Employee of the Month	Joseph L. Guerrero	SGOD
	Best Team Player Award	Ronald L. Manaig	SGOD
	Extra Mile Achiever	Atty. Jonas Anton Manalo	OSDS
	Ace of Support	James Oliver Q. Sipriaso	OSDS
February 2004	Employee of the Month	Lino T. Sanchez	CID
		Kevin A. Domingo	SGOD
	Best Team Player Award	Rocky A. dela Cruz	SGOD
	Extra Mile Achiever	Dexter M. Palanas	SGOD
	Ace of Support	Aldwin Dimaguila	OSDS
March 2024	Employee of the Month	Andrea C. Señadoza	CID
	Best Team Player Award	Kristian L Alcantara	OSDS
		Joel I. Libranda	CID
	Extra Mile Achiever	Ma. Cecilia M. Fabellore	OSDS
Ace of Support	Chona S. Rangasa	OSDS	
2 <sup>nd</sup> Quarter	Employee of the Month	Kevin A. Domingo	SGOD
	Best Team Player Award	Rocky A. Dela Cruz	SGOD
	Extra Mile Achiever	Jerwin L. Patiga	SGOD
	Ace of Support	Donna Krista Geneciran	CID
3 <sup>rd</sup> Quarter	Best Team Player Award	Minna Rosa A. Baylon	OSDS
		Rosemarie V. Magnaye	CID
		Ligaya G. Martir	SGOD
	Extra Mile Achiever	Aldwin L. Dimaguila	OSDS
		Rowena B. Cambel	CID
		Rose Ann B. De Asis	SGOD
	Ace Of Support	Julius A. Tabinas	OSDS
		Mary Ann H. Landasan	CID
		Arlene L. Miranda	SGOD
	Aljun G. Fernandez	OSDS	

	Customer Care Award	Mary Jane G. Dapito	OSDS
4 <sup>th</sup> Quarter	Ace Of Support Award	John Paul R. Mañaga	OSDS
		Rose Marie M. Alpajaro	CID
		Queen Ann E. Sanchez	SGOD
	Extra Mile Achiever	Jennifer D. Hornilla	OSDS
		Enelyn T. Badillo	CID
		Joylan E. Corcega	SGOD
	Best Team Player Award	Marites M. Zoleta	CID
		Allan Jade V. Reyes	SGOD
	Best Employee	Reclamante P. Viloria	OSDS
		Clariza G. Terones	CID
	Ronald L. Manaig	SGOD	

Defining clear objectives is foundational to the project's success. By determining the specific reasons for implementing the recognition program, such as enhancing employee morale, boosting productivity, and increasing retention rates, the organization can tailor its recognition efforts to align with desired outcomes. The development of strategies and methods employed thru constant feedback mechanisms helped the program to improve. Through giving of affirmation and recognition from the three functional offices paved a way to experience fairness and satisfaction of employees. One of the most significant effective strategies employed during the 2023 Gawad CALAMBAYANI search was the establishment of a structured and transparent evaluation process. This strategy involved Clear Criteria for Evaluation anchored in the Gawad Patnugot and effective collaborative Involvement among LGU, PRAISE Committee members and sub-committee members. One of the major challenges encountered is Limited Participation: One of the primary challenges was achieving adequate participation from potential nominees. Some individuals were not fully aware of the nomination process or underestimated their qualifications, which resulted in fewer nominations than expected.

### Relevant Photos





**Gawad Patnugot**



**Schools Division Office Key Result Area: Private Education Regulations and Development**

**Program/Project:** Project 5Ps - (Public and Private Schools Proactive Partners in DepEd Programs)

**Alignment with MATATAG Agenda:**

Take good care of learners by promoting learner well-being, inclusive education and a positive learning environment.

Take steps to accelerate delivery of basic education facilities and services

Project 5Ps is one of the programs of SDO Calamba City that is anchored on Public and Private Basic Education Complementarity Framework. It is in line with Section 4(1), article XIV of the 1987 Philippine Constitution, which reiterates the complementarity roles of public and private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions.

SDO Calamba City accomplished the following:

- Conducted 3 quarterly Kapehan sa Bulwagan with Private School Administrators
- Evaluated 39 (renewal), 9 (new) and 2 (recognitions) application for government permit
- Evaluated 69 Special Order Applications for SHS
- Validated and evaluated 15 applications for tuition and/or other school fees increase
- Endorsed 6 schools for temporary/permanent closure

In addition to the accomplishments mentioned above, it is also important to add that issues and concerns of parents and learners from private schools that were communicated to the SDO were addressed promptly and appropriate actions were taken.

Highlights of the implementation of 5Ps for 2024.



Sci  
Operations

**Program/Project:** Leaders and Educators Advancement Program (LEAP)

**Alignment with MATATAG Agenda:**

**TA**ke steps to accelerate delivery of basic education facilities and services.

The Basic Education Monitoring and Evaluation Framework (BEMEF) along with the structures and mechanisms, shall be adopted and implemented by all DepEd operating units in all governance levels. It identifies DepEd operating units with oversight M and E functions and articulates the M and E processes that shall be performed at each governance level.

The Department establishes the BEMEF to ensure that the agency’s plans, policies, systems and processes are geared towards the achievement of organizational outcomes.

**Accomplishments**

- ✓ 100% PPAs monitored and evaluated with the average score of 3.88 and verbal interpretation of Outstanding.
- ✓ All Programs proponents utilized the data bank system.
- ✓ DFTATs used the SMEA to give technical assistance to all PPAs proponents.
- ✓ 100% of schools presented their accomplishment and implementation of SIP and AIP.
- ✓ Conduct four (4) Program Implementation Review and two (2) Performance Review

<b>QUARTER</b>	<b>TARGET (Total Number of Target PPAs/Quarter)</b>	<b>ACTUAL (Total Number of Conducted PPAs/Quarter)</b>	<b>RATING OF ACCOMPLISHMENT AND OVER-ALL RATING FOR THE FY</b>
<b>1<sup>st</sup> Quarter</b>	24	24	100
<b>2<sup>nd</sup> Quarter</b>	23	23	100
<b>3<sup>rd</sup> Quarter</b>	18	18	100
<b>4<sup>th</sup> Quarter</b>	33	33	100
<b>OVERALL</b>	<b>Total: 98</b>	<b>Total: 98</b>	<b>Overall Rating: 100%</b>

Through the development of localized SMEA system, schools give immediately respond to issues and concerns affecting the effectiveness of programs and efficiency of programs delivery to provide immediate feedback on the efficacy and weaknesses of program implementation at the school level vis-a-vis SIP and AIP implementation, respond to technical and training needs of teachers and identify enhancements to educational policies and guidelines.

**RELEVANT PHOTOS**



**List of Professional Development Interventions and PPAs Conducted, Monitored and Evaluated in 2024**

<b>FIRST QUARTER (January to March 2024)</b>				
<b>No.</b>	<b>Title of Activity</b>	<b>Category</b> (Training; Program LRM; Research; PIR; Conferences/ Meetings/ Orientation)	<b>Date Conducted</b>	<b>Rating</b>
1	Division Orientation on the Establishment of School Governance Council (SGC)	Orientation	January 10, 2024	3.94
2	Division Seminar-Workshop on Intensifying Secondary MAPEH Teachers' Knowledge and Pedagogical Skills in Teaching Music and Visual Arts	Training	January 11-13, 2024	3.95
3	Fourth Quarter Performance Implementation Review (PIR) For FY 2023	Conference	January 15-16, 2024	3.86
4	Division Orientation on Mushroom Production to Selected Public Schools	Orientation	January 22, 2024	3.95
5	Division-Wide Roll-Out of Early Language Literacy and Numeracy Focusing on the Science of Reading	Training	January 23-26, 2024	3.97
6	Conduct of the 2024 City Sports Meet	Sports	January 25-27, 2024	3.60
7	Y.E.S. to Pro-Safe (Youth for Environment in Schools to Sustaining Actions and Favorable Environmental Protection) Training-Workshop	Training	January 26-27, 2024	3.87
8	Division Learning Action Cell (LAC) on Filipino Sign Language for Alternative Learning System (ALS) Teachers	Training	January 24, 2024	3.48
9	Consultation with Relevant Stakeholders Regarding the Shift of the School Year 2023-2024 School Calendar	Meeting	January 30, 2024	3.93
10	Division Enhancement of Program Designing Competencies for School Learning Action Cell (SLAC) and Gender and Development(GAD) Coordinators for SY 2023-2024	Training	January 30-31, 2024	3.92

11	Division Executive Committee Meeting (DEXECOM)	Meeting	February 2, 2024	3.97
12	Division Management Committee Meeting	Meeting	February 6, 2024	3.98
13	2nd Division Management Committee Meeting	Meeting	February 21, 2024	3.99
14	Meeting With Administrative Officer II and Project Development Officer I	Meeting	February 13, 2024	3.69
15	Meeting with Teachers Association Presidents and/or Representatives	Meeting	February 8, 2024	3.99
16	Participation of the Division Federation of Supreme Secondary learner Government Officers to 4-H Club program		February 16, 2024	3.81
17	2023 GAWAD CALAMBAYANI	Recognition	February 19, 2024	3.96
18	Division Learning Action Cell (LAC) on the Utilization of Different assessments in Alternative Learning System (ALS)	Training	February 16, 2024	3.92
19	2nd Division Executive Committee Meeting (DEXECOM)	Meeting	March 27, 2024	3.92
20	Workshop on the Preparation of FY 2025 Budget proposals	Workshop	February 29-March 1, 2024	3.89
21	Division Rollout of Advancing Basic Education Course (ABC+) Instructional Leadership Training (ILT) Upscaling Program: Strengthening Learning Conditions for Early Literacy	Training	March 4-8, 2024	3.99
22	First Division Summit on Alternative Delivery Mode (ADM) Education in Emergencies	Conference	March 21, 2024	3.88
23	Training -Workshop on the Division Implementation of Program Management Information System (PMIS)	Training	March 14-15, 2024	3.93
24	Analysis and Evaluation of project ROSS (Results-Oriented Social Services) in Education Through Data Driven PPAs on Research and Innovation	Conference	March 8-10, 2024	3.94
<b>Overall Rating</b>				<b>3.98</b>

## SECOND QUARTER (April to June 2024)

<b>No.</b>	<b>Title of Activity</b>	<b>Category</b> (Training; Program LRM; Research; PIR; Conferences/ Meetings/ Orientation)	<b>Date Conducted</b>	<b>Rating (%)</b>
1	2024 Regional Athletic Association Meet (RAAM)		April 5-13, 2024	3.72
2.	First Quarter Performance Implementation Review and Plan Adjustment for Fiscal Year 2024		April 1-2, 2024	3.84
3	First Quarter Kapehan Sa Bulwagan with School Administrators of Private Schools		April 25, 2024	3.68
4	3rd Division Executive Committee Meeting (DEXECOM)		May 7, 2024	3.97
5	3rd Division Management Committee Meeting		May 9, 2024	3.98
6	Division Orientation on the Implementation of the National Learning Camp (NLC) for the Learning Camp Volunteers (LCVs)		May 23, 2024	3.76
7	Scaling Up of Project RIZALIKSIK (Research and Innovations, Zeal for Academic Leadership) Batch 1		May 3-5, 2024	3.97
8	Scaling Up of Project RIZALIKSIK (Research and Innovations, Zeal for Academic Leadership) Batch 2		May 10-12, 2024	3.97
9	Scaling Up of Project RIZALIKSIK (Research and Innovations, Zeal for Academic Leadership) Batch 3		May 24-26, 2024	3.90
10	School Safety Plan Workshop		May 21-22, 2024	3.97
11	Barkada Kontra Droga Election		May 20, 2024	3.90
12	YES-O Election (Secondary)		May 21, 2024	3.94
13	YES-O Election (Elementary)		May 21, 2024	3.86
14	DFSELG Election		May 20, 2024	3.87
15	DFSSLG Election		May 20, 2024	3.52
16	Training Writeshop on the Enhancement/Development of Public Service Continuity Plan Cum Risk Assessment and Management Workshop Towards One DepEd One QMS.		June 4-7, 2024	3.95

17	Simulation of the Implementation of Crafted Contingency Plan for the Selected SDO Personnel and School DRRM Coordinators		June 10-11, 2024	3.94
18	Internal Quality Auditors Training Course		June 5-7, 2024	3.90
19	Division Implementation of Tayo Naman! Mental Health and Psychological Support Service for DepEd Personnel FY 2024		May 3,10,17,24,31, 2024	3.82
20	Peer Education Training on Adolescent Sexuality and Reproductive Health and Teen Pregnancy Prevention-24		May 22-24, 2024	3.89
21	Seminar on Gender Mainstreaming Cum Research Analysis on the Implementation of RA 11313 at SDO Calamba City		June 13-15, 2024	3.74
22	4 <sup>th</sup> Division Management Committee Meeting		June 21, 2024	3.99
23	Second Quarter Kapehan sa Bulwagan with Private School Administrators		June 24, 2024	3.52
<b>OVERALL RATING</b>				<b>3.85</b>

<b>THIRD QUARTER (July to September 2024)</b>				
<b>No.</b>	<b>Title of Activity</b>	<b>Category</b> (Training; Program LRM; Research; PIR; Conferences/ Meetings/ Orientation)	<b>Date Conducted</b>	<b>Rating (%)</b>
1	Mid-Year Analysis and Evaluation of Project ROSS (Results Oriented Social Services) in Education through Data-Driven PPAs on Research and Innovation	Activity	July 18-21, 2024	3.91
2	Brigada Eskwela 2024	Activity	July 22, 2024	3.95
3	2024 Division Basic Education Research Proposal Review	Activity	August 7-8, 2024	3.91
4	Joint Division Executive and Management Committee Meeting	Orientation /Meeting	August 9, 2024	3.92
5	Participation of the Division Federation of Learner	Training	August 16, 2024	3.63

	Government Officers to 4-H Club Program			
6	Orientation On Personnel Management and Other Human Resource Action	Orientation /Meeting	August 19, 2024	3.81
7	2024 Kumusta Youth: Fostering MATATAG Leadership In School Governance and Operations	Training	August 20, 2024	3.95
8	Division MADRASA Education Program (MEP) Implementation Review and Curriculum Planning Of Program, Projects and Activities (PPAs) For School Year 2024-2025	Training	August 22, 2024	3.88
9	Scaling Up Of Project RIZALIKSIK (Research and Innovations, Zeal for Academic Leadership) (Batch 5)	Activity	August 23-25, 2024	3.95
10	Scaling Up Of Project RIZALIKSIK (Research and Innovations, Zeal for Academic Leadership) (Batch 6)	Activity	August 30 – September 1, 2024	3.98
11	Orientation of the Designated School Records Custodian on the Use and Implementation of the New and Enhanced Online Document Tracking System	Orientation /Meeting	September 4, 2024	3.77
12	Division Orientation On Continuous Improvement Program (CIP) For New School Heads	Orientation /Meeting	September 5-6, 2024	3.97
13	Division Alternative Learning System (ALS) Learning Action Cell (LAC) Session1	Training	September 6, 2024	3.53
14	2024 Empower teens: Strengthening Adolescent Reproductive Health Through Collaborative Efforts	Training	September 6, 2024	3.85
15	Project Love For Life, Share A Blood: A Bloodletting Activity	Activity	September 12, 2024	3.95
16	Scaling Up Of Project RIZALIKSIK (Research and Innovations, Zeal for Academic Leadership) (Batch 7)	Activity	September 13-15, 2024	3.93
17	Training On Radio Scriptwriting And Broadcasting, Science And	Training	September 14, 2024	3.64

	Technology Writing, Copyreading, And Headline Writing			
18	Division Alternative Learning System (ALS) Learning Action Cell (LAC) Session2	Training	September 27, 2024	3.87
				<b>3.86</b>

**FOURTH QUARTER (October to December 2024)**

No.	Title of Activity	Category (Training; Program LRM; Research; PIR; Conferences/ Meetings/ Orientation)	Date Conducted	Rating (%)
1	CAPACITY BUILDING ON SCHOOL-BASED FEEDING PROGRAM FOR SY 2024-2025 CUM OPLAN KALUSUGAN SA DEPED PROGRAMS	Training	October 1, 2024	3.96
2	2024 DIVISION RESEARCH FESTIVAL: SHOWCASING BEST PRACTICES IN RAISING THE BAR OF EXCELLENCE AND CULMINATING ACTIVITY OF NATIONAL TEACHERS' MONTH	Research	October 3, 2024	3.82
3	SCALING UP OF PROJECT RIZALIKSIK (RESEARCH AND INNOVATIONS, ZEAL FOR ACADEMIC LEADERSHIP) (Batch 10)	Research	October 4-6, 2024	3.96
4	THIRD QUARTER PROGRAM IMPLEMENTATION REVIEW AND PLAN ADJUSTMENT (PIRPA) FOR FISCAL YEAR 2024	Meeting	October 7-8, 2024	3.86
5	6TH DIVISION MANAGEMENT COMMITTEE MEETING	Meeting	October 10, 2024	3.95
6	MASS ONBOARDING ON GOKONGWEI BROTHERS FOUNDATION CLASS BUILDER PLATFORM FOR GRADES 4 AND 5 MATHEMATICS TEACHERS	Orientation	October 16, 2024	3.94
7	SCALING UP OF PROJECT RIZALIKSIK (RESEARCH AND INNOVATIONS, ZEAL FOR ACADEMIC LEADERSHIP) (Batch 12)	Research	October 18-20, 2024	3.94

8	SCALING UP OF PROJECT RIZALIKSIK (RESEARCH AND INNOVATIONS, ZEAL FOR ACADEMIC LEADERSHIP) (Batch 11)	Research	October 18-20,2024	3.89
9	DIVISION ALTERNATIVE LEARNING SYSTEM (ALS) LEARNING ACTION CELL (LAC) SESSION 3	Meeting	October 18, 2024	3.95
10	IMPLEMENTATION OF PROJECT FITTED: FOCUSED AND INTENSIVE TLE TEACHERS ENHANCEMENT AND DEVELOPMENT OF SKILLS THROUGH LESSON STUDY	Training	October 19, 2024	3.94
11	7th Division Management Committee Meeting	Meeting	October 30, 2024	3.98
12	DIVISION ORIENTATION-WORKSHOP ON THE DEVELOPMENT OF PISA ALIGNED WEEKLY LEARNING ACTIVITIES IN ENGLISH, MATH AND SCIENCE	Orientation -Workshop	November 4, 2024	3.94
13	ORIENTATION ON THE IMPLEMENTATION OF INDUCTION PROGRAM FOR BEGINNING TEACHERS (IPBT) AND GUIDELINES FOR QUALITY ASSURANCE OF SCHOOL AND DIVISION INITIATED PROFESSIONAL DEVELOPMENT PROGRAM	Orientation	November 5-6, 2024	3.95
14	SCALING UP OF PROJECT RIZALIKSIK (RESEARCH AND INNOVATIONS, ZEAL FOR ACADEMIC LEADERSHIP) (Batch 13)	Research	November 8-10,2024	3.95
15	DIVISION ORIENTATION ON THE REVISED SCHOOL-BASED MANAGEMENT (SBM) GUIDELINES	Orientation	November 13, 2024	3.99
16	DIVISION TRAINING WORKSHOP ON THE BASIC EDUCATION MONITORING AND EVALUATION FRAMEWORK (BEMEF) POLICY IMPLEMENTATION	Training	November 14-15, 2024	3.91
17	SCALING UP OF PROJECT RIZALIKSIK (RESEARCH AND INNOVATIONS, ZEAL FOR	Research	November 15-17,2024	3.98

	ACADEMIC LEADERSHIP) (Batch 14)			
18	SCALING UP OF PROJECT RIZALIKSIK (RESEARCH AND INNOVATIONS, ZEAL FOR ACADEMIC LEADERSHIP) (Batch 15)	Research	November 15-17,2024	3.93
19	TRAINING-WORKSHOP SERIES: PROMOTING INCLUSIVE PRACTICES FOR DIVERSE LEARNING SPACES (BATCH 1)	Training	November 25-27, 2024	3.97
20	MASTER TEACHERS PROFESSIONAL DEVELOPMENT PROGRAM (MTPDP 2.0)	Training	November 25-30, 2024	3.97
21	TRAINING-WORKSHOP SERIES: PROMOTING INCLUSIVE PRACTICES FOR DIVERSE LEARNING SPACES (BATCH 2)	Training	November 28-30, 2024	3.97
22	DIVISION LEARNING ACTION CELL (LAC) ON THE DEVELOPMENT OF CONTEXTUALIZED LEARNING MATERIALS FOR ALS MODERNIZATION AND ADAPTATION	Training	December 2-6, 2024	3.70
23	TRAINING-WORKSHOP ON THE GUIDANCE ADVOCATE IN BUILDING AND ADMINISTERING IMPROVED COUNSELING ACTIVITIES FOR CLIENTS (GABAI)	Training	December 4-6, 2024	3.97
24	ADMINISTRATIVE COMPETENCE AND TRAINING WORKSHOP ON SUCCESS FOR FINANCIAL AND INVENTORY MANAGEMENT (ACT-SUCCESS)	Training-Workshop	December 5-6, 2024	3.75
25	2024 CULMINATING ACTIVITY FOR THE OBSERVANCE OF THE 18-DAY CAMPAIGN TO END VIOLENCE AGAINST WOMEN AND THEIR CHILDREN (VAWC)	Culminating Activity	December 4, 2024	3.95
26	TRAINING-WORKSHOP ON THE UTILIZATION OF POSITIVE HEUTAGOGY TO LEARNERS' DISCIPLINE (UPHOLD)	Training-Workshop	November 29-December 2-3, 2024	3.99

27	TRAINING-WORKSHOP ON HUMAN RESOURCES INFORMATION SYSTEM (HRIS)	Training-Workshop	December 3-4, 2024	3.55
28	DIVISION PRESENTATION OF COMPLETED CONTINUOUS IMPROVEMENT PROJECTS (CIPs)	Research	December 9, 2024	3.90
29	DEPED COMPUTERIZATION PROGRAM (DCP) TRAINING: BASIC PC TROUBLESHOOTING AND INTRODUCTION TO ARTIFICIAL INTELLIGENCE (AI)	Training	November 28-29, 2024	3.92
30	2024 STAKEHOLDERS' FORUM AND RECOGNITION	Forum and Recognition	December 10, 2024	3.98
<b>OVERALL RATING</b>				<b>3.92</b>

**Schools Division Office Key Result Area:** Support to School Governance and Operations

**Program/Project:** Oplan Kalusugan sa DepEd

**Alignment with MATATAG Agenda: 3.** Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

Oplan Kalusugan sa DepEd is an integrated health program designed to enhance the well-being of students, school personnel, and the wider educational community. This is in line with the Department of Education's (DepEd) mandate to provide a holistic learning environment, Oplan Kalusugan focuses on promoting physical, mental, and social health to ensure that health concerns do not hinder students' academic growth. Through a set of six flagship programs, the initiative seeks to address health challenges, from malnutrition to mental health issues, in a systematic and inclusive manner.

These six flagship programs include the following: **School-Based Feeding Program, Adolescent Reproductive Health Program, WASH in Schools Program, National Drug Education Program, School Mental Health Program, and Medical, Dental, and Nursing Services.** These programs aim to improve the overall health conditions of students and personnel and to create a conducive learning environment.

**School-Based Feeding Program** successfully met its target of providing nutritious meals to **7,621** students, achieving **100%** completion with no variance (0%). Every student identified as undernourished in the target areas received the full benefits of the feeding program in comparison to **65.5%** completion for CY 2023. **Gulayan sa Paaralan Program** successfully met its target, with **72 schools** receiving the allocated financial assistance, resulting in a **100%** accomplishment rate and **0% variance**. All identified schools were able to use the funds to establish or maintain their school gardens as planned. **Dental Health Program** successfully reached **16,142** students, which accounts for **80.71%** of the target learners. However, there was a **19.29% variance** (approximately 3,858 students) between the target and actual accomplishments. This variance was influenced by various factors, including logistical challenges, limited access to dental health professionals, and the availability

of resources in some areas. The program also successfully reached **100%** of the target learners with oral health talks, achieving **100%** accomplishment and **0% variance**. This indicates that every student in the target schools received the intended oral health education. **Dental Health Program for SDO Employees** successfully met its target, with **135 employees** receiving dental examinations and treatments. This accounts for **100%** accomplishment, with no variance, indicating that every targeted employee was served as planned. **Health and Wellness Program for SDO Employees** successfully reached its target of **130 employees**, with **100%** of the planned beneficiaries receiving the intended health and wellness services. This means there was **no variance**, and every targeted employee participated in the program. **School-Based Deworming Program** aimed to deworm 85% on May 2024 of enrolled students, but only **61%** of the target was achieved, with **63,932 students** successfully dewormed. This resulted in a **24% variance** from the target, which is approximately **21,000 students** less than initially planned. The program also set a target to deworm 85% on November 2024 of the enrolled learners, but only **61,515 students** (approximately **61%**) were reached, resulting in a **24% variance** (roughly 21,000 students) from the initial target. Lastly, all **73 target schools** successfully implemented the **School Mental Health Program, Adolescent Reproductive Health Program, and WASH in Schools Program**, achieving a **100%** accomplishment rate with **no variance**. This indicates that each school in the target group received full implementation of these programs.

**School-Based Feeding Program** - The School-Based Feeding Program (SBFP) primarily targets the malnutrition problem among schoolchildren, particularly those in public elementary schools. This initiative focuses on providing nutritious meals to students who are identified as undernourished or at risk of malnutrition.

**Adolescent Reproductive Health Program** - This program seeks to provide adolescents with the necessary knowledge and skills to make informed decisions about their sexual and reproductive health. It aims to reduce teenage pregnancies, STIs, and risky sexual behaviors through education and awareness.

**WASH in Schools Program (Water, Sanitation, and Hygiene)** - The WASH in Schools Program focuses on improving water and sanitation facilities in schools and promoting hygiene practices among students and school personnel to prevent waterborne diseases and maintain a clean learning environment.

**National Drug Education Program (NDEP)** - The National Drug Education Program aims to prevent drug abuse among students through awareness campaigns, education, and skills-building activities. It seeks to instill in students the importance of making healthy, drug-free choices.

**School Mental Health Program** - This program aims to provide psychological support and promote emotional well-being among students and school personnel. It helps create a supportive environment where mental health issues are addressed proactively.

**Medical, Dental, and Nursing Services** - The provision of medical, dental, and nursing services ensures that students receive necessary health checkups, treatment, and emergency medical assistance, helping them stay healthy and ready for learning.

The six flagship programs of Oplan Kalusugan are instrumental in promoting the health and well-being of students, which in turn enhances their ability to learn

and succeed in school. By addressing both physical and mental health needs, these programs ensure that students are not only academically equipped but also emotionally and physically prepared to face the challenges of the future.

Continued support and collaboration with other government agencies, local government units, and stakeholders will be crucial in overcoming existing challenges and sustaining the programs' positive impact. With strong commitment and resources, Oplan Kalusugan will continue to play a vital role in shaping healthier, more successful students, and by extension, a healthier nation.

### RELEVANT PHOTOS



**Schools Division Office Key Result Area:** Support to School Governance and Operations

**Program/Project:** Oplan Kalusugan sa DepEd

**Alignment with MATATAG Agenda: 3. TAKE** good care of learners by promoting learner well-being, inclusive education, and a positive learning environment

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- **School-Based Feeding Program** - The School-Based Feeding Program (SBFP) primarily targets the malnutrition problem among schoolchildren, particularly those in public elementary schools. This initiative focuses on providing nutritious meals to students who are identified as undernourished or at risk of malnutrition.
- **Adolescent Reproductive Health Program** - This program seeks to provide adolescents with the necessary knowledge and skills to make informed decisions about their sexual and reproductive health. It aims to reduce teenage pregnancies, STIs, and risky sexual behaviors through education and awareness. The School Health Section in collaboration with the City Population Management Office and City Health Office conducted training to 90 Supreme Secondary Learners Government and 27 advisers to minimize teenage pregnancy in the division.
- **WASH in Schools Program (Water, Sanitation, and Hygiene)** - The WASH in Schools Program focuses on improving water and sanitation facilities in schools and promoting hygiene practices among students and school personnel to prevent waterborne diseases and maintain a clean learning environment. 11 among 72 schools in the division awarded 3 stars, 48 schools with 2 stars, 1 school with 1 star and 13 schools with 0 star. This is due to the following reasons: a) no buildable space in the school; b) Ronggot has no permanent address; and c) the area used before as a washing area was demolished due to the construction of a new building.
- **National Drug Education Program (NDEP)** - The National Drug Education Program aims to prevent drug abuse among students through awareness campaigns, education, and skills-building activities. It seeks to instill in students the importance of making healthy, drug-free choices. All public schools submitted NDEP reports and provided support as needed.
- **School Mental Health Program** - This program aims to provide psychological support and promote emotional well-being among students

and school personnel. It helps create a supportive environment where mental health issues are addressed proactively. Soft copy of IEC materials were distributed to all public schools

- **Medical, Dental, and Nursing Services** - The provision of medical, dental, and nursing services ensures that students receive necessary health checkups, treatment, and emergency medical assistance, helping them stay healthy and ready for learning. 145 or 100% of SDO personnel were given health support, 22, 946 learners were medical services and 10, 588 learners were given dental support

The six flagship programs of Oplan Kalusugan are instrumental in promoting the health and well-being of students, which in turn enhances their ability to learn and succeed in school. By addressing both physical and mental health needs, these programs ensure that students are not only academically equipped but also emotionally and physically prepared to face the challenges of the future. Continued support and collaboration with other government agencies, local government units, and stakeholders will be crucial in overcoming existing challenges and sustaining the programs' positive impact. With strong commitment and resources, Oplan Kalusugan will continue to play a vital role in shaping healthier, more successful students, and by extension, a healthier nation.

#### Relevant Photos



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**Schools Division Office Key Result Area:** Support for School Management and Operations

**Program/Project:** Learner Government Program and Leadership Development Programs, Advocacies and Campaigns

**Alignment with MATATAG Agenda:**

**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

Imbued with the values, Maka-Diyos, Makatao, Makakalikasan, and Makabansa, the Schools Division through the Youth Formation Section spearheaded the conduct of “What’s Up Calamba: Breaking Barriers in Fostering MATATAG Student-Leadership” with the various sessions in partnership with different stakeholders. This was held on November 15, 2024, at Halang Elementary School and on November 23, 2024, at National University-Laguna.

This was participated by 240 Supreme Secondary Learner Government (SSLG), Youth for Environment in Schools Organization (YES-O), and Barkada Kontra Droga (BKD) teacher-advisers and student-leaders both from the NU-Laguna and the 21 public secondary schools which aimed to provide opportunities for them using the principle of John Dewey, Learning by Doing, to enhance their productivity and self-reliance, ignite the spirit of volunteerism, cooperation, and dignity of labor, and promote fellowship, understanding and goodwill not only about themselves but for the overall success of the organization they are serving with.

This two-day activity focused on the Ten Centers of Youth Participation as presented by the partner Calamba City Social Services Department which had discussions for the Youth involvement in social services and the establishment of teen centers in benefits of the community. Moreover, with the esteemed lined-up of sessions included in this activity, teacher-advisers and student-leaders were engaged in the National Greening Program with Toshiba Philippines Inc. and their welfare and safety through the in-depth explanation and simulation of speakers from the Philippine Red Cross, from the Division itself, Atty. Allison Denisse Lescano and the Project Development Officer II of Disaster Risk Reduction and Management Mr. Ariel D. Antonio, and as well as the team-building prepared by the NU-Laguna.

**Relevant Photos**



**Program/Project:** Learner Formators Enhancement Program

**Alignment with MATATAG Agenda:**

**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

Imbued with the values, Maka-Diyos, Makatao, Makakalikasan, and Makabansa, the Schools Division through the Youth Formation Section spearheaded the conduct of “(Y.E.S to Pro-SAFE) Youth for Environment in Schools to Sustaining Actions and Favorable Environmental Protection Training-Workshop” on January 26-27, 2024 at Bulwagang Rizal, 4<sup>th</sup> floor, DepEd Calamba Main Building and “LeaderSHAPE: Capability Building of Youth Formation Teacher-Advisers through Kumustahan” on November 22, 2024, at Lina Lajara Chipeco Auditorium Calamba Elementary School.

This was participated by 146 teacher-advisers of Supreme Elementary Learner Government (SELG), Supreme Secondary Learner Government (SSLG) Youth for Environment in Schools Organization (YES-O), and four (4) new Project Development Officers I from public elementary and secondary schools which aimed to capacitate them with necessary leadership skills needed to improve performance at the individual, group, team and organizational levels.

These two-day activities focused on the National Greening Program as presented by the invited speaker from the Department of Environment and Natural Resources and as well as the effective organizational functions for the implementation of programs, projects, and activities for learners and the school community in general. Navigating complexity as reflected through the application of effective strategies for overcoming organizational challenges was deeply discussed and simulated by Mr. Robert Alain H. Bomuel, Administrative Officer IV of Records section.

**Relevant Photos**



**Schools Division Office Key Result Area:** Support for School Management and Operations

**Program/Project:** Career Guidance Program

**Alignment with MATATAG Agenda:**

**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

Highlighting the role of the Department of Education to properly guide secondary-level learners in choosing career tracks they intend to pursue through informed career choices towards becoming productive and contributing individuals, the Schools Division through the Youth Formation Section and the Curriculum Implementation Division-Edukasyon sa Pagpapakatao (ESP) conducted “Level-Up YOUR Career: Campaign for Guided Advocacies and Plan” on September 27, 2024, at Camp Vicente Lim Integrated School (CVLIS).

200 Grade 10 and 12 learners from CVLIS and 42 school heads and career advocates from the 21 secondary schools attended this activity. This aimed to help students make well-informed career choices, develop essential decision-making skills, and foster a strong work ethic to enhance their productivity and value in the workforce.

This half-day activity marked the start of the implementation of the Career Guidance Program with the clear shared data from the Department of Labor and Employment (DOLE) on the Labor Market Information and from the Technical Education and Skills Development (TESDA) Laguna of the available courses and opportunities. The partner, Calamba City Information, Investment, and Public Employment Service Office (IIPESO) relayed the different actions being done and as well as the help extended specifically to employment opportunities by the City Government.

**Relevant Photos**



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**Program/Project:** Online DRRM Online DRRM IEC Library

**Alignment with MATATAG Agenda:**

**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

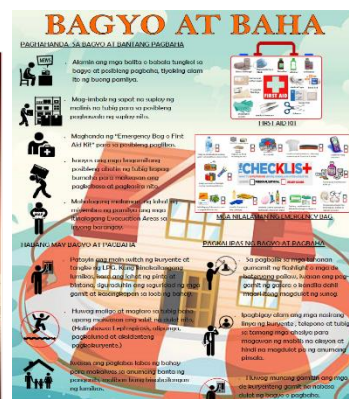
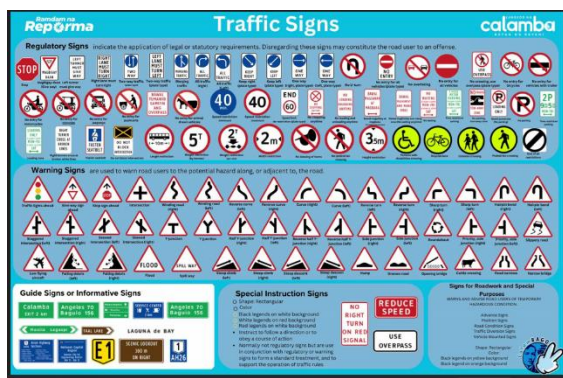
Having more knowledge about disaster and preparedness is very important in today's time when our country is experiencing one disaster after another. Unity and providing knowledge is one of the things that should be extended so that each individual can be more stable in any disaster.

The following are some of the notable accomplishments of the Division:

- Adoption of IEC materials of DRRM related agency approved by the City Mayor.
- Created IEC Library included to the Portal System of LRMS

The implementation of the DRRM IEC Online Library was successful due to the cooperation of the good Mayor Roseller H. Rizal in giving permission for DepEd Calamba to use the IEC Materials of the DRRM Related Local Agencies. Because of this, it will help students' and even teaching personnel to increase their knowledge of proper disaster preparedness and other risks.

**Relevant Photos**



**Schools Division Office Key Result Area: Support for School Management and Operations**

**Program/Project:** Nationwide Simultaneous Earthquake Drill

**Alignment with MATATAG Agenda:**

**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

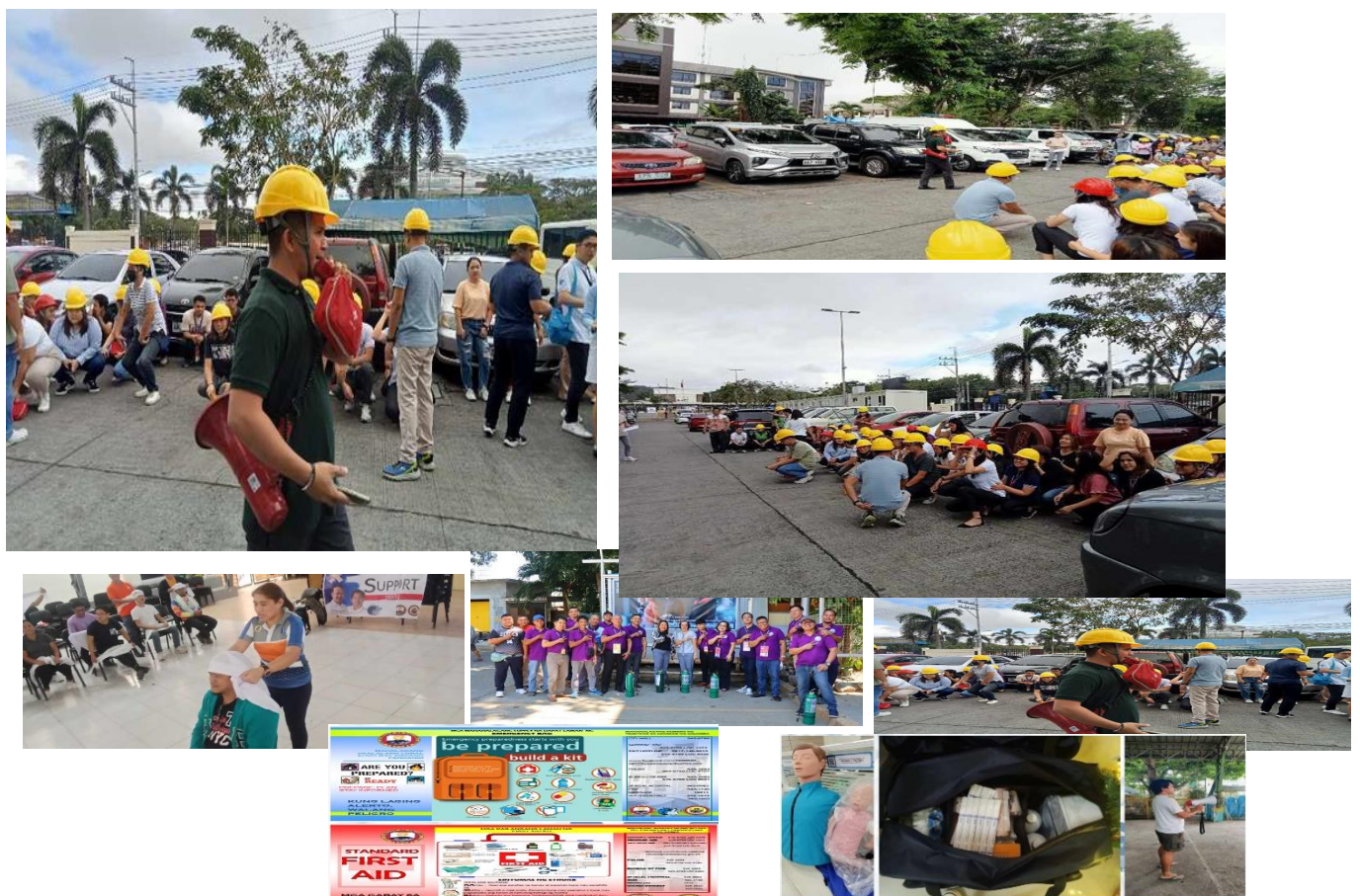
By conducting the Nationwide Simultaneous Earthquake Drill, participants can demonstrate proper preparation when a major disaster such as an earthquake occurs and its possible impact. Because of this, students and school constituents are also being prepared to be better prepared for any impact of an Earthquake or hit by the expected "The Big One".

The following are some of the notable accomplishments of the Division:

- Completed the participation of 4 Nationwide Simultaneous Earthquake Drill.
- Submitted reports to DepEd Regional Office the accomplished drill.
- Coordinated and submitted the reports to Local DRRM.

With the cooperation of the personnel of SDO Calamba City and the 72 public schools, training was successfully conducted to strengthen resilience in dealing with disasters such as earthquakes, including the cooperation of various stakeholders and various local agencies.

**Relevant Photos**



**Schools Division Office Key Result Area:** Support for School Management and Operations

**Program/Project:** Simulations on Multi-Hazard School and Division Contingency Plan to 72 school DRRM Coordinators and Select SDO Personnel.

**Alignment with MATATAG Agenda:**

**TA**ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

Contingency Planning is recognizing the critical role of various levels of governance and institutions, it contains case scenarios that may affect school operations and the required actions to be undertaken by each stakeholder for the safe office and schools' operation.

The following are some of the notable accomplishments of the Division:

- Identified The Different Gaps of each school to enhance their resiliency to each identified hazard.
- Identified their potential partners to support their needs during emergency.
- Simulated the possible scenarios and bottle neck when disaster strikes.

The accomplishments of DRRM are due to the cooperation and solidarity of different schools of SDO Calamba City and the continuous support of various Government DRRM related agencies. Although there have been some calamities that have tested the stability of our schools, they have remained safe and restored to good condition due to proper preparation and communication to provide adequate and appropriate support to schools for welfare of Calambeño children.

**Relevant Photos**



**KRA**  
**3**

**SDO Management: Administrative**

**Schools Division Office Key Result Area:** OSDS-OF CRF KRA 3- Obj. 3

**Program/Project:** electronic-Asset Inventory Management System (e-AIMS)

**Alignment with MATATAG Agenda:** Take steps to accelerate delivery of basic education facilities and services.

The SDO Calamba City through the effort of the Property and Supply Section initiated and implemented the e-AIMS innovation program to improve data accuracy, prevent errors and discrepancies, generate accessible inventory reports, and minimize risk, cost, and losses due to under and over-stocking inventory.

The e-AIMS encompasses the computerization and database recording of the following forms and reports.

- RIS (Requisition and Issue Slip)
- PR (Purchase Request)
- PO (Purchase Order) - Needs software adjustment
- IAR (Inspection and Acceptance Report) - Needs software adjustment
- RSMI (Report of Supplies and Material Issued)
- ICS (Inventory Custodian Slip)
- PAR (Property Acknowledgement Receipt)
- Property Card and Stock Card
- Inventory Reports (RPCPPE, RPCPI-Semi Expendable, and RPCPI Common Supplies)
- Disposal Report (IIRUP and WMR)

The objective of an electronic-Asset Inventory Management System (e-AIMS) typically includes the following:

**Familiarization:** Support SDO personnel understand the system's structure, processes, and functionalities.

**Roles and Responsibilities:** Clarify individual roles within the inventory management process to ensure accountability.

**Operational Efficiency:** Train the Property and Supply Section on best practices for managing assets, reducing errors, and improving inventory accuracy.

**System Navigation:** To help users how to navigate the software effectively, including how to input, track, and manage inventory items.

**Compliance and Standards:** Ensure all users understand compliance requirements and organizational standards for asset management.

**Troubleshooting and Support:** Guide on common issues and where to find help.

**Continuous Improvement:** Encourage feedback mechanism on the system and processes to facilitate ongoing improvement.

Overall, these aim is to ensure that all SDO personnel are equipped to use the system effectively, leading to better management of assets.

The successful development of the Electronic Asset Inventory Management System marks a significant accomplishment in streamlining asset tracking and management processes. This innovative solution enhances efficiency by providing a centralized platform for real-time asset monitoring, ensuring accurate inventory records, and reducing manual errors. The system's integration of advanced features, such as automated reporting and user-friendly interfaces, has optimized resource allocation and improved decision-making. Its implementation reflects a commitment to leveraging technology to achieve operational excellence and long-term sustainability.

Page/Function	Progress	Status
Updated Forms (PR, IAR, ICS, and PAR)	100%	DONE
Property Sticker set to Brother Printer Sticker Paper	100%	DONE
PO, IAR, PR set to per year series number	100%	DONE

The output was developed by an automated asset management system and capacitated SDO personnel on the implementation of the electronic-Asset Inventory Management System (e-AIMS). The below is the efficiency of each transaction of the system.

AREAS IMPROVEMENT	BEFORE	AFTER	EFFICIENCY
Transaction Time : RIS	Handwritten request (5-10 min)	Online Request (2-3 min)	70% reduction in processing time
PR	Manually encoded to PR Form (7-10 min)	Online submission (5-6 min)	40 % reduction in processing time
RSMI	Manually encoded ( 1 hr)	Generated Report (5 min)	92 % reduction in processing time
IAR PO	Manually encoded (10-15 min)	Work in progress	If the preparation of the <b>Abstract</b> can be included in the system, it will be easy and will automate the generation of the PO and IAR.
Real-time access to inventory stock	Limited access to inventory stocks	Automated the accessibility of inventory stocks	Transparency on the availability of inventory stocks
Inventory Report (RPCPPE/RPC-SP/RPCPI)	Manually encoded (20 mins)	Generated Report (5 min)	75% reduction in processing time

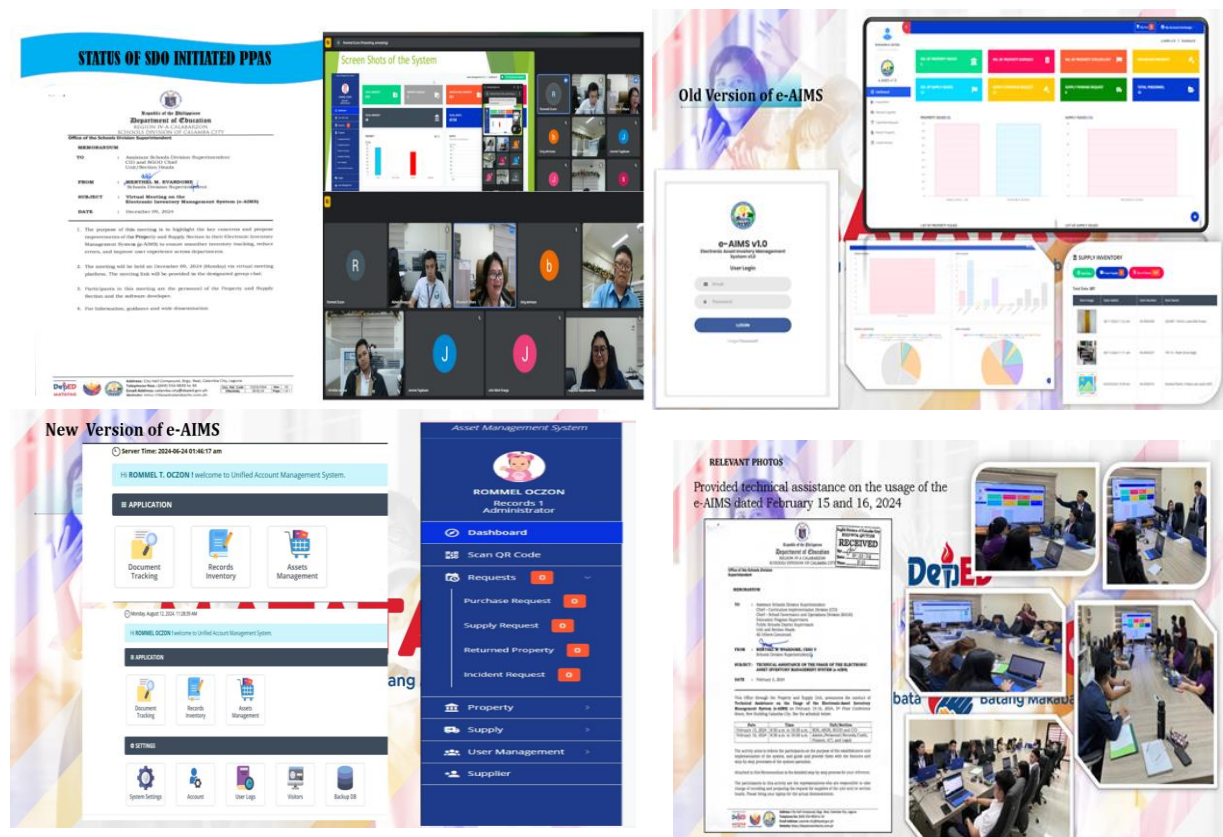
Implementing an electronic-Asset Management System (e-AIMS) requires a strategic approach, starting with planning engagement, clear goals, and phased rollout. The key strategies include integrating the system with existing tools and establishing standardized processes.

Quick wins involve tagging high-value assets, automating alerts and reports, replacing manual tracking systems, and improving asset utilization for immediate cost savings.

Lessons learned highlight the importance of accurate data, user adoption, scalability, ongoing maintenance, and avoiding over-complication. A successful e-AIMS implementation streamlines operations reduces costs and improves asset visibility.

### Relevant Photos

Participants in this orientation were the designated ADAS of each section and unit. Each functional division: CID, SGOD, and OSDS personnel were tasked to prepare and encode the Purchase Request (PR) and Requisition and Issues Slip (RIS).



## **Others: Distribution and Issuance of Procured Learning Materials**

The distribution and issuance of procured learning materials funded by the school education fund are vital processes aimed at ensuring equitable access to quality educational resources for all students. These activities align with the institution's mission to enhance learning experiences and support academic achievement.

The school education fund facilitates the procurement of essential learning materials, IT equipment, furniture, various supplies (uniforms and learner kits), and other educational tools. Materials are acquired based on a needs assessment conducted by the school administration, teachers, and other stakeholders. This ensures that the purchased items align with the curriculum and address the specific requirements of students across different grade levels.

All work targets are 100% accomplished due to staff dedication towards work and teamwork in achieving the required work.

Each target performance is also regularly monitored by the Supply Officer and guidance is provided to each staff for their skills' continual improvement.

Regular communication amongst supply team members is also encouraged and actions and strategies towards work target completion are discussed in group chats on social media to be ahead of any foreseen problems or complications to achieve the best results and identify the immediate actions that can be taken to complete each task and work in a timely and efficient manner.

The issuance of supplies and other materials, the conduct of annual inventory, and disposal of unserviceable properties in both the division office and all public schools and learning centers are among the responsibilities and duties of the supply section. As such, the Supply Unit ensures that all supplies are distributed equitably to all schools, especially the learning materials for the learners both from local and national sources. Likewise, an inventory of such government properties is conducted annually to check if the said equipment is still serviceable or needs repairs or needs to be disposed of. The following are the accomplishments of the supply unit that were distributed and or issued to the 73 schools including the division office:

<b>No.</b>	<b>Programs / Projects</b>	<b>QTY.</b>	<b>Unit</b>
1.	Laptop (Teaching and Non-Teaching Personnel)	1,014	units
2.	Learners Kit (Daycare, Kinder to Gr.12)	477,813	Sets
3.	T-shirt Uniforms (Daycare, Kinder to Gr. 12)	351,361	Pcs

4.	Sports Uniforms (City Meet and Regional Meet)	13,890	Pcs
5.	Sports Supplies (Equipment)	216	Pcs
6.	Energy Drink (Sports)	100	Box
7.	Sports Beddings	500	Sets
8.	Uniform SPA/SCI	8,470	Pcs
9.	Ink for the copier machine	546	Pcs
10.	Office Supplies and Janitorial (Various)	31,145	Pcs
11.	Furniture (Learners Table w/ Chair, T.Table w/Chair)	920	Sets
12.	Wall Fan, 16"	80	pcs
13.	Blackboard	80	pcs
14.	Teachers Token	5,921	sets
15.	Medals (Excellence Awards & Leadership Awards, Gold, Silver, Bronze)	40,930	pcs
16.	Diploma Case	33,330	pcs

### **Challenges and Mitigation Strategies**

While the process is designed to be seamless, challenges such as delayed procurement, logistical issues, and material shortages may arise. To address these challenges, the school implements strategies such as:

- Early procurement planning.
- Collaboration with suppliers for timely delivery.
- Contingency plans to redistribute surplus materials from other departments if needed.

### **Outcomes and Impact**

The successful distribution and issuance of learning materials have a direct impact on students' learning experiences. These resources:

- Enhance engagement in classroom activities.
- Support diverse learning needs.
- Contribute to improved academic performance and overall development.

The efficient management of procured learning materials funded by the school education fund reflects the institution's commitment to fostering an inclusive and resource-rich educational environment. Continued evaluation and refinement of the process ensure that students and teachers receive the support they need to thrive academically.

**Relevant Photos:**

Distribution of Laptops and other Various supplies



**Schools Division Office Key Result Area:** OSDS-OF CRF KRA 1- Obj. 2

**Program/Project:** Project ARMS (Automated Records Management System)

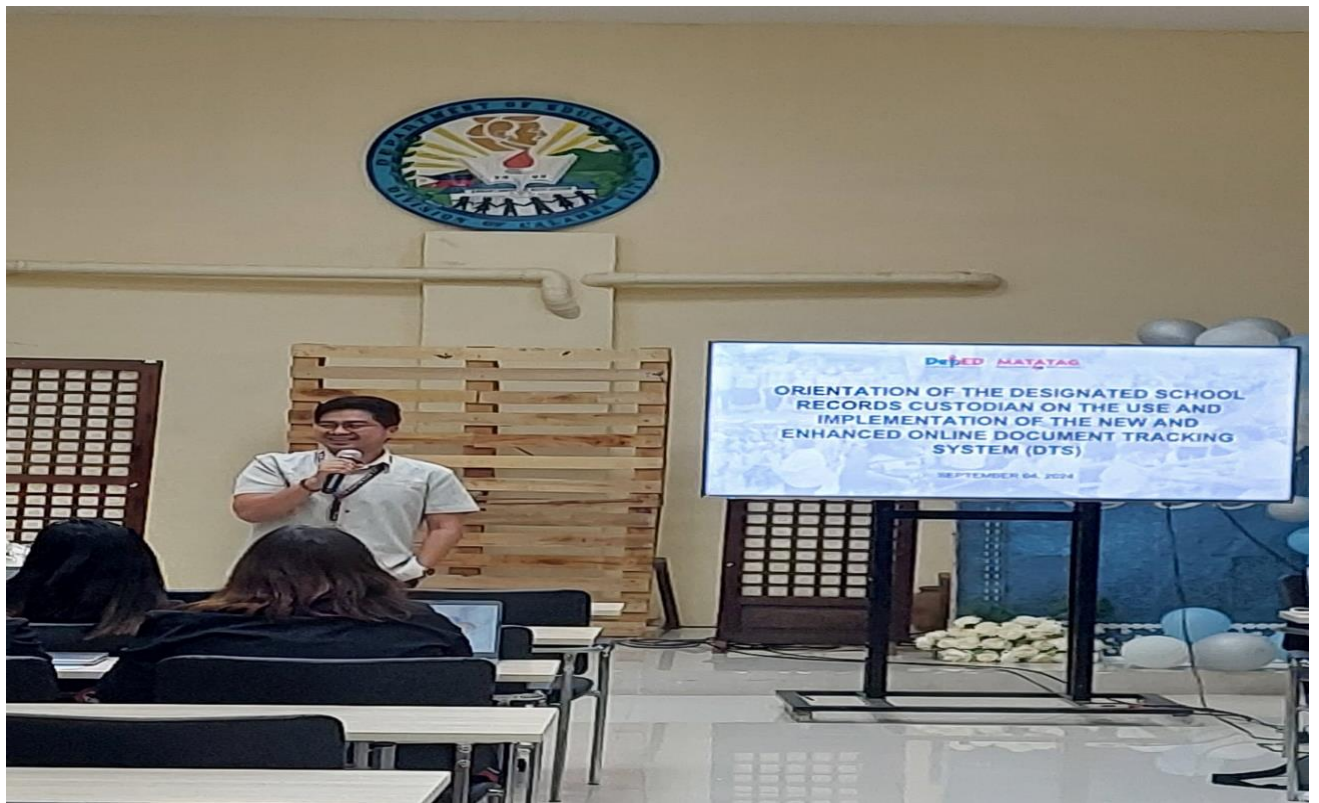
**Alignment with MATATAG Agenda:** Take steps to accelerate delivery of basic education facilities and services.

Project ARMS (Automated Records Management System) is an initiative designed to ensure that all records of the Division are managed well from the creation up to disposition, covering the whole life cycle of records. The project encompasses two key systems: the **Document Tracking System (DTS)** and the **Automated Records Inventory System (ARIS)**. DTS aims to enhance document handling efficiency, reduce processing time, ensure transparency through real-time tracking, and improve client satisfaction with automated notifications. ARIS focuses on transitioning the manual records inventory process to a centralized digital system, ensuring accuracy, accessibility, and compliance with the National Archives of the Philippines (NAP) standards.

DTS has delivered significant improvements, reducing transaction times by 50% (from 5 minutes to 2–3 minutes) and procedural steps by 20% (from 5 steps to 4). Waiting times at the Records Section saw a 60% reduction (from 5 minutes to 2 minutes), while the automated notification system achieved a 100% success rate in informing users when documents were ready for release. Real-time tracking eliminated manual follow-ups for 90% of users. For ARIS, system implementation is scheduled for January 2025, with 100% of user accounts configured and 100% of active records manually encoded into Excel for seamless system integration.

DTS has transformed document management by streamlining workflows, enabling real-time tracking, reducing transaction times, and introducing automated notifications for improved client communication. These outputs have resulted in greater transparency, accountability, and compliance with NAP standards. ARIS, although pending implementation, is ready for deployment with data preparation and user accounts completed, ensuring a smooth transition to digital inventory management that will improve record accessibility and operational efficiency.

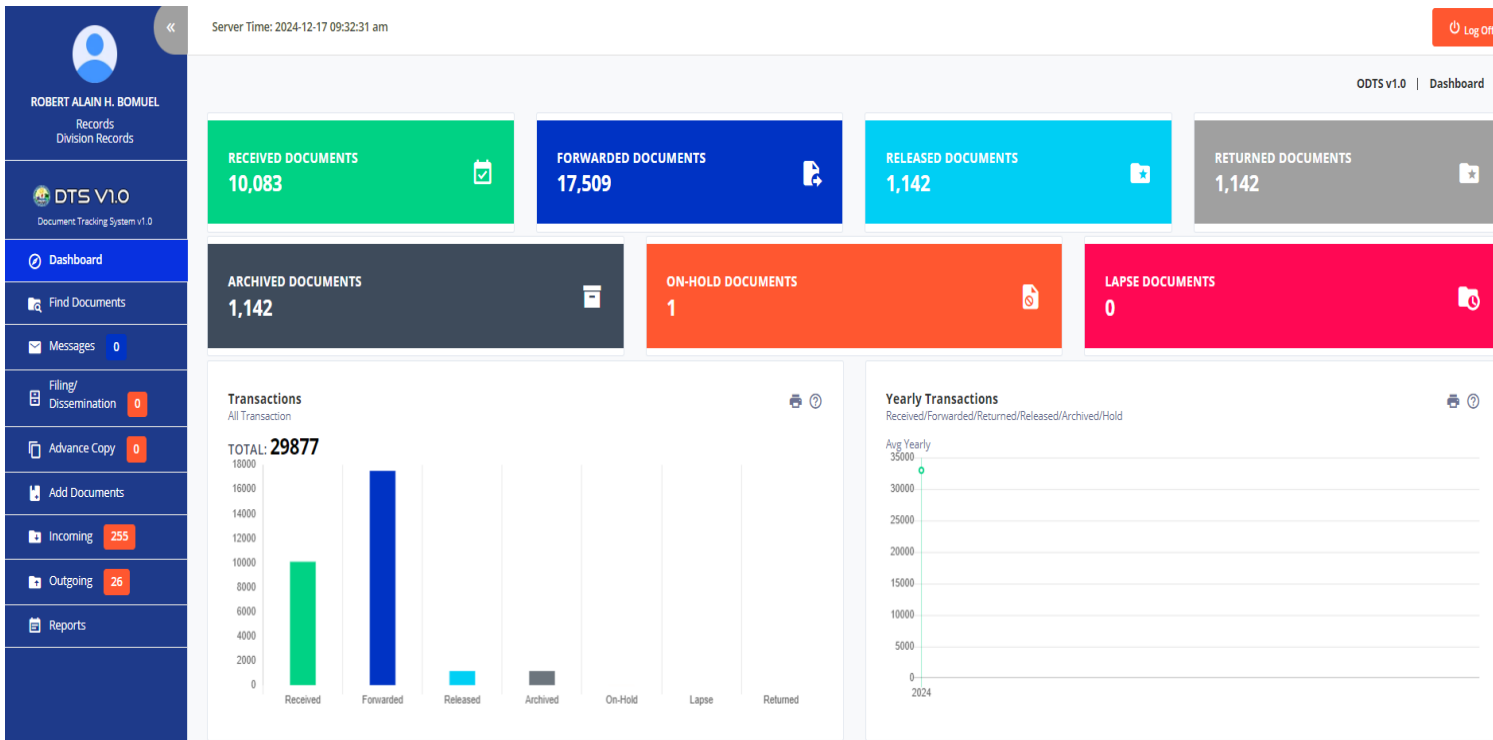
The success of DTS was driven by strategic planning, stakeholder collaboration, and user training to ensure smooth adoption. Automated notifications and real-time tracking were quick wins that enhanced communication and accountability, significantly improving client satisfaction. For ARIS, manual encoding ensured uninterrupted operations during the transition phase. Key lessons include the importance of comprehensive user training, continuous system monitoring, and addressing peak-time challenges. These strategies provide a strong foundation for sustaining the project's benefits and guiding future initiatives.



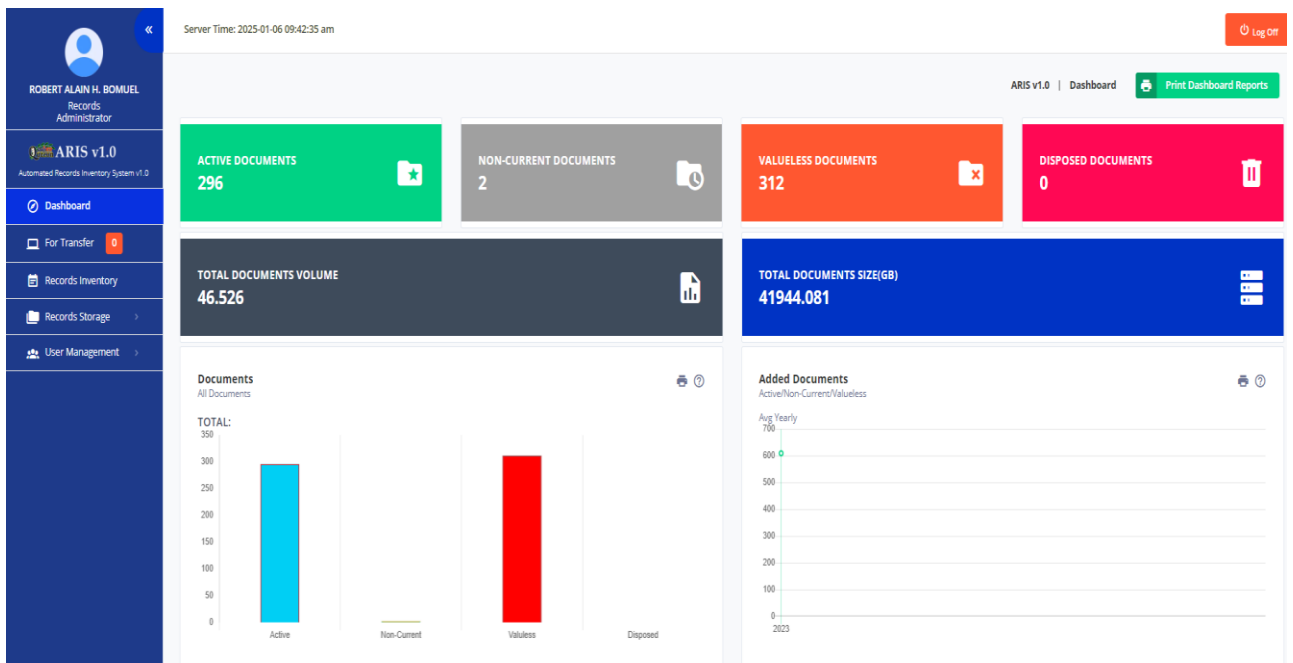
**a. Orientation on the use of DTS**



## b. Coordination Meeting on the use of DTS for Feedback and Improvement



## c. DTS Dashboard



**Schools Division Office Key Result Area:** OSDS-OFCRF KRA 3- Obj. 1 and 3

**Program/Project: PROGRAM TO INSTITUTIONALIZE MERITOCRACY AND EXCELLENCE IN HUMAN RESOURCE MANAGEMENT (PRIME-HRM)**

**Alignment with MATATAG Agenda:** Take steps to accelerate delivery of basic education facilities and services.

The **Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM)** is a transformative initiative launched by the **Civil Service Commission (CSC)** of the Philippines. This program aims to enhance the quality of Human Resource Management (HRM) systems in public sector agencies by fostering a culture of meritocracy, excellence, and strategic alignment in HR practices.

PRIME-HRM evaluates public sector agencies based on the maturity of their HR systems and assigns a specific HR PRIME Level to reflect their progress. These levels represent the evolution of HRM practices, from meeting basic compliance standards to achieving global benchmarks of excellence.

On **July 7, 2020**, SDO Calamba City was recognized by the Civil Service Commission as a **PRIME-HRM Level II accredited agency**. This accreditation acknowledges that the division has satisfactorily implemented CSC's human resource management systems and programs.

Currently, we are working towards achieving **HR PRIME Level III Accreditation**. At this level, agencies demonstrate the strategic integration of HR systems into their organizational goals. This includes leveraging data analytics and Human Resource Information Systems (HRIS) to make informed decisions that enhance performance and operational efficiency. Technology becomes a critical enabler at this stage, streamlining processes, monitoring progress, and evaluating the impact of HR initiatives. Decision-making extends beyond addressing immediate issues, focusing instead on strategic workforce planning, talent management, and leadership development.

As part of our preparations for HR PRIME Level III, we conducted an **Orientation on the Use of the Human Resource Information System (HRIS)** on **December 3 and 4, 2025**. This event was attended by all Administrative Officers of the Schools Division Office of Calamba City.

The HRIS was developed in collaboration with our Information Technology Officer, **Mr. Rodel Sulsona**. This software is designed to manage, track, and automate various HR functions, making processes more efficient and data driven. The key features of the HRIS include:

1. **Employee Data Management:** Storing and managing employee personal information, employment history, and other related data.
2. **Performance Management:** Setting goals, conducting evaluations, and tracking employee performance.
3. **Notice of Step Increment Preparation.**

4. **Notice of Salary Adjustment Preparation.**
5. **Service Credit and Leave Monitoring.**

The implementation of the HRIS is expected to significantly **increase efficiency, reduce paperwork, and facilitate better data-driven decision-making** for employee management. This system represents a major step forward in preparing for HR PRIME Level III accreditation and reflects our commitment to advancing HR excellence.

### RELEVANT PHOTOS

Name	Position	Unit / Department / School	Action
AGNES CABACUNGAN MANAIG		JOSE RIZAL MEMORIAL SCHOOL	Printables - Action -
AIDA SANTOS MANAIG			PDS Service Record Service Record (with E-sig) Service Record (with E-sig for GSIS)
ALICIA NATIVIDAD MANAIG		LOOC ELEMENTARY SCHOOL	COE COEC
ANNABELLE JUCUTAN MANAIG		LA MESA ELEMENTARY SCHOOL	LAWOP (for Step) LAWOP (Others)
BRYAN MANAIG EDNACO		KAYANLOG ELEMENTARY SCHOOL	Printables - Action -
CLEA MANE MANAIG		CROSSING ELEMENTARY SCHOOL	Printables - Action -
CONNIE VILLAVERDE MANAIG			Printables - Action -
DING DHERYL ANNE ZOTOMAYOR MANAIG			Printables - Action -
DING SHERRYL ANNE ZOTOMAYOR MANAIG			Printables - Action -

Sample Screenshot of HRIS with Printable Reports



**Schools Division Office Key Result Area:** OSDS-OF CRF KRA 1- Obj. 2

**Program/Project:** Document Tracking System (DTS)

**Alignment with MATATAG Agenda:** Take steps to accelerate delivery of basic education facilities and services.

The implementation of the Document Tracking System (DTS) under *Project ARMS* was designed to modernize and streamline document management processes in the Records Section. The purpose of the project was to enhance efficiency, reduce manual workloads, improve turn-around time, ensure transparency, and provide real-time updates to both internal and external clients. It aimed to address bottlenecks in document processing and establish a standardized, automated system aligned with organizational and national records management standards.

The implementation of the Document Tracking System (DTS) under Project ARMS yielded significant improvements in operational efficiency and client satisfaction. The turn-around time for processing documents was reduced by 50%, from 5 minutes to 2–3 minutes, demonstrating the system's ability to streamline workflows. The number of processing steps decreased from 5 to 4, reflecting a 20% reduction in procedural complexity. Waiting time at the Records Section saw a substantial 60% improvement, dropping from 5 minutes to just 2 minutes. Furthermore, the introduction of automatic notifications ensured a 100% success rate in informing users when their documents were ready for release. Real-time document tracking and digitalization were also fully implemented, resulting in complete compliance with transparency and accountability goals. These accomplishments highlight the transformative impact of the DTS on the organization's document management processes.

<b>Areas of Improvement</b>	<b>Before</b>	<b>After</b>	<b>Efficiency</b>
1. Transaction Time	5 Minutes	1-2 Minutes	60% reduction in processing time
2. Number of Steps	5 Steps	4 Steps	20% reduction in manual steps
3. Real-Time Tracking	No	Yes	90% reduction in follow-ups
4. Waiting Time	5 Minutes	2 Minutes	60% reduction in waiting time
5. Automatic Notification	No	Yes	100% of users receive notifications

The implementation of the Document Tracking System (DTS) under Project ARMS delivered transformative outputs that enhanced the organization's efficiency and service delivery. The system introduced an automated notification feature that ensures 100% of users are informed when their documents are ready for release, significantly improving communication and client satisfaction. Turn-around time for document processing was cut in half, reducing delays and allowing faster handling of transactions. By streamlining the workflow, the system reduced the number of processing steps from 5 to 4, simplifying operations and minimizing procedural bottlenecks. Real-time document tracking provides users with the ability to monitor the status of their submissions at any stage, promoting transparency and accountability. Additionally, the system's digitalization of records ensures compliance with the National Archives of the Philippines (NAP) standards, aligning organizational practices with legal and regulatory requirements. Collectively, these outputs reflect the DTS's capacity to modernize document management processes and deliver tangible improvements in service quality.

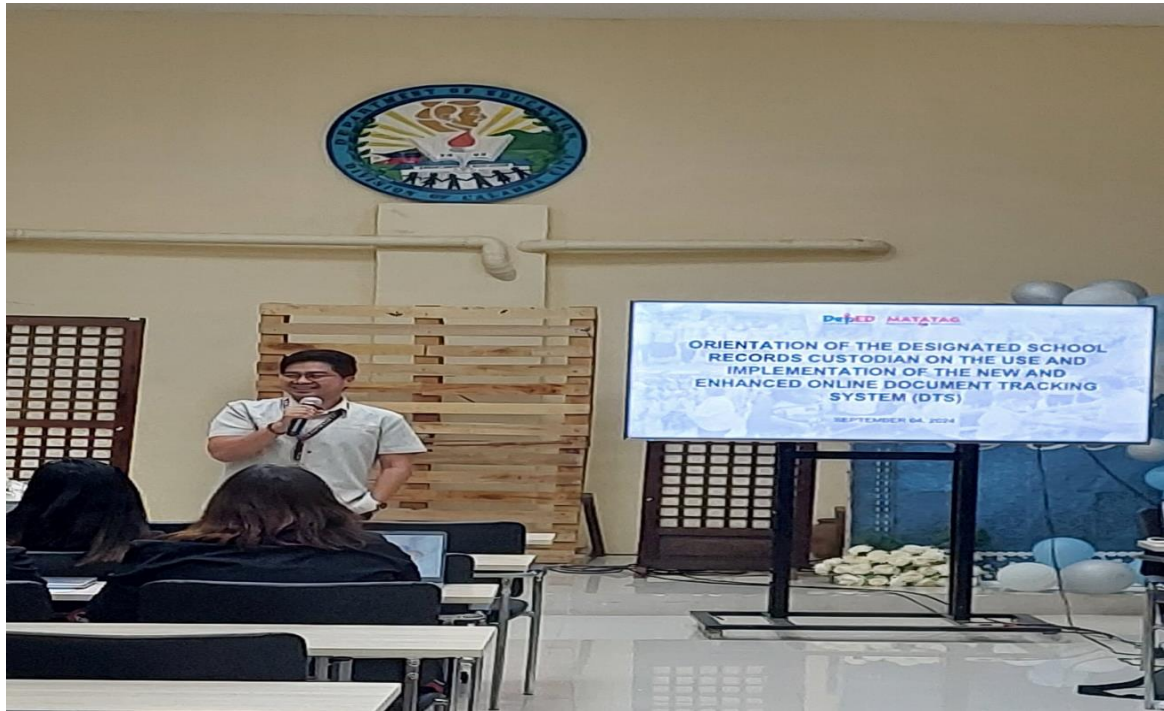
The successful implementation of the Document Tracking System (DTS) under Project ARMS was achieved through a combination of strategic planning, stakeholder engagement, and continuous monitoring. A collaborative approach with developers ensured that the system was tailored to meet the organization's specific needs. Comprehensive user training programs were conducted to familiarize staff with the system's functionalities, reducing resistance to change and ensuring smooth adoption. Feedback loops were established to identify and address issues promptly, allowing for real-time adjustments to the system. Regular monitoring and evaluation ensured that milestones were achieved within the project timeline.

One of the notable quick wins was the immediate improvement in communication through the implementation of automated notifications, which achieved a 100% success rate in informing users when documents were ready for release. Additionally, the system's real-time tracking feature quickly enhanced transparency and accountability, gaining positive feedback from both staff and clients. The reduction in waiting times and processing steps further optimized workflows and client satisfaction early in the implementation process.

Key lessons learned include the importance of user adaptability and training to facilitate the transition to a digital system. Ensuring consistent system maintenance and updates is critical to sustaining long-term efficiency. Effective communication among stakeholders and end-users proved essential for building trust and understanding throughout the implementation. Finally, addressing peak-time challenges, such as high document volumes,

highlighted the need to explore additional strategies like online submissions or appointment systems. These strategies, quick wins, and lessons learned provide valuable insights for sustaining the system's success and guiding future modernization efforts.

*"Photos showcasing the successful implementation of the Document Tracking System (DTS) under Project ARMS, highlighting key activities such as staff training, system usage, streamlined workflows, and improved client services through automation and digitalization."*



**d. Orientation on the use of DTS**




**e. Coordination Meeting on the use of DTS for Feedback and Improvement**

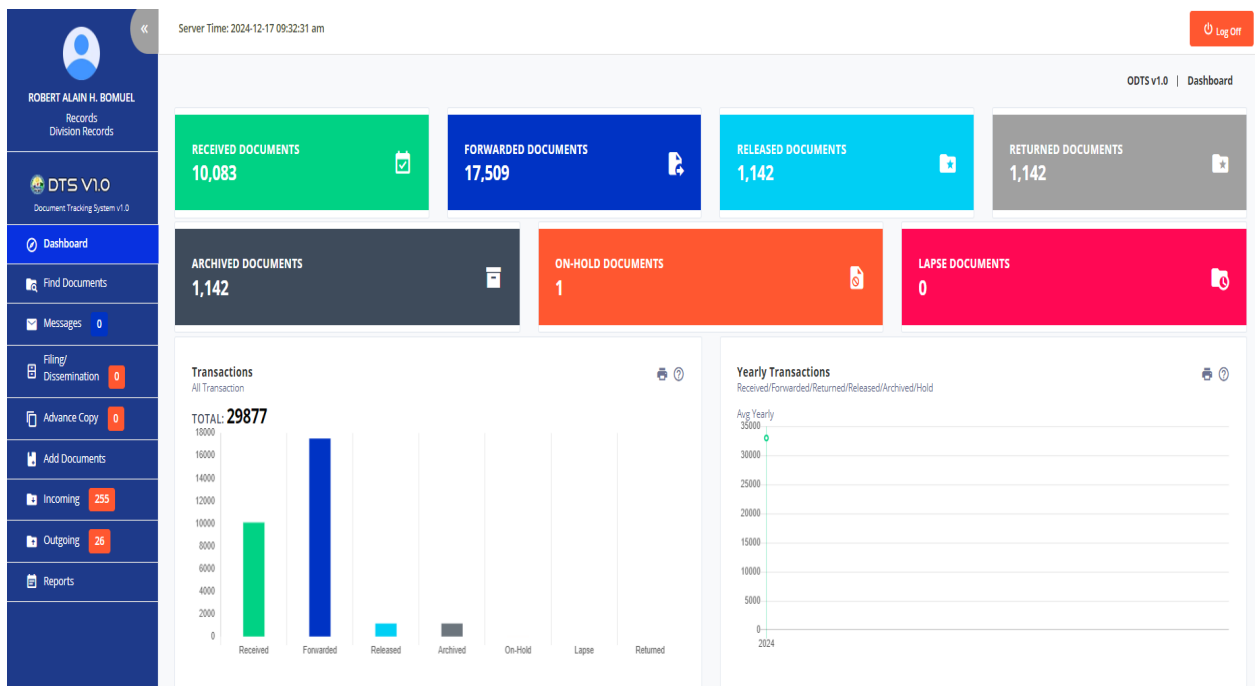
  
 Republic of the Philippines  
**Department of Education**  
 REGION IV-A CALABARZON  
 SCHOOLS DIVISION OF CALAMBA CITY

**RECORDS - LOG SHEET OF INCOMING DOCUMENTS  
(RECEIVING)**

DATE:

NO.	FULL NAME	SCHOOL/ COMPANY	CONTACT NO.	DOCUMENT TITLE	SIGNATURE	START TIME	END TIME
	CRIZA SARMIENTO	CALAMBA IC	0927-779440	PORTFOLIO		8:00	

**f. Incoming Documents Log Sheet**



**d. Document Tracking System Dashboard**

**Schools Division Office Key Result Area: OSDS-OF CRF KRA 1- Obj. 2**

**Program/Project:** Project PARED (Preserve and Access Records with Ease through Digitization)

**Alignment with MATATAG Agenda:** Take steps to accelerate delivery of basic education facilities and services.

Project PARED (Preserve and Access Records with Ease through Digitization) is the Division's proactive approach to preserving and safeguarding vital records. The project aims to digitize all essential records, ensuring their long-term preservation and protection from risks such as fire, natural disasters, or wear and tear from frequent handling. Additionally, Project PARED seeks to establish an electronic records repository that enhances the efficiency of document retrieval, supports limited physical storage capacity, and ensures that records with perpetual value are securely maintained.

The project has achieved initial milestones, with 100% of the necessary equipment, such as PCs and external hard drives, already procured and ready for assembly in January 2025. Currently, 100% of vital records have been manually scanned and stored on external hard drives, ensuring immediate access and preservation while awaiting full system deployment. This manual process has already contributed to an estimated 90% reduction in retrieval time for scanned records compared to physical retrieval methods.

Through Project PARED, the Division has begun establishing a central electronic repository for vital records, ensuring their preservation and accessibility. Scanned records are stored digitally, providing a backup against potential loss due to disasters or damage. The project outputs include improved record retrieval processes, reduced dependency on physical storage, and the introductory setup for a secure and organized central data bank. Once the system is fully assembled and operational, these outputs will translate into faster service delivery, enhanced security for sensitive records, and compliance with records preservation standards.

The success of Project PARED so far has been driven by careful resource planning and prioritization. Equipment procurement and preemptive manual scanning ensured that essential records were digitized and preserved ahead of full system implementation. A quick win of the project is the improved retrieval time for records already digitized, demonstrating the value of transitioning to digital processes. Lessons learned include the importance of phased implementation to maintain continuity of operations and the need for comprehensive planning to address technical and logistical challenges. Moving forward, the Division will focus on the timely assembly of equipment, staff training, and system optimization to fully realize the benefits of Project PARED.



**a. Equipment for PARED**

2024 ALL SCANNED DOCUMENTS 03.25.24 > 2024 DAILY OUTGOING DOCUMENTS

Print

2024-6377 Adobe Acrobat Document 14.1 MB	2024-6375 Adobe Acrobat Document 11.6 MB
2024-6374 Adobe Acrobat Document 11.6 MB	2024-6373 Adobe Acrobat Document 6.32 MB
2024-6372 Adobe Acrobat Document 2.61 MB	2024-6371 Adobe Acrobat Document 1.22 MB
2024-6370 Adobe Acrobat Document 1.09 MB	KAPAYAPAAAN IS SEPT. Adobe Acrobat Document 4.24 MB
rec-j0r-2024-000445 SLIP Adobe Acrobat Document 459 KB	rec-j0r-2024-000445 Adobe Acrobat Document 8.74 MB
REC-81B-2024-000495 Adobe Acrobat Document 4.91 MB	REC-81B-2024-000495 SLIP Adobe Acrobat Document 413 KB
PUNTA IS SEPT Adobe Acrobat Document 882 KB	MABATO ES AUG. Adobe Acrobat Document 621 KB

Expansion (E) > 2024 ALL SCANNED DOCUMENTS 03.25.24 > SO FOR GRADUATION

Print

Name	Date modified
DEPED-RO-SPECIAL-ORDER-APRIL-2024	09/07/2024 9:02 am
DEPED-RO-SPECIAL-ORDER-FEBRUARY-13-2024	29/02/2024 10:52 am
DEPED-RO-SPECIAL-ORDER-FEBRUARY-21-2024	29/02/2024 10:52 am
DEPED-RO-SPECIAL-ORDER-FEBRUARY-27-2024	29/02/2024 10:52 am
DEPED-RO-SPECIAL-ORDER-JULY-08-2024	08/07/2024 3:57 pm
DEPED-RO-SPECIAL-ORDER-MARCH-07-2024	05/07/2024 3:57 pm
DEPED-RO-SPECIAL-ORDER-MARCH-15-2024	08/07/2024 2:31 pm
DEPED-RO-SPECIAL-ORDER-MAY-03-2024	09/07/2024 9:02 am
DEPED-RO-SPECIAL-ORDER-NOVEMBER-18-2024	19/11/2024 11:24 am
DEPED-RO-SPECIAL-ORDER-NOVEMBER-20-2024	18/11/2024 10:15 am
DEPED-RO-SPECIAL-ORDER-OCTOBER-28-2024	18/11/2024 10:15 am

**b. Scanned Documents**

## Schools Division Office Key Result Area: OPCRF KRA 4-Objective 1

### Program/Project: Workshop on the Preparation of FY 2025 Budget Proposals

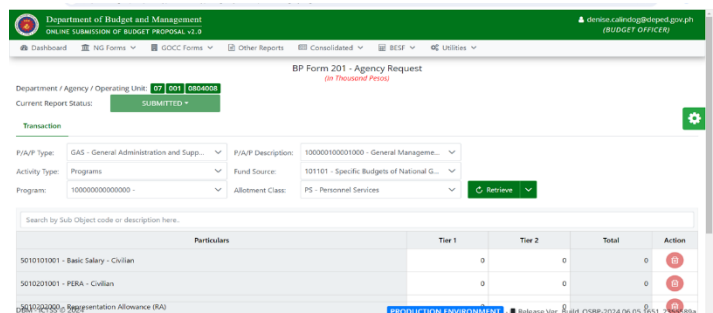
#### Alignment with MATATAG Agenda: Take steps to accelerate delivery of basic education facilities and services.

Workshop on the Preparation of Budget Proposals is the major activity of the Budget Section since it is the start of the Budget Cycle in the government. It discussed the planning and cost parameters. The objectives of the workshop are as follows:

- Provide directions to schools on the preparation of budget proposals based on thrusts and priorities
- Continued adoption of budget administrative reforms such as: 2-tier budgeting approach (2TBA); program-based budgeting structure through Program Expenditure Classification approach (PREXC); and the Unified Account Code Structure (UACS);
- Ensure that all operations are on schedule and that their appropriated budgets can be fully obligated and disbursed within the fiscal year of FY 2025; and
- Provide technical support to operating units on the implementation of the current year's appropriated budget.

For FY 2025, the SDO Calamba City were able to submit the Budget Proposal forms and working templates for the Division office, 11 implementing units and 62 non- implementing units schools as basis for the budget to be approved and released by the Department of Budget and Management.

### RELEVANT PHOTOS



**Schools Division Office Key Result Area:**

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**Program/Project: ADMINISTRATIVE COMPETENCE AND TRAINING WORKSHOP ON SUCCESS FOR FINANCIAL AND INVENTORY MANAGEMENT (ACT-SUCCESS)**

**Alignment with MATATAG Agenda:**

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**ADMINISTRATIVE COMPETENCE AND TRAINING WORKSHOP ON SUCCESS FOR FINANCIAL AND INVENTORY MANAGEMENT (ACT-SUCCESS)** is relative to RM No. 734 s. 2024 and DM-OUHROD-2024-1500 titled FY 2024 Organizational and Development for Non-Teaching Personnel (OPDNTP) Program Support Fund Allocation, Utilization, and Monitoring Guidelines, the PSF shall be utilized for the L&D interventions of non-teaching personnel based on the approved Office Learning and Development Plan submitted as a result of their respective regional needs, analysis and/or emerging needs.

The activity was participated by Administrative Officers, Administrative Assistants for Finance handling Personnel Administration, Property Custodianship, General Administrative Support, and Financial Management and it aims to train its partners in the field offices.

The training discusses the reportorial requirements based on the COA circulars and DepEd issuances, from the delivery and acceptance to disposal of government properties, Discussion of Tax Remittance, Presentation of Cash Disbursement Report used on Liquidation Reports of Non-Implementing Units Schools, Orientation on common excel formulas, Cash Management Seminar; and Discussion on Basics of Work and Financial Plan.

This orientation helped them learn and understand their role in managing the resources of the Schools Division of Calamba City.

With this program the participants know how to prepare the documents relative to the issuance and utilization of government property and became updated to the latest accounting policies.

**RELEVANT PHOTOS**



**Schools Division Office Key Result Area:** OSDS-OFCRF KRA 6- Obj. 1

**Program/Project:** One DepEd Calamba Information Systems

**Alignment with MATATAG Agenda:** Take steps to accelerate delivery of basic education facilities and services.

The implementation of the One DepEd Calamba Information System or ODCIS was designed to modernize and streamline different processes in the Division Office by digitizing manual processes that requires efficient, fast and reliable output by developing workflow efficiency, data management and customer service. ODCIS aimed by developing information systems designed based on the user requirements of different units and offices in the Division Office. This ensures that the system met the requirements and needs of the user and clients.

Currently, the ODCIS is compose of different information systems developed by the Division and by third party developers. The following are the current information systems under ODCIS:

<b>System</b>	<b>Developer</b>	<b>Details</b>
Document Tracking System	3 <sup>rd</sup> Party Developer	Real-time management and monitoring of incoming and outgoing documents
Supplies and Inventory Management System	3 <sup>rd</sup> Party Developer	Real-time management and monitoring of supplies and inventory
Automated Records Inventory System	3 <sup>rd</sup> Party Developer	Digital system on the monitoring of documents life cycle in the division
Human Resource Information System/HR Prime	Division Office	Management system for Human Resource Information
Feedback Management System	Division Office	Real-time customer satisfaction measurement system
LRMDS System	Division Office	Division-based learning resource portal

The implementation of the above-mentioned information systems has significantly improved the delivery of services in the Division Office, in which details are to be discussed in a separate report by the process owners. Proof of this were the positive feedback received by the Division Office from the field regarding the implementation of systems such as the Document Tracking

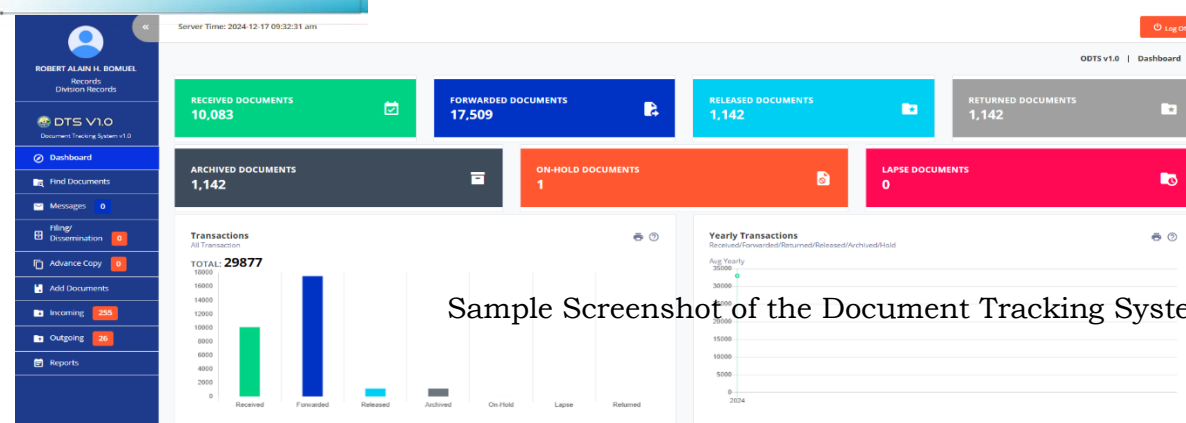
System and the Human Resource System. All systems provided the schools with their own account in which they can access the data and details in their respective schools. This allows them to monitor the status of their document and other information processed by the ODCIS systems.

Overall, the implementation of the different information system has resulted in the following:

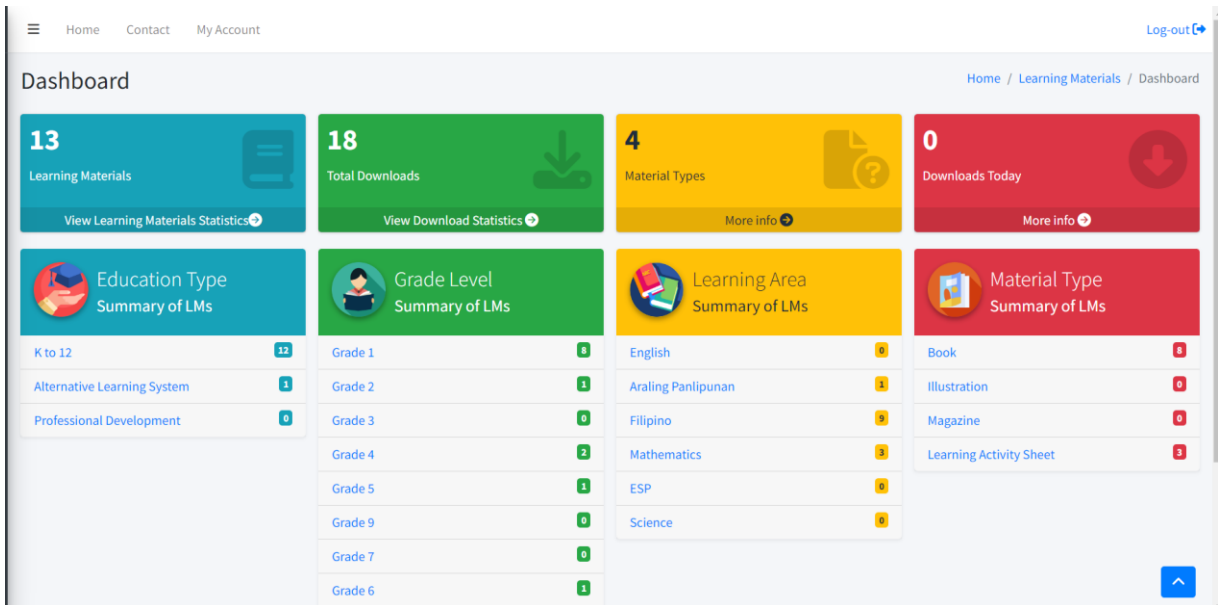
- **Faster data processing time by 100%.** Systems such as the DTS and HRIS has shown significant improvement in the processing and delivery of service. Both systems have reduced the processing time and routing of documents and generation of HR documents by up to 100%. Receiving and releasing of documents were done in seconds. While generation of HR documents such as service records are generated within seconds.
- **Improved accuracy of reports and analytics.** The ODCIS also provided critical insights and analytic reports which aid the offices to focus on areas that needs improvement or monitoring. Example of this is the LRMDs portal which provide the division office accurate information on the utilization of learning materials per school, per subject area and down to the actual learning material itself.
- **Enhanced collaboration across teams.** Collaboration between offices and clients has also improved with the use of the system. As example, the Automated Inventory and Supplies Management System has provided real-time inventory of supplies to clients which allows them to request their own supplies through the system. Generating purchase request was also done by the client through the eAIMS which also significantly increased the efficiency and accuracy of the requested supplies and equipment.

The implementation of the One DepEd Calamba Information System marks a significant step forward in achieving digitization in the division. The collaboration among the division office and schools and the adaptability of the team were critical in overcoming challenges and delivering a functional, user-friendly system. Continuous monitoring and evaluation will ensure sustained success and alignment with organizational objectives.

## RELEVANT PHOTOS



Sample Screenshot of the Document Tracking System



Sample Screenshot of the Localized LRMS



Sample Screenshot of eAIMS

**Schools Division Office Key Result Area:** Office Administration and Performance Management

**Program/Project:** One DepEd, One QMS

**Alignment with MATATAG Agenda:** Take steps to accelerate the delivery of Basic Education Facilities and Services

Quality is never an accident. It is always the result of intelligent effort. This quote by John Ruskin emphasizes the importance of hard work and dedication in achieving quality through careful planning, thoughtful consideration, and persistent consideration. Relative to this, the implementation of DepEd Quality Management System Manual and Procedures and Work Instructions Manual as stated in DepEd Memorandum No. 14. s. 2022 in pursuant with DepEd Order No. 9, s. 2021 entitled Institutionalization of a Quality Management System in the Department of Education was issued to standardize and harmonize the implementation QMS in the Department of Education.

Series of activities and training were conducted to ensure the successful implementation of it. This includes the following:

- a. Finalization of Operations Manual and Planning Manual, QMS Related Documents at Hertz Hotels, Nasugbu Hi-way, Tagaytay City and Resorts on May 13-14, 2024. Participants in this activity are the Top Management, Quality Management Representative, QMS Secretariat, Internal Quality Audit Team, Risk Management Team, Quality Workplace Team, Training and Advocacy Team, and Knowledge Management Team.
- b. Re-orientation of Schools Division Office Personnel on One DepEd, One QMS on May 20, 2024 at the Bulwagang Rizal of DepEd Main Building, 4<sup>th</sup> Floor. All SDO personnel were divided into two batches, morning and afternoon, to ensure the continuous delivery of services.
- c. Training Workshop on the Enhancement/Development of Public Service Continuity cum Risk Assessment and Management Workshop Towards One DepEd, One QMS on June 4-7, 2024 at the Bulwagang Rizal of DepEd Main Building, 4<sup>th</sup> Floor. This was attended by the 35 SDO personnel coming from the three functional division: Office of the Schools Division Superintendent, Curriculum Implementation Division, and Schools Governance and Operations Division.
- d. Internal Quality Training Course held at the Chateau Blue Resort on June 5-7, 2024. The members of the Regional Internal Quality Audit Team composed of Evan Lyn-Dell C. Masing, Elena L. Lopez, and Elinor S. Garcia trained the 14 SDO personnel.
- e. Meetings of Quality Workplace Team at the Conference of the DepEd New Building, 3<sup>rd</sup> Floor. This was attended by the members of the Quality Workplace Team and the QMR.
- f. Issuance of an Office Memorandum Entitled Implementation of 7S Methodology in the Workplace. Attached in this Memorandum are the Guidelines, 7S Monitoring Sheet, and the Criteria for compliance.
- g. Conduct of Workplace evaluation.
- h. Coordination meeting of all QMS focal person on December 11, 2024. This is to determine the status of QMS implementation as well as the ways forward of each team

The above-mentioned activities enabled division to implement the revised operations and planning manual on September 2, 2024. Feedback was continuously gathered to address the identified gaps and to improve the delivery of basic education services as stipulated in the Ways Forward of each team.

### **RELEVANT PHOTOS**



# Financial Accomplishment for ALL PAPs (FAR and BUR)

One way of effectively conducting the different programs, projects, and activities (PPAs) is having enough funds. In this period of recovery, all national funds and Special Education Funds downloaded to the Division were allotted appropriately which resulted to mostly \_\_\_\_ implementation of the prescribed and Division initiated PAPs. For transparency, below are the detailed presentation of funds allotment, obligation, and disbursement.

**Table 7. Summary of Allotment, Obligation and Utilization for FY 2024**

PAP Code		#	Allotment (x 1000)	Downloaded (x 1000)	Unobligated (x 1000)	% of Utilization
310400100002000	PPA347 - Operation of Schools - Elementary (Kinder to Grade 6)	52	54,097	54,097	-	100%
310400100003000	PPA350 - Operation of Schools - Junior High School (Grade 7 to Grade 10)	10	8,749	8,749	-	100%
310400100004000	PPA353 - Operation of Schools - Senior High School (Grade 11 to Grade 12)	7	3,247	3,247	-	100%

The allotment, obligation, and utilization reports were further presented in detail in term of Programs, Projects, and Activities (PPAs), Fund Source, and Allotment Class.

**Table 8. PS Current Allocation (GAA)**

PAP Code	Description	Allotment	Obligation	Unobligated Allotment	% of Utilization
100000100001000	PPA106 - General Management and Supervision - Division Office - Proper	33,685,000.00	33,685,000.00	-	100%
200000100006000	PPA228 - Learner Support Programs	5,401,000.00	5,401,000.00	-	100%
310100100002000	PPA304 - Policy and Research Program	9,708,000.00	9,708,000.00	-	100%
310100100004000	PPA317 - Curricular Programs, Learning Management	21,140,000.00	21,140,000.00	-	100%

	Models, Standards and Strategy Development				
310400100002000	PPA347 - Operation of Schools - Elementary (Kinder to Grade 6)	916,041,000.00	916,041,000.00	-	100%
310400100003000	PPA350 - Operation of Schools - Junior High School (Grade 7 to Grade 10)	87,774,000.00	87,774,000.00	-	100%
310400100004000	PPA353 - Operation of Schools - Senior High School (Grade 11 to Grade 12)	153,567,000.00	153,567,000.00	-	100%
100000100001000	PPA108 - RLIP - General Management and Supervision - Division Office - Proper	3,046,000.00	3,046,000.00	-	100%
200000100006000	PPA230 - RLIP - Learner Support Programs	510,000.00	510,000.00	-	100%
310100100002000	PPA305 - RLIP - Policy and Research Program	914,000.00	914,000.00	-	100%
310100100004000	PPA319 - RLIP - Curricular Programs, Learning Management Models, Standards and Strategy Development	2,023,000.00	2,023,000.00	-	100%
310400100002000	PPA349 - RLIP - Operation of Schools - Elementary (Kinder to Grade 6)	83,566,000.00	83,566,000.00	-	100%
	<b>TOTAL</b>	<b>1,339,114,000.00</b>	<b>1,339,114,000.00</b>		<b>100%</b>

**Table 9. PS Current Allocation (SARO & Sub-ARO)**

PAP Code	Description	Allotment	Obligation	Unobligated Allotment	% of Utilization
100000100001000	PPA922 - For payment of Personnel Benefits - General	30,480,811.43	30,480,811.43	-	100%

	Management and Supervision				
100000100001000	PPA105 - RLIP - General Management and Supervision - Regional Office Proper	3,084,000.00	3,084,000.00	-	100%
100000100001000	PPA105 - RLIP - General Management and Supervision - Regional Office Proper	1,912,000.00	1,912,000.00	-	100%
100000100001002	PPA702 - MPBF - General Management and Supervision - Division Office - Proper	1,592,317.00	1,592,317.00	-	100%
100000100002000	PPA114 - Administration of Personnel Benefits	751,131.44	751,131.44	-	100%
100000100002000	PPA114 - Administration of Personnel Benefits	1,238,472.43	1,238,472.43	-	100%
100000100002000	PPA114 - Administration of Personnel Benefits	2,470,000.00	2,470,000.00	-	100%
200000100006000	PPA228 - Learner Support Programs	1,247,283.75	1,247,283.75	-	100%
310200100002000	PPA382 - New School Personnel Positions	33,732,000.00	33,732,000.00	-	100%
310200100002000	PPA382 - New School Personnel Positions	18,511,000.00	18,511,000.00	-	100%
310200100002000	PPA382 - New School Personnel Positions	52,288,600.00	52,288,600.00	-	100%
310400100002000	PPA929 - For payment of Personnel Benefits - Operation of Schools - Elementary (Kinder to Grade 6)	62,200,000.00	62,200,000.00	-	100%
310400100002000	PPA349 - RLIP - Operation of Schools -	5,777,000.00	5,777,000.00	-	100%

	Elementary (Kinder to Grade 6)				
310400100010000	PPA518 - Hardship Pay	255,025.00	255,025.00	-	100%
310400100010000	PPA518 - Hardship Pay	595,055.00	595,055.00	-	100%
310400100013000	PPA422 - World Teacher's Day Incentive Benefit	2,317,000.00	2,317,000.00	-	100%
	<b>TOTAL</b>	<b>218,451,696.05</b>	<b>218,451,696.05</b>	-	<b>100%</b>

**Table 10. MOOE Current Allocation (GAA)**

<b>PAP</b>	<b>Description</b>	<b>Allotment</b>	<b>Obligation</b>	<b>UnObligated Allotment</b>	<b>% of Utilization</b>
100000100001000	PPA106 - General Management and Supervision - Division Office - Proper	9,648,000.00	8,678,055.74	969,944.26	89.95 %
310400100002000	PPA347 - Operation of Schools - Elementary (Kinder to Grade 6)	54,097,000.00	54,095,644.00	1,356.00	100.00 %
310400100003000	PPA350 - Operation of Schools - Junior High School (Grade 7 to Grade 10)	8,749,000.00	8,749,000.00	-	100.00 %
310400100004000	PPA353 - Operation of Schools - Senior High School (Grade 11 to Grade 12)	3,247,000.00	3,247,000.00	-	100.00 %
310500100001000	PPA370 - Human resource development for personnel in schools and learning centers	2,598,000.00	2,598,000.00	-	100.00 %
	<b>TOTAL</b>	<b>78,339,000.00</b>	<b>77,367,699.74</b>	<b>971,300.26</b>	<b>98.76 %</b>

**Table 11. MOOE Current Allocation (SARO & Sub-ARO)**

PAP	Description	Allotment	Obligation	Unobligated Allotment	% of Utilization
200000100001000	PPA200 - Physical Fitness and School Sports	470,500.00	463,668.00	6,832.00	98.55 %
200000100006000	PPA228 - Learner Support Programs	1,154,140.00	682,788.16	471,351.84	59.16 %
200000100007000	PPA231 - Building Partnerships and Linkages Program	190,000.00	181,807.00	8,193.00	95.69 %
200000100009000	PPA235 - Child Protection Program	50,000.00	50,000.00	-	100.00 %
200000100010000	PPA241 - Disaster Preparedness and Response Program	1,647,000.00	1,641,995.66	5,004.34	99.70 %
200000100011000	PPA236 - Organizational and Professional Development for Non-Teaching Personnel	719,432.00	703,862.00	15,570.00	97.84 %
310100100001000	PPA373 - National Assessment Systems for Basic Education	425,893.00	217,900.00	207,993.00	51.16 %
310100100003000	PPA302 - Basic Education Curriculum	6,626,994.40	6,577,265.64	49,728.76	99.25 %
310100100005000	PPA322 - Development and Promotion of Campus Journalism	108,144.00	108,144.00	-	100.00 %
310100100007000	PPA320 - Early Language Literacy and Numeracy	119,941.72	94,770.00	25,171.72	79.01 %
310200100004000	PPA355 - Textbooks and other Instructional Materials	1,859,257.94	1,832,065.35	27,192.59	93.28 %
310200100005000	PPA359 - Computerization Program	300,000.00	300,000.00	-	100.00 %

310300100003000	PPA440 - (FLO - ADM) Flexible Learning Options - Alternative Delivery Mode (ADM)	104,900.00	6,900.00	98,000.00	6.58%
310300100004000	PPA365 - Madrasah Education Program	786,731.12	785,863.00	868.12	99.89%
310300100005000	PPA342 - Special Needs Education Program	2,285,000.00	2,282,652.00	2,348.00	99.90%
310400100001000	PPA341 - School-Based Feeding Program (SBFP)	37,293,845.00	23,909,106.13	13,384,738.87	64.11%
310400100003000	PPA350 - Operation of Schools - Junior High School (Grade 7 to Grade 10)	1,866,000.00	1,035,000.00	831,000.00	55.47%
310400100004000	PPA353 - Operation of Schools - Senior High School (Grade 11 to Grade 12)	471,000.00	471,000.00	-	100.00%
310400100010000	PPA522 - Grant of Cash Allowance	11,710,000.00	11,710,000.00	-	100.00%
310500100001000	PPA370 - Human resource development for personnel in schools and learning centers	4,016,100.00	3,922,004.89	94,095.11	97.66%
	<b>TOTAL</b>	<b>72,204,879.18</b>	<b>56,976,791.83</b>	<b>15,228,087.35</b>	<b>78.91%</b>

**Table 12. CO Current Allocation (SARO & Sub-ARO)**

PAP	Description	Allotment	Obligation	Unobligated Allotment	% of Utilization
310200100006000	PPA409 - BEFF - Electrification of On-Grid Schools and Installation of Solar Panels of Off-Grid Schools	4,489,385.57	4,489,385.57	-	100%
	<b>TOTAL</b>	<b>4,489,385.57</b>	<b>4,489,385.57</b>	<b>-</b>	<b>100%</b>

**Table 13. MOOE Continuing Allotment**

PAP	Description	Allotment	Obligation	Unobligated Allotment	% of Utilization
100000100001000	PPA107 - General Management and Supervision - Division Office - Proper	441,380.04	441,380.04	-	100.00%
100000100001000	PPA101 - General Management and Supervision - Central Office	739,581.32	739,581.32	-	100.00%
100000100001000	PPA104 - General Management and Supervision - Regional Office Proper	24,025.00	24,025.00	-	100.00%
100000100001000	PPA101 - General Management and Supervision - Central Office	97,425.46	97,218.68	206.78	99.79%
200000100001000	PPA201 - Physical Fitness and School Sports	250,000.00	250,000.00	-	100.00%
200000100006000	PPA229 - Learner Support Programs	59,682.56	59,682.56	3,675.32	100.00%
200000100007000	PPA239 - Building Partnerships and Linkages Program	52,810.00	52,787.00	23.00	99.96%
200000100010000	PPA242 - Disaster Preparedness and Response Program	2,920,629.72	2,920,629.72	-	100.00%
310100100001000	PPA374 - National Assessment Systems for Basic Education	390,345.48	390,110.00	235.48	99.94%
310100100003000	PPA301 - Basic Education Curriculum	2,904,100.02	2,903,206.18	893.84	99.97%
310100100005000	PPA323 - Development and Promotion	12,860.00	12,860.00	-	100.00%

	of Campus Journalism				
310100100007000	PPA321 - Early Language Literacy and Numeracy	56,133.00	56,133.00	-	100.00%
310200100003000	PPA335 - Learning Tools and Equipment	126,030.15	126,030.15	-	100.00%
310200100004000	PPA356 - Textbooks and other Instructional Materials	531,252.67	511,549.41	19,703.26	96.29%
310200100005000	PPA360 - Computerization Program	403,924.46	402,092.52	1,831.94	99.55%
310200100006000	PPA506 - BEFF - School Desks, Furniture and Fixtures	9,440.00	9,440.00	-	100.00%
310300100003000	PPA385 - Flexible Learning Options (ADM/ALS/Ei E)	1,996,955.04	1,915,283.04	81,672.00	95.91%
310300100005000	PPA343 - Special Education Program	166,252.33	166,252.33	-	100.00%
310400100001000	PPA340 - School-Based Feeding Program (SBFP)	11,348,356.66	11,347,502.86	853.80	99.99%
310400100002000	PPA348 - Operation of Schools - Elementary (Kinder to Grade 6)	430,076.00	430,076.00	-	100.00%
310400100003000	PPA351 - Operation of Schools - Junior High School (Grade 7 to Grade 10)	2,172.00	2,172.00	-	100.00%
310400100004000	PPA358 - Operation of Schools - Senior High School (Grade 11 to Grade 12)	5,058.22	5,058.22	-	100.00%
310400100010000	PPA523 - Grant of Cash Allowance	106,800.00	106,800.00	-	100.00%
310500100001000	PPA371 - Human resource development	3,674,691.93	3,674,691.93	-	100.00%

	for personnel in schools and learning centers				
	<b>TOTAL</b>	<b>26,749,982.06</b>	<b>26,644,561.96</b>	<b>101,744.78</b>	<b>99.61%</b>

**Table 14. CO Continuing Allotment**

<b>PAP</b>	<b>Description</b>	<b>Allotment</b>	<b>Obligation</b>	<b>Unobligated Allotment</b>	<b>% of Utilization</b>
310200100005000	PPA360 - Computerization Program	1,300,000.00	1,297,900.00	2,100.00	99.84%
310200100005000	PPA360 - Computerization Program	164,287.00	123,000.00	41,287.00	74.87%
310200100006000	PPA504 - BEFF - Engineering and Administrative Overhead (EAO)	112,383.23	112,383.23	-	100.00%
310200100006000	PPA504 - BEFF - Engineering and Administrative Overhead (EAO)	300,000.00	290,000.00	10,000.00	96.67%
310200100006000	PPA504 - BEFF - Engineering and Administrative Overhead (EAO)	114,000.00	114,000.00	-	100.00%
	<b>TOTAL</b>	<b>1,990,670.23</b>	<b>1,937,283.23</b>	<b>53,387.00</b>	<b>97.32%</b>

Reviewed by:

**NADINE C. CELINDRO**

Assistant Schools Division Superintendent

Approved (for Submission and Utilization):

**MERTHEL M. EVARDOME, CESO V**

Schools Division Superintendent

# 2024 AAR



“Una sa Lahat, Serbisyong Tapat  
at May Puso”