GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT

CCSF 320 APPORTIONMENT REPORT

Definitions and Information

Abstract

This manual is designed for Grossmont-Cuyamaca Community College District employees to gain an understanding of the language and process of 320 Apportionment reporting.

Introduction

The California Community College Chancellor's office is responsible for ensuring colleges adhere to the California Education Code and respective sections of Title 5 of the California Code of Regulation. Colleges must ensure that appropriate Attendance Accounting Procedures are followed in alignment with the Student Attendance Accounting Manual (SAAM) as well as Title 5 regulations.

This manual provides a detailed overview of the apportionment reports submitted by the Grossmont-Cuyamaca Community College District, as well as the requirements for these reports per California Education Code and Title 5 California Code of Regulations.

CCSF 320 Basics

The 320 apportionment report (state report) provides the State Chancellor's Office (CCCCO) with the majority of enrollment information that translates into apportionment dollars to California Community Colle districts and colleges. Typically, a district will submit credit and non-credit Full-Time Equivalent Students (FTES) information for the fiscal year in the 320 report three times per year with an optional recalculation period.

Primary terms vs Session The Primary term/Full term include fall and spring, and are scheduled to meet the full length of the semester. Short-term sessions, intersession and summer are referred to as a short-term session. Note that sessions may be longer than the primary term since the definition is only that it is scheduled outside of the primary term.

Accounting Method is a value assigned to each class section based on several criteria including start/end date, meeting pattern and instruction method (lecture, lab, online, etc) and is prescribed by regulations.

Accounting Method (XB01) **CCCCO Value (GCCCD Value)**	**Formal Description**	**Criteria** **Not all criteria must be met to assign the accounting method**
W (CW)	Weekly Census (Fall or Spring primary term only)	• Fall or Spring primary term classes only • Cannot have any "hours by arrangement" • Scheduled "...regularly with respect to the number of days and hours the class is scheduled **each week**..." • Online synchronous
D (CD)	Daily Census	• Non-primary term class • Classes that meet greater than or equal to 5 days total (not primary term) • Cannot have any "hours by arrangement" • Scheduled "...regularly with respect to the number of days and hours the class is scheduled **each week**..." • Online synchronous
P (PACR)	Positive Attendance	• Class has "hours by arrangement" • Classes that meet less than 5 days total

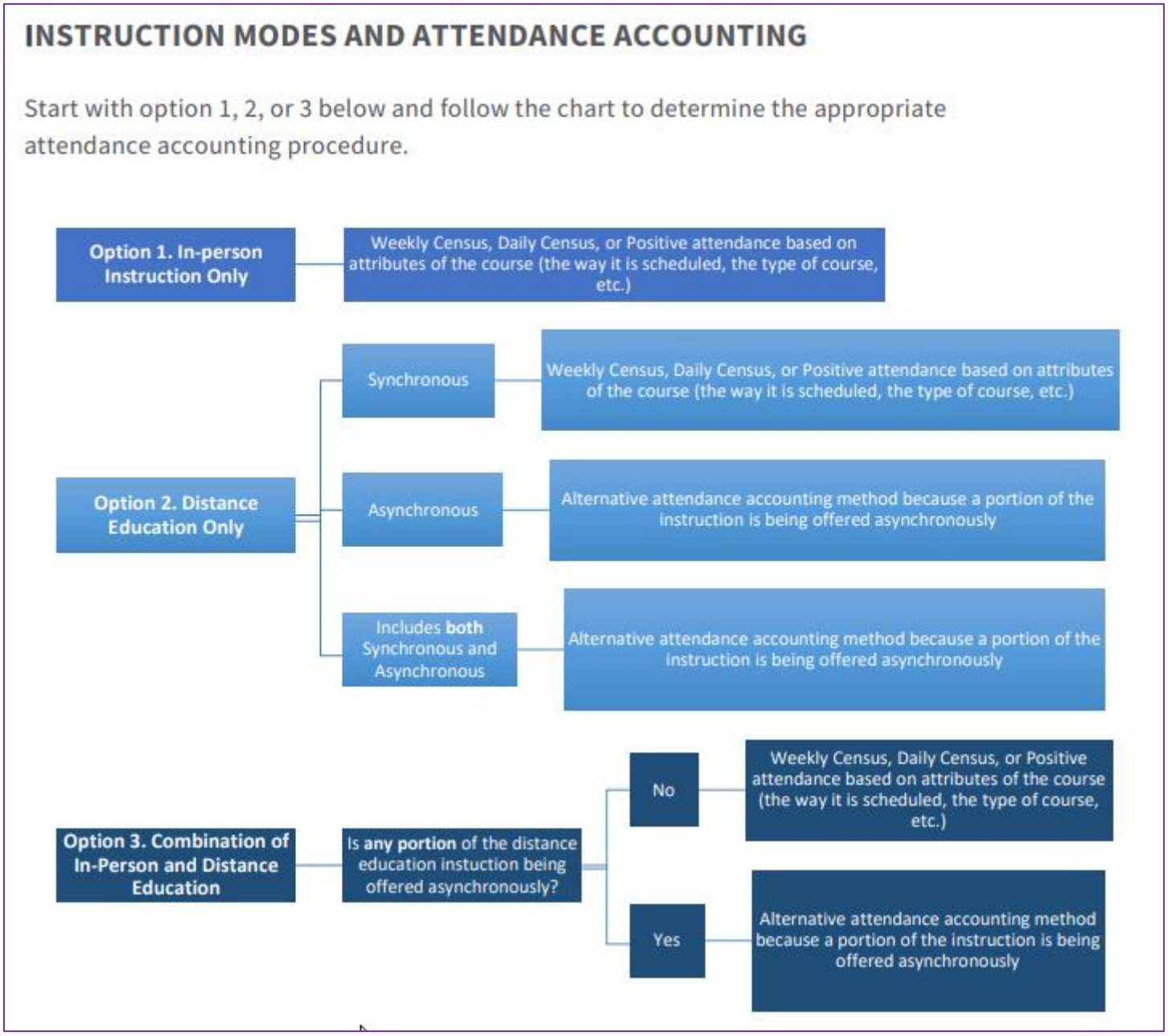
		• Scheduled "...**irregularly** with respect to the number of days and hours the class is scheduled each week..." • No meeting time scheduled • **Online** open entry/exit
E (OEOE)	Positive Attendance (Open Entry/Exit)	• Open Entry/exit classes • Hours by Arrangement • Not online
I **(IW) Primary term** **(ID) Short term**	Independent Study and Work Experience	• Course is Independent Study; asynchronous or mixed sync and async • Course is Work Experience; asynchronous or mixed sync and async • Instructional Method (XF01) is: • 72 Internet/Distance Education • 71 Partially Online/On Campus
L **(ILW) Primary term** **(ILD) Short Term**	Independent Study and Work Experience (Alternative Calculation)	• Instructional Method (XF01) is Online only (71), and includes a lab or is • Lab only • asynchronous or mixed sync and async
G (PANC)	Non-Credit Positive Attendance	• All noncredit classes, except those using the Alternative Calculation (see Deep Dive: FTES for definition) • All **Tutoring** classes
O	Non-State Supported	• Contract Education Courses • Exclude manually under extenuating circumstances • Not eligible for State funding

How to determine Accounting Method

Synchronous – distance education courses structured similarly to face-to-face courses, however, rather than being on campus, students interact with the instructor via some kind of interactive technology (such as Zoom). All students are expected to meet in real time at schedule class times through a remote connection.

Asynchronous – distance education courses that do not have designated scheduled meeting days and times. Students complete class activities and assignments as detailed in the course syllabus by logging into the online system completing work and submitting electronically to the instructor.

The following chart, from the California Community College Chancellor's Office, should assist with determination of accounting method.



Census date calculation. In general, for **census week** classes and other classes that are schedule conterminously with the primary term, districts will multiply the number of weeks the class is scheduled to meet by 0.2 to find the week closest to 20% of the number of weeks after applying standard rounding. The census date for these classes will be the Monday of the computed week,

typically, this is the third Monday of instruction. All students who are enrolled as of the end of the business day prior to the census date are included as validly enrolled for apportionment. Note that the census date is calculated as part of the Academic Calendar and is not up to each college.

Classes that are NOT coterminous with the primary term but are **regularly** scheduled, should be coded as **census day** accounting method. Note that the class may be either longer or shorter than the primary term. To calculate the census date for these classes, multiply the **number of days** the class is scheduled to meet by 0.2 and use standard rounding. For example, if a class meets on Tuesday and Thursday, only those days would be used for the census date calculation. All students who are actively enrolled as of the end of the business day prior to the computed census date are included as validly enrolled for apportionment. It is important to note that a class which meets on Monday and Wednesday may have a different census date than the same class scheduled on Tuesday and Thursday, assuming the same start and end dates are used. The census date must be on a class meeting day for census day accounting method classes.

For non-primary sections without a meeting pattern, such as hours to be arranged (TBA) or online with no meeting pattern, the census date is calculated by counting all days Monday-Sunday, then applying the 20% calculation.

Full-Time Equivalent Students (FTES) California community college apportionment is derived by the Full-Time Equivalent Student workload measure. One FTES is equivalent to 15 units of enrollment per semester or 525 hours of student instruction (15 class hours per week [3 units x5 classes] x traditional 35-week academic year = 525). **For example, one FTES can be one full-time student enrolled in 15 units for each of two semesters, or five students enrolled in three units each for two semesters.**

FTES are computed differently depending on the accounting method of the class section. Many factors are used to calculate FTES for each accounting method, such as the term-length multiplier of the district, weekly apportionment hours, daily apportionment hours, units, number of days or weeks the class meets, and actual attendance hours of the student tracked by the presiding faculty member of the class. **See the Deep Dive section for Apportionment calculations by accounting method.**

The Term-Length Multiplier (TLM) for attendance accounting calculations of a district is determined by the CCCCO based on the academic calendar of the district. The GCCCD has a primary TLM of 17.0 beginning with the 2023-24 academic year; there are 16 weeks of instruction each semester and five required Professional Development (Flex) days in each of GCCCD primary terms. The calculation is 16 weeks each for Fall and Spring, plus two additional weeks of professional Development divided by two semesters results in a a TLM of 17.0. It should be noted that the California Community College Chancellor's office requires a TLM of 17.5 for some Independent Study/Work Experience calculations.

Deep Dive: FTES

Districts report FTES for primary terms, short term and summer sessions at least three times each fiscal year, with an optional recalculation period. Intersession is included with the Spring semester.

Each accounting method calculates FTES differently to align with the way in which the class is scheduled. Broadly speaking, accounting methods can be organized into two families: Census procedure classes and positive attendance classes.

Census procedure classes include census week, census date, and independent study/work experience courses. These accounting methods rely on a district calculated census date to determine the valid enrollments in each class. The census date is determined by calculating the 20% point of the class. Essentially, census procedure classes include students who compote the course or withdraw, and excludes students who drop or do not attend the class.

There are two types of census procedure classes: census week and census day classes. **Census week** classes meet regularly and are coterminous with the beginning and ending of the semester in which it is offered. The calculate FTES, a **term-length multiplier** is used. The term-length multiplier is dependent upon the calendar utilized by the district. The GCCCD uses a term-length multiplier of 17.0 beginning 2023-24. Census week classes may also be independent study or work experience or may be with or without a lab component.

Census day classes are NOT coterminous with the beginning and end of the semester in which it is scheduled, and do not always use a term-length multiplier. Minimally, a census day class must meet at least five days during the term to be eligible for this accounting method. Classes that meet for shorter periods of time must use positive attendance to calculate apportionment. There are different FTES calculations used for different types of census day classes. Census day week classes may also be independent study or work experience or may be with or without a lab component.

Alternative attendance accounting methods for census procedure classes include Independent Study Census Week, Independent Study Census Week lab, Independent Study Census Day, Independent Study Census Day lab, and non-credit distance education. Generally, these accounting methods are used for classes that meet online or are work experience.

Independent study classes are considered census week or census day based on the way the class is scheduled, and the FTES calculations are dependent upon both the length of the class and whether the course has a laboratory component. In 2021, the CCCCO released a memorandum that allows compressed calendar districts, like GCCCD, to use a 17.5 course-length multiplier in place of the TLM for alternative attendance accounting methods' FTES formula.

Positive attendance courses use the actual hours of student attendance to determine FTES. These classes may be either credit or non-credit. A class must be scheduled as positive attendance if it meets fewer than five days, is non-credit (excluding online), tutoring classes and other technical programs such as Nursing (due to clinical hours).

Calculating positive attendance FTES is very simple, though there are some nuances. To calculate FTES, sum the hours a student has accumulated and divide by 525. It is important to ensure that the hours claimed for students whose hours exceed the total allowable hours of the class are adjusted so that the District does not over-claim hours.

Calculating Class Hours

Each class section must be scheduled to meet within the Board and Chancellor's Office approved course hours per Title 5. When a course is approved, there are a minimum and maximum hour range which are aligned with the unit value assigned for the course. For example, a typical 3-nit lecture course must be scheduled for a minimum of 48 hours and a maximum of 54 hours. This value is determined by using the hours per week (3), multiplied by the minimum semester length (16) to the maximum semester length (18). Note that the GCCCD semester length has no bearing on this calculation.

Review the California Community College Chancellor's Office Student Attendance Accounting Manual (SAAM), Course Scheduling and Contact Hour Computations (Chapter 3) for further details.

To calculate the hours for a class section, you will need:

1. GCCCD Academic Calendar

   https://www.gcccd.edu/academic-calendars/index.php

2. CCCCO Calculating Class Hours Document – See Appendix A

By Regulation:

- Classes may only be scheduled between 7:00 a.m. – 11:00 p.m.
- Each class meeting period much be scheduled a minimum of 50 minutes.
- Classes may only be scheduled to begin or end in 5 minute increments using 0, 5, 10, 15 etc format.
- Classes scheduled equal to or longer than 110 minutes must have a 10-minute break for every additional hour.
- Classes scheduled for more than 6 hours must also have a 30-minute lunch break.

Total hours are calculated using the Class Hour which is the "basic unit of attendance for computing full-time equivalent students (FTES)." This is distinguished from a Clock Hour which is a "60-minute time frame." For example, a class hour can be 50 minutes but a clock hour cannot, it is 60 minutes.

Calculating FTES

FTES is calculated by accounting method based on the formulas below:

Accounting Method	WSCH Weekly Student Contact Hour	FTES Full Time Equivalent Students
W (CW) – census week	(Weekly Contact Hours)(Enrollment)	$\frac{(WSCH)(TLM^*)}{525}$
D (CD) – census day	(Daily Contact Hour)(# Days)	$\frac{(WSCH)^* (\#\ Students)}{525}$
P or E (PACR, OEOE) – positive attendance	n/a	$\frac{Total\ Student\ Hours}{525}$
I (IW) – alternative attendance accounting (online, independent study, work experience) **Term Length Classes**	(Units)(Enrollment)	$\frac{(WSCH)(17.5)}{525}$
I (ID) – alternative attendance accounting (online, independent study, work experience) **Short Term Classes**	(Units)(Enrollment)	$\frac{(WSCH)(17.5)}{525}$
L (ILW) – alternative attendance accounting (online lab, independent study, work experience) **Term Length Classes**	(Weekly Contact Hours)(Enrollment)	$\frac{(WSCH)(17.5)}{525}$
L (ILD) – alternative attendance accounting (online lab, independent study, work experience) **Short Term Classes**	(Weekly Contact Hours)(Enrollment) OR (Class Total Hours)(Enrollment)	$\frac{(WSCH)(\#weeks)}{525}$ OR $\frac{WSCH}{525}$

* The TLM for GCCCD is 17.0 beginning 2023-24, previously it was 17.5.

Note: The term Length Multiplier for Alternative Attendance Accounting is set to 17.5 for all Districts for Alternative Term Length and Alternative **non-lab** short term classes per the California Community Colleges Office memo FA-21-12 (October 7, 2021) Regulatory Changes to Distance Education Attendance Accounting.

Apportionment Reporting

The CCSF 320 Apportionment report is due as prescribed by the CCCCO.

Reporting Periods:

January 15	First reporting period (P1)
April 20	Second reporting period (P2)
July 15	Annual/Final report (see note on Prior Summer)
November 1	Recalculation report, *not required.*

In an effort to comply with regulations and ensure accurate data reporting, GCCCD takes steps to clean up data prior to the submission deadlines.

Student exception reports are sent to Grossmont and Cuyamaca Colleges' Admissions and Records Offices throughout the term. Admissions and Records staff have the opportunity to make corrections to the system if they find any enrollments that are excluded by mistake.

One of these factors is the correct designation of student residency. Only students who qualify as residents of California, receive an AB540 designation, or participate in state-mandated public safety courses may be claimed for apportionment, while non-resident students pay additional fees directly to the college. Other corrections may be made for classes with no positive attendance hours posted, students enrolled after the census date, or students who have repeated a course beyond the limit set forth in Title 5, 55040 et seq. There are some exceptions that cannot be corrected and thus, the District will not receive funding for that student in that class.

Similarly, **Course exception reports** are disseminated to the instructional office on each college campus. Instructional office staff are able to make corrections to classes that are excluded due to an error on the class schedule prior to the data for the 320 report are processed. These exceptions may include a class without an accounting method entered, positive attendance hours not posted or a misalignment with the course approval.

Both types of exception reports are processed and provided to the campuses several weeks prior to each reporting period so that campus staff have the opportunity to review the list for each term and make necessary corrections or ask questions to the Educational Support Services office for guidance.

As part of the first and second reporting periods, districts do not have actual enrollment data for all terms within the fiscal year. To make projections for these terms, an annualizer is applied. The annualizer is a value that is used to project FTES. Districts also use additional methods to make projections in conjunction with the annualizer, such as entering projected positive attendance hours if the data is available.

The **prior summer** exception excludes summer classes or enrollments that were claimed in the former fiscal year but were eligible to be claimed in the subsequent fiscal year.

The summer shift only applies to census day, and independent study census day classes that have a census date before the end of the fiscal year (June 30th), and an end date after the end of the fiscal year. These classes may be claimed in either fiscal year but can only be counted once after a decision has been made.

Census-based classes that have census dates and end dates within the same fiscal year are not eligible for the summer shift.

Similarly, positive attendance classes must be claimed in the fiscal year within which the class ends. That is, if a positive attendance class ends on or before June 30th, it must be claimed in the fiscal year in which it ends; whereas, a positive attendance class that ends on or after July 1 would be claimed in the subsequent fiscal year.

As of the final reporting period, all (or most) FTTES are actual values reported to the state. During the final submission, districts are subjected to an external audit to ensure that enrollment information is reported in compliance with Title 5 and California Education Code. Districts may submit positive attendance rosters, class schedules, raw enrollment data, and other requested information that is reviewed by an external agency on behalf of the state. The audit process usually takes several months and the results of the audit are usually presented in February of the subsequent fiscal year.

In addition to auditing requirements for FTES, districts are responsible for validating the data that are submitted to the Chancellor's Office Management Information System (MIS) that are the basis of the supplemental and success allocations of the Student Centered Funding Formula (SCFF).

The SCFF is still being updated and changed as the CCCCO system attempts to employ a new funding formula that, as of yet, is not fully funded by the state budget. Additional information regarding the Student Centered Funding Formula may be found on the State Chancellor's website.

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula

Brief Introduction to the Student Centered Funding Formula (SCFF)

The Student Centered Funding Formula (SCFF) was first introduced for the 2018-19 fiscal year with the intention of incentivizing increases in student success and equity throughout the California Community College system. While FTES historically provided all apportionment for California Community Colleges, the launch of the SCFF has shifted the focus from solely on FTES to also include student equity and success metrics. FTES constitutes approximately 70% of the apportionment received by districts, 20% is determined by supplemental information such as financial aid status, and 10% is determined by student success metrics such as degrees awarded.

The first component of the SCFF is the base allocation. The base allocation is largely based on FTES, though the allocation amounts for FTES have changed. Dual enrolled student FTES is funded at a higher rate compared to credit FTES. The base allocation takes FTES into consideration and generally makes up about 70% of apportionment, though this portion is not exact and varies by district.

The supplemental allocation component of the SCFF aims to provide districts with funding based on the numbers of economically disadvantaged students who are attending classes. The SCFF uses the Pell Grant and California Promise grant to estimate economically disadvantaged. It is important to note that financial aid recipients receive additional points, which translate to dollars, for the outcomes they display in the success allocation. The supplemental allocation makes up about 20% of district funding, though that is not an exact proportion.

The success allocation in the SCFF aims to reward districts monetarily for students who receive positive outcomes. Student awards, and completion of transfer-level Math and English provide districts with additional funding.

Calculating Class Hours (Student Contact Hours)

1. Definitions

a. *Class Hour:* The "class hour" is the basic unit of attendance for computing full-time equivalent student(FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can be only one "class hour" in each "clock hour," except as provided for multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment. For purposes of computing full-time equivalent student (FTES), a class hour is commonly referred to as a "contact hour" or "Student Contact Hour" (SCH).

b. *Clock Hour* : A "clock hour" is a 60-minute time frame, which may begin at any time, for example, 8:00 to 9:00, 8:10 to 9:10, 8:20 to 9:20.

c. *Passing Time/Break* : Each clock hour is composed of one 50-minute class hour segment and a 10-minute segment referred to as "passing time," "break," etc.. No additional attendance may be claimed for this 10-minute segment, except as provided for a "multiple hour class." (See e. below) Note: The 10-minute break time permitted in each clock hour may not be accumulated during a multiple hour class to be taken at the end of the class and be counted for FTES apportionment.

d. *Partial Class Hour* : A "partial class hour" is that fractional part of a class hour in a class scheduled for more than one clock hour, starting from and including the 51st minute of the last full clock hour. For example, continuous instruction from 8:00 - 9:35 would have a 45-minute partial class hour (8:51-9:35). 45 minutes is the longest possible partial class hour. Instruction after a 45-minute partial class period hour would require a 10-minute break in the previous clock hour.

e. *Multiple Hour Class* :

1. A multiple hour class is any period of instruction scheduled continuously for more than one clock hour.

2. In multiple hour class scheduling, each 50 minutes exclusive of breaks (formal or informal) is a class/contact hour. However, the fractional part of a class hour beyond the last full clock hour may be counted for apportionment, starting from and including the 51st minute of the last full clock hour.

3. The divisor for this fractional part of a class shall be 50.

4. There shall be no class break in the last full clock hour or the partial class hour.

5. The sum of class hours cannot exceed the total number of elapsed clock hours for which the class is scheduled. For this rule, "clock hours" is interpreted to mean the total whole number (an integer) of clock hours, each being a 60-minute time frame. For example, if you have a class scheduled from 8:00 to 11:25, the resulting class hours (contact hours) would be 3.7 (see example 2.d below) and are within the maximum number of class hours for the 4 "clock hour" period of 8:00 to 12:00.

2. Examples for Calculating Student Contact Hours (SCH)

a. Single Hour Class Meeting

Class scheduled from 8:00 to 8:50 (no break)

8:00 - 8:50	1.0 SCH	1 class hour in 1 clock hour = 1 SCH
Total	1.0 SCH	

b. Multiple Hour Class Meeting

Class scheduled from 8:00 to 9:15 (no break)

8:00 - 8:50	1.0 SCH	50 Instructional Minutes = 1 SCH
8:50 - 9:15	0.5 SCH	25 Instructinal Minutes / 50 = .5 SCH
Total	1.5 SCH	

c. Multiple Hour Class Meeting

Class scheduled from 8:00 to 10:05 (one 10 minute break)

8:00 - 9:00	1.0 SCH	50 Instructional Minutes plus 10 min break = 1.0 SCH
9:00 - 9:50	1.0 SCH	50 Instructional Minutes = 1.0 SCH
9:50 - 10:05	0.3 SCH	15 Instructional Minutes / 50 = 0.3 SCH
Total	2.3 SCH	

d. Multiple Hour Class Meeting

Class scheduled from 8:00 to 11:25 (two 10 minute breaks)

8:00 - 9:00	1.0 SCH	50 Instructional Minutes plus 10 min break = 1.0 SCH
9:00 - 10:00	1.0 SCH	50 Instructional Minutes plus 10 min break = 1.0 SCH
10:00 - 10:50	1.0 SCH	50 Instructional Minutes = 1.0 SCH
10:50 - 11:25	0.7 SCH	35 Instructional Minutes / 50 = 0.7 SCH
Total	3.7 SCH	

3. Contact Hours Computation Table

Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
50 Minutes	00:50	8:00 - 8:50	1.0	NA	1 CH
65 Minutes	01:05	8:00 - 9:05	1.3	NA	1 CH + 15-minute PCH
70 Minutes	01:10	8:00 - 9:10	1.4	NA	1 CH + 20-minute PCH
75 Minutes	01:15	8:00 - 9:15	1.5	NA	1 CH + 25-minute PCH
80 Minutes	01:20	8:00 - 9:20	1.6	NA	1 CH + 30-minute PCH
85 Minutes	01:25	8:00 - 9:25	1.7	NA	1 CH + 35-minute PCH
90 Minutes	01:30	8:00 - 9:30	1.8	NA	1 CH + 40-minute PCH
95 Minutes	01:35	8:00 - 9:35*	1.9	NA	1 CH + 45-minute PCH
110 Minutes	01:50	8:00 - 9:50	2.0	1	2 full CH
125 Minutes	02:05	8:00 - 10:05	2.3	1	2 CH + 15-minute PCH
130 Minutes	02:10	8:00 - 10:10	2.4	1	2 CH + 20-minute PCH
135 Minutes	02:15	8:00 - 10:15	2.5	1	2 CH + 25-minute PCH
140 Minutes	02:20	8:00 - 10:20	2.6	1	2 CH + 30-minute PCH
145 Minutes	02:25	8:00 - 10:25	2.7	1	2 CH + 35-minute PCH
150 Minutes	02:30	8:00 - 10:30	2.8	1	2 CH + 40-minute PCH
155 Minutes	02:35	8:00 - 10:35*	2.9	1	2 CH + 45-minute PCH
170 Minutes	02:50	8:00 - 10:50	3.0	2	3 full CH
185 Minutes	03.05	8:00 - 11:05	3.3	2	3 CH + 15-minute PCH
190 Minutes	03:10	8:00 - 11:10	3.4	2	3 CH + 20-minute PCH
195 Minutes	03:15	8:00 - 11:15	3.5	2	3 CH + 25-minute PCH
200 Minutes	03:20	8:00 - 11:20	3.6	2	3 CH + 30-minute PCH
205 Minutes	03:25	8:00 - 11:25	3.7	2	3 CH + 35-minute PCH
210 Minutes	03:30	8:00 - 11:30	3.8	2	3 CH + 40-minute PCH
215 Minutes	03:35	8:00 - 11:35*	3.9	2	3 CH + 45-minute PCH

Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
230 Minutes	03:50	8:00 - 11:50	4.0	3	4 full class hours
245 Minutes	04:05	8:00 - 12:05	4.3	3	4 CH + 15-minute PCH
250 Minutes	04:10	8:00 - 12:10	4.4	3	4 CH + 20-minute PCH
255 Minutes	04:15	8:00 - 12:15	4.5	3	4 CH + 25-minute PCH
260 Minutes	04:20	8:00 - 12:20	4.6	3	4 CH + 30-minute PCH
265 Minutes	04:25	8:00 - 12:25	4.7	3	4 CH + 35-minute PCH
270 Minutes	04:30	8:00 - 12:30	4.8	3	4 CH + 40-minute PCH
275 Minutes	04:35	8:00 - 12:35*	4.9	3	4 CH + 45-minute PCH
290 Minutes	04:50	8:00 - 12:50	5.0	4	5 full CH
305 Minutes	05:05	8:00 - 1:05	5.3	4	5 CH + 15-minute PCH
310 Minutes	05:10	8:00 - 1:10	5.4	4	5 CH + 20-minute PCH
315 Minutes	05:15	8:00 - 1:15	5.5	4	5 CH + 25-minute PCH
320 Minutes	05:20	8:00 - 1:20	5.6	4	5 CH + 30-minute PCH
325 Minutes	05:25	8:00 - 1:25	5.7	4	5 CH + 35-minute PCH
330 Minutes	05:30	8:00 - 1:30	5.8	4	5 CH + 40-minute PCH
335 Minutes	05:35	8:00 - 1:35*	5.9	4	5 CH + 45-minute PCH
350 Minutes	05:50	8:00 - 1:50	6.0	5	6 full CH
365 Minutes	06.05	8:00 - 2:05	6.3	5	6 CH + 15-minute PCH
370 Minutes	06:10	8:00 - 2:10	6.4	5	6 CH + 20-minute PCH
375 Minutes	06:15	8:00 - 2:15	6.5	5	6 CH + 25-minute PCH
380 Minutes	06:20	8:00 - 2:20	6.6	5	6 CH + 30-minute PCH
385 Minutes	06:25	8:00 - 2:25	6.7	5	6 CH + 35-minute PCH
390 Minutes	06:30	8:00 - 2:30	6.8	5	6 CH + 40-minute PCH
395 Minutes	06:35	8:00 - 2:35*	6.9	5	6 CH + 45-minute PCH

CH = *Class Hour.* *PCH = Partial Class Hour.* See Definitions.

Note: Individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m. to 9:25 a.m. or 8:00 a.m. to 11:10 a.m.)

* A partial class hour cannot exceed 45 minutes. Instruction after a 45-minute partial class hour period would require a 10-minute break in the previous clock hour
As a result, classes should be scheduled only for the time lengths listed in the table (or extension). See definitions o *Passing Time/Break* and *Partial Class Hour.*