
PRINCIPLES OF ACCOUNTING I

Basic Accounting/Bookkeeping for Local School Personnel

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Course Outline

Chapter 1 - Accounting and Bookkeeping

Chapter 2 - The Accounting Equation

Chapter 3 - The Income Statement /
Operating Statement

Chapter 4 - Recording Financial Transactions

Chapter 5 - LEA Financial Statements

Course Objectives

To provide participants with a working knowledge and the ability to:

- perform double entry accounting.
 - work with the elements of the general ledger.
 - prepare basic financial reports.
 - understand accounting terminology.
 - understand generally accepted accounting principles.
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Course Disclaimer

- The purpose of this course is to help you learn more about the accounting cycle.
 - We will be applying the methods and principles we discuss by completing problems that will build upon each other.
 - The accounts we will be utilizing MAY NOT match the accounts you use on a daily basis.
 - DO NOT GO BACK TO YOUR LEA AND CHANGE YOUR JOURNAL ENTRIES TO BE IN ACCORDANCE WITH MY ANSWERS!
-

HOW TO SUCCEED IN THIS COURSE

- Accounting is **NOT** a spectator sport, therefore, **you** must be willing to participate in this course and put your pencil/pen to paper when we are doing problems.
 - Open book/Open neighbor rules apply.
 - Be willing to make mistakes and laugh at yourself. **There are no tests at the end.**
 - Be willing to **laugh at me** when I make a mistake.....I am a human just like you. 😊
-

So.....why are you here?

- You play an **important role** in the success and accountability of **your** school system.



Objectives Of Financial Reporting and Bookkeeping for LEA

- To provide a complete record of all financial transactions of the school system.
 - To summarize, with reasonable promptness, financial transactions of the school system in financial reports required for proper, effective, and efficient administration.
 - To provide financial information that would be helpful for budget preparation, adoption, and execution.
 - To provide financial controls or safeguards for the school system's assets.
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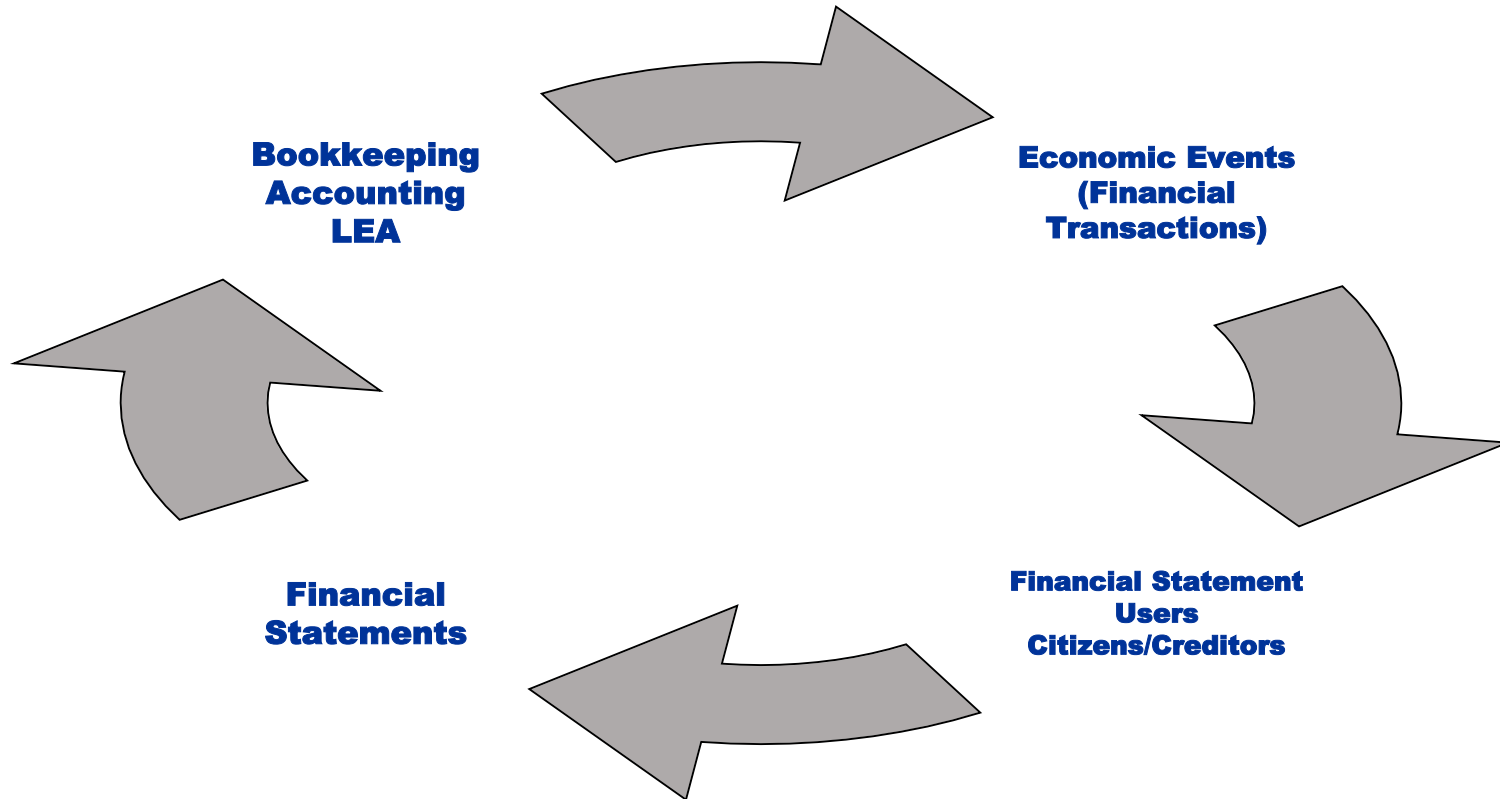
Objectives Of Financial Reporting and Bookkeeping for LEA

- To provide a basis whereby a governing board can place administrative responsibility and minimize the possibility of waste, carelessness, inefficiency and possible fraud.
 - To provide clear and concise financial reports to the public as a basis for judging past, present, and future financial operations of the school system.
 - To provide a historical record which, over a period of years, can be studied and analyzed critically and constructively for the purpose of aiding citizens, the governing board and the school system's administrative officers.
-

Chapter One

Accounting and Bookkeeping

Accounting as a Communication System



Accounting / Bookkeeping

- **Accounting** is defined as the (art) process of identifying, analyzing, classifying, recording, summarizing, financial transactions of a governmental entity and then (presenting) communicating that data. The definition also includes interpreting financial data.
 - **Bookkeeping** is the process of recording financial data. The processor/bookkeeper may, to varying degrees, identify, analyze and classify this financial information.
-

Economic Events

- **An economic event is an inflow or outflow of assets (economic or financial resources). This financial event is recorded, some say booked – i.e. “bookkeeping”.**
 - **The product of an economic event is the financial data that takes place within and changes an organization.**
-

FINANCIAL STATEMENTS

- **The Balance Sheet**
 - **The Income Statement**
-

Financial Statement Users

- Citizens
 - Legislatures
 - Board and Commission Members
 - Creditors
 - Other Governments
 - LEA Superintendents and Principals
 - Stakeholders'
-

Alabama Code

- **1901 Constitution, Article XIV, Section 256**

The Legislature shall establish, organize, and maintain a liberal system of public schools throughout the state for the benefit of the children thereof between the ages of seven and 21 years.

- ❖ **139** local school systems under local boards (LEA)
 - 67 - county boards of education
 - 71 - city boards of education
 - 1 – fine arts school
 - ❖ **1554** public schools in Alabama
-

State Department of Education

- **Administrative Code, 290-2-5-.02(a)1**

- ❖ **Each school and district management leader must report, explain and justify their use of these funds.**
 - ❖ **They must “maintain an accounting system in accordance with **generally accepted accounting principles and governmental accounting standards**”**
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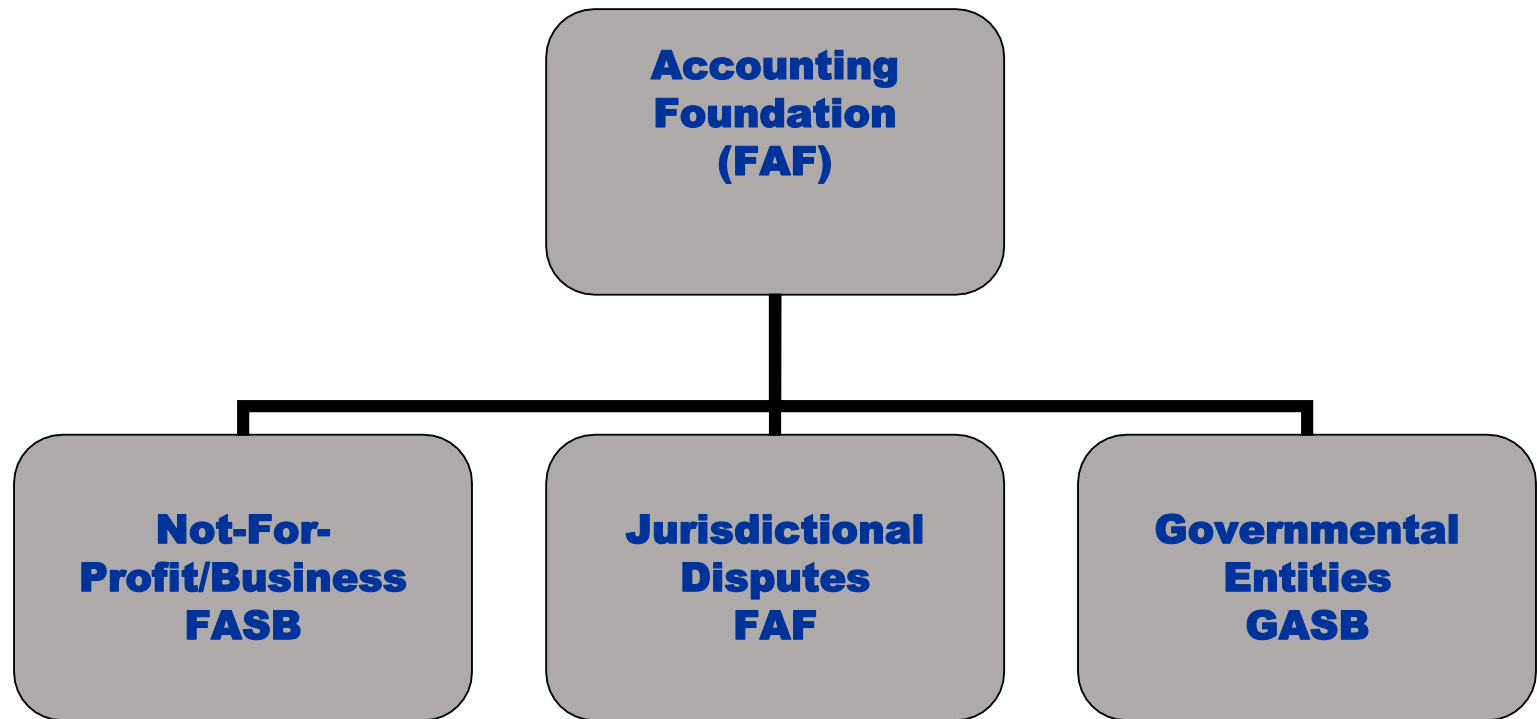
Generally Accepted Accounting Principles (GAAP)

- ❑ The common set of accounting principles, standards and procedures that entities use to record economic events and prepare their financial statements.
 - ❑ Combination of authoritative standards (set by policy boards and authoritative bodies like the SDE).
 - ❑ Goal is minimum level of consistency when financial statement users are looking at similar entities
-

Who cares whether GAAP is followed by LEAs?

- State Department of Education
 - Federal Education Agencies
 - Banks
 - Creditors
 - Bond Raters
 - Grantor Agencies
-

AUTHORITATIVE STANDARD SETTING BODIES



GAAP Hierarchy for LEAs

Category	Sources	Due Process
A	GASB Statements	Formally approved by GASB Board for the purpose of creating, amending, superseding, or interpreting standards AND exposed for a period of public comment
B	GASB Technical Bulletins and Implementation Guides; AICPA Literature specifically cleared by GASB	Cleared by GASB Board , specifically made applicable to state and local government entities AND exposed for a period of public comment

WHAT IF NOT SPECIFIED IN HIERARCHY?

- If the accounting treatment is not specified within one of the authoritative sources, the government should consider whether the transaction is **sufficiently similar to ones covered by one of the authoritative sources that a similar accounting treatment can be applied.**
- **If not, the government may use non-authoritative sources** for guidance, including **(with a lot of disclosure)**:
 - GASB Concept Statements,
 - FASB, FASAB, or International Standards Board pronouncements,
 - AICPA literature not specifically cleared by the GASB,
 - Other sources provided by professional organizations, regulatory agencies, textbooks, and published articles, or
 - Prevalent practices that evolved among governments without specific authoritative action

Time for Exercise

**Answer the questions on pages
9 – 11 in your manual**

**Mark in your book! We will go
over in class. You can work
with your neighbor(s).**

Chapter Two

The Accounting Equation

The Balance Sheet Equation

$$A = L + E$$

Assets

Liabilities

Equity

The Balance Sheet

- **Assets** - are probable future economic benefits obtained or controlled by a particular entity as a result of past transactions or events.
 - **Liabilities** - are probable future sacrifices of economic benefits arising from present obligations of a particular entity to transfer assets or provide services to other entities in the future as a result of past transactions or events.
 - **Equity** - is the residual interest in the assets of an entity that remains after deducting its liabilities.
-

Example of Classified Balance Sheet

CLASSY COMPANY Balance Sheet December 31, 20X3

Assets				Liabilities			
Current assets				Current liabilities			
Cash	\$100,000			Accounts payable	\$ 80,000		
Short-term investments	50,000			Salaries payable	10,000		
Accounts receivable	75,000			Interest payable	15,000		
Inventories	200,000			Taxes payable	5,000		
Prepaid insurance	<u>25,000</u>	\$450,000		Current portion of note	<u>40,000</u>	\$150,000	
Long-term investments				Long-term liabilities			
Stock investments	\$ 40,000			Notes payable	\$110,000		
Cash value of insurance	<u>10,000</u>	50,000		Bank Loan	35,000		
Property, plant & equip.				Mortgage obligation			
Land	\$ 25,000			Deferred income taxes	<u>80,000</u>	<u>300,000</u>	
Buildings and equipment	\$150,000			Total liabilities		\$450,000	
Less: Accum. depreciation	<u>(50,000)</u>	<u>100,000</u>	125,000				
Intangible assets				Stockholders' equity			
Goodwill		275,000		Capital stock	\$300,000		
Other assets				Retained earnings			
Receivable from employee		<u>10,000</u>		Total stockholders' equity	<u>160,000</u>	<u>460,000</u>	
Total assets		<u>\$910,000</u>		Total liabilities and equity		<u>\$910,000</u>	

Example of LEA Balance Sheet

	Governmental Activities
ASSETS	
Current assets	
Cash and cash equivalents	\$ 19,653,119
Accounts receivable, net	40,586
Property tax receivable	5,401,793
Due from other governments	817,714
Inventories	121,361
Total current assets	<u>26,034,573</u>
Capital Assets not being depreciated	
Land and improvements	8,859,215
Construction in progress	657,516
Total capital assets not being depreciated	<u>9,516,731</u>
Capital Assets	
Land improvements	3,598,969
Buildings and improvements	104,540,193
Furniture, equipment and vehicles	12,546,078
Less accumulated depreciation	<u>(34,092,923)</u>
Total depreciable capital assets, net of depreciation	<u>86,592,317</u>
Total assets	<u>122,143,621</u>
LIABILITIES	
Accounts payable	921,985
Deferred revenues	5,715,276
Salaries and benefits payable	3,746,414
Obligations under capital leases - due in less than 1 year	672,252
Obligations under capital leases - due after 1 year	<u>1,294,377</u>
Total liabilities	<u>12,350,304</u>
NET POSITION	
Invested in capital assets, net of related debt	94,142,419
Restricted for	
Capital projects	891,588
Other projects	1,891,565
Unrestricted	<u>12,867,745</u>
Total net position	<u>\$ 109,793,317</u>

How it works..... or how it should work

- The balance sheet changes with **EACH ECONOMIC EVENT**
 - Therefore, the accounting equation changes with **EACH ECONOMIC EVENT**
 - The accounting equation should be affected positively or negatively with **EACH ECONOMIC EVENT** but should **ALWAYS REMAIN EQUAL!!!**
 - Economic events = accounting transactions
-

Hope High School Transaction Worksheet (p. 14 in workbook)

<u>Transaction</u>	<u>A</u>	=	<u>L</u>	+	<u>E</u>
1. Central office sent \$6200 to school for instructional purposes to the school.	+		ne		+
2. Bought 40 boxes of wipe-off board Markers and 20 erasers for new year. Principal signed PO for \$240. Cut check.	-		ne		-
3. Bought cookies and cokes for orientation for parents and students. School secretary paid Publix \$300.	-		ne		-
4. Parents gave funds to school for classroom supplies.\$800 was received by teachers and submitted to the office.	+		ne		+

Financial Transactions Impact on the Accounting Equation

- Work Exercise 2-1 on page 15 in your manual
- You may discuss/work with your neighbors
- You may not phone, text, email, or send smoke signals to a friend
 - *This includes your CSFO, your CPA or your relative who is an accountant...just saying. 😊*

CLASSIFICATION OF ELEMENTS

- **ASSETS:**

- Current
- Investments and Funds
- Property, Plant, & Equipment
- Intangibles

- **LIABILITIES:**

- Current
- Long Term

- **EQUITY:**

- Fund or Contributed Equity
 - Retained Earnings (found in for-profit orgs)
-

Chapter 2 Exercises

Time to work accounting problems....you may work with your neighbor who is not a CSFO or your boss or me...

- Exercise 2-2 (page 17) –total down each column after you have analyzed all economic events to the accounting equation – make sure you balance - *check figure for Total Assets = \$8,160*
- Exercise 2-3 (page 18) – using info from E2-2
- Exercise 2-4 (page 19)
- Exercise 2-5 (page 20)
- Exercise 2-6 (page 21)
- Exercise 2-7 (pages 22-23) – *check figure for Total Assets = \$51,170*

BREAK TIME

- **Take a break and.....**
 - ❑ DO **NOT** talk about accounting
 - ❑ DO NOT leave and go shopping
 - ❑ DO **NOT** talk about me
 - ❑ DO **NOT** find out if a wi-fi connection is available for you to google, facebook, tweet.....
 - ❑ DO **NOT** bribe a UA employee to get the solutions early
 - ❑ DO come back in **20 minutes** 😊
-

Chapter Three

The Income Statement or Operating Statement

Operating Statement Objectives

- To assist users in evaluating operating results for the period
- Provide information about **changes** in economic resource resulting from operating activities
- Should account for:
 - **Revenues** by source and type
 - **Expenses/expenditures** by function and purpose
 - Extent to which **revenues met expenses**
 - **Material non-recurring financial transactions**

Example of Income Statement

QUARTZ CORPORATION Income Statement For the Year Ending December 31, 20X9

Revenues

Services to customers	\$750,000	
Interest revenue	<u>15,000</u>	
Total revenues		\$765,000

Expenses

Salaries	\$235,000	
Rent	115,000	
Other operating expenses	<u>300,000</u>	
Total expenses		<u>650,000</u>

Net income

\$115,000

Example of LEA Operating Statement At LEA Level

Functions/Programs	Expenses	Program Revenues			Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Total Governmental Activities
Governmental activities					
Instruction	\$ 41,907,026	\$ 1,141,985	\$ 24,433,670	\$ 501,124	\$ (15,830,247)
Instructional support	12,273,077	422,223	5,729,013	113,887	(6,007,954)
Operation and maintenance	5,484,664	115,222	1,138,907	774,098	(3,456,437)
Auxiliary services					
Student transportation services	3,294,864	143,501	2,072,036	306,871	(772,456)
Food services	3,515,856	2,776,150	154,754	-	(584,952)
General administrative services	2,762,156	4,696	438,238	-	(2,319,222)
Other	1,047,261	749,679	296,402	-	(1,180)
Interest and fiscal charges	27,363	-	-	-	(27,363)
Total governmental activities	<u>\$ 70,312,267</u>	<u>\$ 5,353,456</u>	<u>\$ 34,263,020</u>	<u>\$ 1,695,980</u>	<u>(28,999,811)</u>
General revenues					
Taxes					
Property taxes for general purposes					
Local sales taxes					
Alcohol beverage tax					
Other taxes					
Grants and contributions not restricted					
City Council appropriations/payments					
Investment earnings					
Miscellaneous					
Total general revenues					
					<u>11,349,945</u>
					<u>5,361,188</u>
					<u>523,749</u>
					<u>55,015</u>
					<u>2,080</u>
					<u>9,550,759</u>
					<u>127,803</u>
					<u>423,701</u>
					<u>27,394,240</u>
Change in net position					(1,605,571)
Net position, beginning of year					<u>111,398,888</u>
Net position, end of year					<u>\$ 109,793,317</u>

Operating Statement Elements

■ REVENUES

- inflows of assets
 - from delivering or producing goods, rendering services
 - that constitute ongoing major or central operations
-

Operating Statement Elements

- **EXPENSES/EXPENDITURES**
 - ❑ **outflows of assets or incurrence of liabilities**
 - ❑ **from delivering or producing goods, rendering services**
 - ❑ **that constitute ongoing major or central operations**
-

Operating Statement Elements

■ GAINS –

- increases in equity (net assets) from peripheral activity

■ LOSSES –

- decreases in equity (net assets) from peripheral activity
-

Cash Accounting Basis

- **REVENUE RECOGNITION**
 - When cash is received
 - **EXPENSE RECOGNITION**
 - When cash is paid for supplies, equipment or services used to generate revenues has been incurred
 - **Not allowed for GAAP financial reporting at the highest level of reporting within the entity**
-

Accrual Accounting Basis

- **REVENUE RECOGNITION**
 - **Services have been performed**
 - **Value is measurable**
 - **No material uncertainties exist**
 - **EXPENSE RECOGNITION**
 - **Cost of supplies or services used to generate revenues has been incurred**
 - **GAIN and LOSS RECOGNITION**
 - **Event that caused the gain or loss has occurred**
 - **Amount is measurable and probable**
-

Operating Statement Format

+ Revenues

- Expenses

= Operating Income (Loss)

+/- Other Revenues (Expenses)

[this is where interest expense/revenue goes]

= Net Income (Loss)

Net Income (Loss) is the change to Equity/Retained Earnings

Chapter 3 Exercises

Pages 29 – 32 in manual

- Exercise 3-1 to 3-3 (pages 29 – 30)
- Exercise 3-4 – (page 31)
 - Check Figure = \$13,900
- Exercise 3-5 (page 32)

Chapter Four

Recording Financial Transactions

The Accounting Cycle

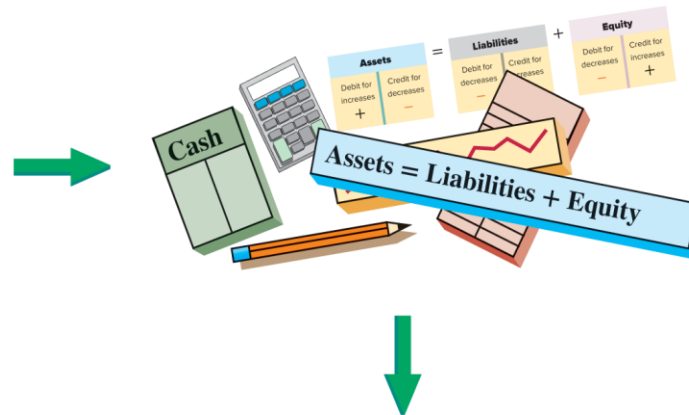
1. Analyze the financial transactions (economic events)
 2. Enter transaction into the accounting system (journal entries posted to ledger)
 3. Prepare the Trial Balance
 4. Prepare and enter (journalize and post) adjusting entries
 5. Prepare adjusted trial balance
 6. Prepare financial statements
 7. Journalize and post year end closing entries
 8. Prepare post-closing trial balance
-

Steps 1 and 2 of Accounting Cycle

Step 1: Identify transactions and source documents.

Bank Statement		
1	Deposit	30,000
TOTAL		

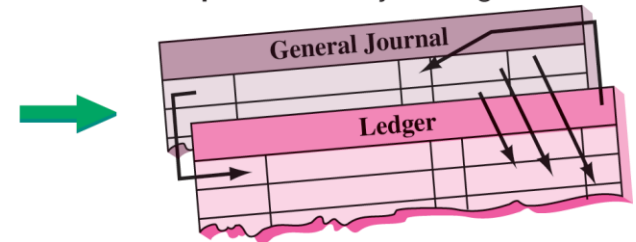
Step 2: Analyze transactions using the accounting equation.



Step 3: Record journal entry.

General Journal			
Dec. 1	Cash	30,000	
	Common Stock		30,000
Dec. 2	Supplies	2,500	
	Cash		2,500

Step 4: Post entry to ledger.



The Account

A Standard Account form looks like:

NAME OF ELEMENT ACCOUNT NO. _____

Date	Explanation	Ref.	Right IN or OUT +/-	Left OUT or IN -/+	Balance
------	-------------	------	---	--	---------

T Accounts are used for illustrative purposes; the above account is reduced to a "T" .

Name of Element

Name of Element	
LEFT	RIGHT

The Account

All
ASSETS

=

All
LIABILITIES

+

All
EQUITY

LEFT	RIGHT
+	-

LEFT	RIGHT
-	+

LEFT	RIGHT
-	+

ANALYZING TRANSACTIONS

When a financial transaction occurs, an analysis is made of the event:

- STEP 1. Identify the financial statement elements that have been affected by the transaction.
 - STEP 2. Indicate the change (increase/decrease) that occurred in each element.
 - STEP 3. Locate (left or right) the element in the accounting equation.
 - STEP 4. Apply the rules of debit and credit to the element.
-

Debit - Credit Rules

	<u>Increase</u>	<u>Decrease</u>
Assets	Debit (L)	Credit (R)
Liabilities	Credit (R)	Debit (L)
Equity	Credit (R)	Debit (L)

Helpful Saying to Remember.....

After eating, let's read Fun Emma!!!

ACCOUNT STRUCTURE

Assets

DR +	CR -
----------------	----------------

Liabilities

DR -	CR +
----------------	----------------

Equities

DR -		CR +	
Expenses/Expend.		Revenues	
DR +	CR -	DR -	CR +
Losses		Gains	
DR +	CR -	DR -	CR +

ACCOUNT STRUCTURE

Assets

Liabilities

Equities

DR	CR
+	-

DR	CR
-	+

DR		CR	
-		+	
Expenses		Revenues	
DR	CR	DR	CR
+	-	-	+
Losses		Gains	
DR	CR	DR	CR
+	-	-	+

PERMANENT

(Balance Sheet)

TEMPORARY

(Retained Earnings/Operating Period accounts)

Debit Credit Rules for Accounts

Permanent Balance Sheet Accounts

	<u>Increase</u>	<u>Decrease</u>
Assets	debit	credit
Liabilities	credit	debit
Fund/Contributed Equity	credit	debit
Retained Earnings	credit	debit

Temporary Equity Accounts

	<u>Increase</u>	<u>Decrease</u>
Revenues	credit	debit
Expenses/Expenditures	debit	credit
Gains	credit	debit
Losses	debit	credit

Continuation of Exercise 2-2 on page 39 of Manual

Record the financial transactions for Hope High School for August in the T-accounts rather than use the transaction worksheet.

You may use page 38 for your reference as well.

TRIAL BALANCE

- A list of the accounts and their current balance at a specific point in time is called a trial balance.
 - Checks to determine whether or not equality of the accounting equation has been maintained.
 - $\text{Debits} = \text{Credits}$
 - A trial balance that is "**in balance**", however, **does not** necessarily assure correct balances.
-

Example of Trial Balance

XAO CORPORATION Trial Balance January 31, 20X3

	Debits	Credits
Cash	\$26,300	
Accounts receivable	3,200	
Land	15,000	
Accounts payable		\$ 500
Notes payable		10,000
Capital stock		25,000
Service revenues		12,000
Advertising expense	2,000	
Utilities expense	1,000	
	<u>\$47,500</u>	<u>\$47,500</u>

EXERCISE 4-1 on page 41 in the manual

- Using the T-accounts from page 39, complete the trial balance for Hope High School on page 41.
 - List your accounts in the following order:
 - Assets – listed in order of liquidity
 - Liabilities
 - Equity accounts
 - Revenues
 - Expenses/Expenditures
 - *Check Figure for Debits = \$11,125*
-

Common Accounting Forms

- Journal
 - book of original entry, chronological, complete
 - Ledgers (post)
 - General ledger and subsidiary ledgers
 - Trial Balance
 - Check of equality (debits = credits) and normalcy
-

EXAMPLE OF TRANSACTION ANALYSIS

- Hope High School collected \$1,000 from food sales at concessions. **Analysis:**
 1. Cash and Concessions Revenues affected
 2. Cash increased by \$1,000 and Concessions Revenue increased by \$1,000
 3. Cash is an asset so the left side of the equation was affected positively; Concessions Revenue is an increase to retained earnings so the right side of the equation was affected positively
 4. Cash will be debited and Concessions Revenue will be credited in journal and posted to accounts
-

Work Exercise 4-2 found on page 43 in manual – journals on pgs. 45-47

- The best way to apply what you have learned thus far is to do this with a “**clean slate**” – do not go back and look at the work we have done to this point.
- Ignore the posting reference column **for now**
- Take some time and apply the rules we have learned about account increases/decreases and analyze each economic event.
- Chart of Accounts on page 44 – **not all** accounts will be used for this problem

Posting to the Ledgers

General ledger contains the summarized totals for each account which are the individual elements of the financial statements.

Example – Accounts Receivable

Balance	<u>\$10,000</u>
---------	-----------------

Subsidiary ledgers contain the detailed breakdown of a control account in the general ledger.

Example - Subsidiary Ledger: Accounts Receivable

Due From Principal's Office	\$ 4,000	
Due From Boosters Club	\$ 5,500	
Due From ABC Company	<u>\$ 500</u>	
Balance		<u>\$10,000</u>

T-Account/Ledger Format

GENERAL LEDGER		SUBSIDIARY LEDGER : ACCOUNTS RECEIVABLE					
Control Account		Details for Control Account					
Accounts Receivable		=	Due From Principal's Office	+	Due From Boosters Club	+	Due From ABC Co.
10,000			4,000		5,500		500

Adjustments to Accounts

- **Accrued Revenue** – revenue that is **earned but not recorded**
 - **Accrued Expense** – expense that has been **incurred but not recorded**
 - **Prepaid Revenue** – revenue that is **not earned but has been collected and recorded**
 - **Prepaid Expense** – expense that has been **paid but has not been used**
 - **Valuation Type** – **changes made to carrying values** of assets and liabilities that may affect the operating statement
-

Accrued Revenue

■ Journal Entry Adjustment Example:

	DR	CR
A/R – Driver’s Ed Fees	\$250	
Driver’s Ed Dues		\$250

Accrued Expense

- Journal Entry Adjustment Example:

	DR	CR
Prepared Food	\$100	
A/P – Chick FilA		\$100

Prepaid Revenue

	DR	CR
■ <u>Original Journal Entry</u>		
Cash	\$1,500	
Unearned Fees-Fieldtrip		\$1,500
■ <u>Adjustment Journal Entry</u>		
Unearned Fees-Fieldtrip	\$1,500	
Fees Revenue-Fieldtrip		\$1,500

Prepaid Expense

DR

CR

■ Original Journal Entry

Prepaid Insurance	\$ 480	
Cash		\$ 480

■ Adjustment Journal Entry

Insurance Expense	40	
Prepaid Insurance		40

Valuation Adjustment

■ Adjustment

	DR	CR
Depreciation Expense	\$ 1,000	
Accumulated Depreciation–Car		\$1,000

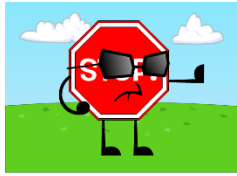
Correction of an Error

■ Adjustment

	DR	CR
Instructional Software	\$500	
Purchased Food		\$500

NOW THE FUN PART BEGINS.....

- Exercise 4-3 on page 52 is the **September** transactions for Hope High School.
- We are carrying forward the balances from August's economic events/trial balances which are already posted for you in the t-accounts on page 56.
- Journalize the events (pages 53-55); post to t-accounts (pages 56 - 57); and prepare a trial balance (page 58). Check figure for Trial Balance - *\$16935.00*.



- **STOP after you complete Trial Balance –
we will go over before moving forward**

Exercise 4-3 (continued)....

- On pages 60 and 61, prepare the financial statements for Hope High School at the end of September 2017.
 - Income Statement should be prepared FIRST
 - Check Figures:
 - Total Revenues \$16,835.00
 - Total Assets \$11,745.00
-

Year End Closing

- **Temporary accounts are the ONLY accounts affected in the closing process**
 - Done at the end of the period/fiscal year
 - **To close an account means to bring the balance to zero (0) and transfer the original amount to fund equity**
 - Revenues will increase fund equity
 - Expenses/Expenditures will decrease fund equity
-

Post-Closing Trial Balance


- **After closing, a post-closing trial balance can be prepared.**
 - **Optional – many companies do not prepare**
 - **No temporary accounts will be listed**
 - **Only permanent accounts shown**
 - **Debits must still equal credits**
-

Post-Closing Trial Balance Example

ENGLAND TOURS COMPANY
Trial Balance
December 31, 20X3

	Debits	Credits
Cash	\$15,500	
Accounts receivable	4,500	
Equipment	45,000	
Accumulated depreciation		\$ 5,000
Accounts payable		4,000
Salaries payable		2,000
Interest payable		1,200
Notes payable		20,000
Unearned revenue		1,200
Capital stock		30,000
Retained earnings		<u>1,600</u>
	<u>\$65,000</u>	<u>\$65,000</u>

Back to Exercise 4-3..... 😊

- On page 62 in manual, prepare the closing entries for Hope High School for September 2017
- On page 63, prepare the Post-Closing Trial Balance for Hope High School for September 2017
- Check Figures:
 - Unreserved Fund Balance: \$11,645.00
- Answer Review Exercises on page 64 
- Are we having fun yet? **I don't know about you but I AM!!!!**

Chapter Five

LEA Financial Statements

LEA ANNUAL FINANCIAL REPORT

- Management's discussion and analysis
 - Independent auditors' report
 - Basic financial statements
 - Required supplemental information
 - Other supplemental information
-

DISTRICT-WIDE FINANCIAL STATEMENTS

- Statement of Net Position (p. 68)
 - Statement of Activities (p. 69)
-

FUND FINANCIAL STATEMENTS

- Balance Sheet (p. 71)
 - Statement of Revenues, Expenditures, and Changes in Fund Balance (p. 72)
-

BASIC FINANCIAL STATEMENTS for BUSINESS and STATE/LOCAL GOVERNMENTS

Basic Financial Statements For Business

- (1) The Balance Sheet
 - (2) The Income Statement
 - (3) The Statement of Cash Flows
-

BASIC FINANCIAL STATEMENTS for BUSINESS and STATE/LOCAL GOVERNMENTS

Basic Financial Statements for State And Local Governments (Including School Boards)

GOVERNMENT-WIDE FINANCIAL STATEMENTS

- (1) Statement of Net Position
 - (2) Statement of Activities
-

BASIC FINANCIAL STATEMENTS for BUSINESS and STATE/LOCAL GOVERNMENTS

Basic Financial Statements for State And Local Governments (Including School Boards)

FUND FINANCIAL STATEMENTS

Governmental Fund Financial Statements

- (3) Balance Sheet – Governmental Funds
 - (4) Statement of Revenues, Expenditures and
Changes in Fund Balances – Governmental
Funds
-

BASIC FINANCIAL STATEMENTS for BUSINESS and STATE/LOCAL GOVERNMENTS

Basic Financial Statements for State And Local Governments (Including School Boards)

FUND FINANCIAL STATEMENTS

Proprietary Fund Financial Statements

- (5) Statement of Net Position – Proprietary Funds
 - (6) Statement of Revenues, Expenses, and
Changes in Net Position – Proprietary Funds
 - (7) Statement of Cash Flows – Proprietary Funds
-

BASIC FINANCIAL STATEMENTS for BUSINESS and STATE/LOCAL GOVERNMENTS

Basic Financial Statements for State And Local Governments (Including School Boards)

FUND FINANCIAL STATEMENTS

Fiduciary Fund Financial Statements

- (8) Statement of Fiduciary Net Position – Fiduciary Funds
 - (9) Statement of Changes in Fiduciary Net Position – Fiduciary Funds
-

BASIC FINANCIAL STATEMENTS for BUSINESS and STATE/LOCAL GOVERNMENTS

Basic Financial Statements for State And Local Governments (Including School Boards)

REQUIRED SUPPLEMENTARY INFORMATION

(10) Budgetary Comparison Schedule or Statement of Revenues, Expenditures and Changes in Fund Balances, Budget to Actual

Congratulations!

- You have just completed Principles of Accounting I – part of AASBO’s curriculum for Alabama local school personnel training.
- **THANK YOU FOR YOUR TIME AND EFFORTS TODAY!** 😊

