

Laurel School District

Delaware



Department of Education

Opportunity Funding

For more information contact: Susan S. Bunting, Ed.D.
Secretary of Education susan.bunting@doe.k12.de.us

Funding Period: Fiscal Year 2022

**Delaware Department of Education
Opportunity Funding Form
2021-2022 School Year**

Opportunity Funding
Directed Funds for English Learners and Low-Income Students

Application deadline: June 30, 2021

Purpose: The three-year Opportunity Funding initiative led to legislation that now guarantees weighted funding through FY25.

Allocation Method: Local education agencies (LEAs) will receive \$600 per English learner (EL) and \$524.25 per low-income (LI) student. Funding shall be made available to LEAs upon the passage of the FY22 budget so that in early July LEAs may begin to hire staff, procure instructional materials, execute contracts for services, and plan for the upcoming school year. LEAs may use this funding for 100 percent of staff costs, including, but not limited to, reading specialists, math specialists, school counselors, school social workers, school psychologists, and other personnel dedicated to initiatives such as trauma-informed practices.

Accountability: LEAs will be held accountable to ensure funds are used to improve outcomes for low income and EL students. Districts and charters will work with Secretary Bunting to set goals at the beginning of the school year, participate in a mid-year progress review, and then evaluate summative performance data during their end of school year conference. Community accountability will be provided in a summit to highlight best practices, in an annual report, and in spotlights showing program successes and challenges across the state.

Metrics: Districts and charters will set goals to reduce the gap between EL students', low-income students', and the overall student population's baseline performance rates and 100 percent by half, thus reducing students' non-proficiency by 50 percent.

In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.
- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

DDOE will use a third party to also evaluate

- The effectiveness of funds in improving outcomes for EL and low-income students.
- The successes and challenges/shortcomings of the program, including recommendations for future enhancements.

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School Information

| | | |
|--|-----------------|--------------------|
| DISTRICT/CHARTER NAME: The Laurel School District | | |
| DISTRICT/CHARTER STREET ADDRESS: 1160 S. Central Avenue | CITY: Laurel | ZIP CODE: 19956 |

Contact Information

| | |
|--|---------------------------------------|
| CONTACT NAME: Shawn Larrimore, Ed.D. | CONTACT PHONE NUMBER: 302-875-6103 |
| CONTACT EMAIL ADDRESS: shawn.larrimore@laurel.k12.de.us | |

Overall Summary

Provide an overall summary of how the Opportunity Funding will be used to improve outcomes for English learners and low-income students in your district or charter school.

Include an explanation of how the work will impact each target population as well as the rationale for selecting the plan.

In collaboration with our District PLC Team, which is comprised of district administrators, principals, assistant principals, teacher leaders, paraprofessionals, board members, parents, and community stakeholders, The Laurel School District has reviewed its achievement and behavioral data, and has identified several critical needs positions that could be improved through the use of Opportunity Funding:

English Learners

- Continued employment of EL teacher at NLELA (first added in SY 21 OF)
- Continued employment of EL teacher at LES (first added in SY 20 OF)

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- Continued employment of EL paraprofessional at LMS (first added in SY 21 OF)
- Hire EL Reading Support Paraprofessional at NLELA (SY 2022 OF)
- Hire EL Newcomer Support Paraprofessional at LMHS (SY 2022 OF)

Early Childhood

- Continued employment of PK teacher at NLELA (first added in SY 20 OF)
- Continued employment of PK Paraprofessional at NLELA (first added in SY 20 OF)

Behavioral Wellness & Guidance

- Continued employment of Behavioral Health Coordinator at LMS (first added in SY 21 OF)
- Continued employment of Behavioral Health Coordinator at LHS (first added in SY 21 OF)
- Hire Guidance Counselor at LHS (SY 2022 OF)

Reading and Math Supports

- Hire Math Support Specialist (SY 2022 OF)

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RATIONALE AND IMPACT

1. As Table 1 shows below, Laurel's EL student count has swelled over the past four years. During SY 2015-2016, our EL student count was 158. During SY 2018-2019, that number has increased to 358 EL students. EL students currently make up about 16% of our student population. An additional EL teacher at our district's largest school, LES, will help to support our growing caseload of non-English speaking students and accelerate their learning.

As Table 2 and Table 3 below show, the average achievement gap between ALL students and EL students in SBAC ELA from SY 2014-2015 to SY 2018-2019 is 24.4%. Likewise, the average achievement gap between ALL students and EL students in SBAC Math over that same time span is 15%. With additional EL support, we believe we can reduce the average achievement gap to less than 10% in both subject areas over the next three years.

2. As Figure A below shows, Laurel's percentage of LI students has ranged between 54%-43% since SY 2016-2017. Although these are, indeed, significant percentages, we believe the percentage of our community living in poverty is substantially higher than this.

As Table 2 and Table 3 below show, the average achievement gap between ALL students and LI students in SBAC ELA from SY 2014-2015 to SY 2018-2019 is 7.6%. Likewise, the average achievement gap between ALL students and LI students in SBAC Math over that same time span is 5.6%. With additional reading support, we believe we can reduce the average achievement gap to less than 2% in both subject areas over the next 3 years.

3. As Table 4 below shows, Laurel's total number of Pre-K students has steadily increased since SY 2014-15. Of utmost concern with this data is the fact that our total number of "Waiting List" students has increased each year since SY 2015-2016, ranging from 23 students to 29 students in SY 2018-2019.

As extensive research shows, starting schools early increases a student's chance of succeeding in school and life. As most brain development occurs prior to the age of 5, students who have early learning experiences have a measurable advantage over those who do not. An additional Pre-K teacher and paraprofessional would allow Laurel to provide more high-quality, low-cost early learning opportunities to our LI families. With this additional support, we believe we will see significant increases in Dibels scores of the next 3 years, which will, in turn, eventually result in eliminating the achievement gap between ALL students and LI students in Grade 3 ELA and Math assessments by the 2023-2024 school year.

*Stronger link
to LI and EL*

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4. As Figure B below shows, Laurel's total percentage of students who have committed incidents of violence has increased to an all-time high of 7.02% during the 2017-2018 school year. This percentage is larger than any other Western Sussex County school district (includes Delmar, Seaford, Woodbridge, and Sussex Tech). Additionally, our percentage of students receiving Out-Of-School and In-School-Suspensions is concerning as well.

We believe there is a high correlation of students who are committing incidents of violence who also reside in LI households. The addition of a Behavioral Health Coordinator would allow Laurel to support our LI students in ways that our school counselors and school psychologists have traditionally been unable to, as school-employed mental and behavioral health professionals are specifically trained to provide services in the learning context. Research shows that students who receive social-emotional and mental health support achieve better academically and behaviorally. With this this type of support, we believe we can reduce the percentage of students committing incidents of violence to less than 2% over three years. Additionally, we believe this support would significantly reduce our percentage of students receiving ISS and OSS.

EL Student Count

| | Active EL Students |
|--------------|---------------------------|
| SY 2015-2016 | 158 |
| SY 2016-2017 | 209 |
| SY 2017-2018 | 320 |
| SY 2018-2019 | 358 |

Table 1

**Delaware Department of Education
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| SUBJECT/GRADE | PERCENT PROFICIENT | | | | |
|--|--------------------|----------------|----------------|----------------|----------------|
| ELA 3 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 30 | 25 | 27 | 35 | 35 |
| EL | 11 | 9 | 17 | 27 | 18 |
| LI | 18 | 0 | 14 | 40 | 11 |
| ELA 4 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 42 | 37 | 33 | 54 | 47 |
| EL | 0 | 11 | 26 | 47 | 36 |
| LI | 30 | 42 | 24 | 69 | 48 |
| ELA 5 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 28 | 54 | 38 | 43 | 44 |
| EL | 0 | 11 | 14 | 40 | 38 |
| LI | 20 | 47 | 31 | 22 | 47 |
| ELA 6 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 33 | 35 | 43 | 48 | 48 |
| EL | 0 | 0 | 0 | 29 | 19 |
| LI | 36 | 30 | 29 | 41 | 36 |
| ELA 7 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 28 | 51 | 56 | 64 | 60 |
| EL | 0 | 0 | 30 | 22 | 40 |
| LI | 25 | 44 | 40 | 58 | 63 |
| ELA 8 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 28 | 39 | 58 | 68 | 58 |
| EL | 0 | 0 | 50 | 44 | 23 |
| LI | 21 | 29 | 52 | 38 | 57 |
| AVG ELA PROFICIENCY % —ALL GRADES | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 32 | 40 | 43 | 52 | 49 |
| EL | 2 | 5 | 23 | 35 | 29 |
| LI | 25 | 32 | 32 | 45 | 44 |
| AVG ELA ACHIEVEMENT GAP % —ALL GRADES | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| EL | 30 | 35 | 20 | 17 | 20 |
| LI | 7 | 8 | 11 | 7 | 5 |

Table 2

**Delaware Department of Education
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| SUBJECT/GRADE | PERCENT PROFICIENT | | | | |
|---|--------------------|----------------|----------------|----------------|----------------|
| MATH 3 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 36 | 31 | 36 | 42 | 44 |
| EL | 5 | 9 | 26 | 33 | 34 |
| LI | 36 | 7 | 36 | 35 | 39 |
| MATH 4 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 30 | 37 | 39 | 48 | 45 |
| EL | 0 | 15 | 26 | 49 | 39 |
| LI | 20 | 42 | 33 | 62 | 57 |
| MATH 5 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 7 | 31 | 29 | 25 | 24 |
| EL | 0 | 11 | 14 | 20 | 18 |
| LI | 10 | 20 | 38 | 6 | 0 |
| MATH 6 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 17 | 21 | 43 | 38 | 41 |
| EL | 0 | 0 | 0 | 29 | 13 |
| LI | 7 | 10 | 29 | 29 | 36 |
| MATH 7 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 14 | 27 | 28 | 42 | 38 |
| EL | 0 | 50 | 9 | 22 | 11 |
| LI | 13 | 25 | 33 | 35 | 31 |
| MATH 8 | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 21 | 31 | 59 | 58 | 49 |
| EL | 0 | 20 | 71 | 44 | 8 |
| LI | 7 | 21 | 57 | 44 | 39 |
| AVG MATH PROFICIENCY % —ALL GRADES | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| ALL | 21 | 30 | 39 | 42 | 40 |
| EL | 1 | 18 | 24 | 33 | 21 |
| LI | 16 | 21 | 38 | 35 | 34 |
| AVG MATH ACHIEVEMENT GAP %— ALL GRADES | 2015 SY | 2016 SY | 2017 SY | 2018 SY | 2019 SY |
| EL | 20 | 12 | 15 | 9 | 19 |
| LI | 5 | 9 | 1 | 7 | 6 |

Table 3

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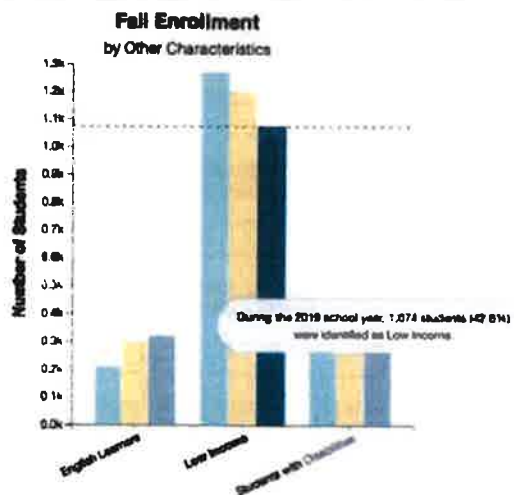
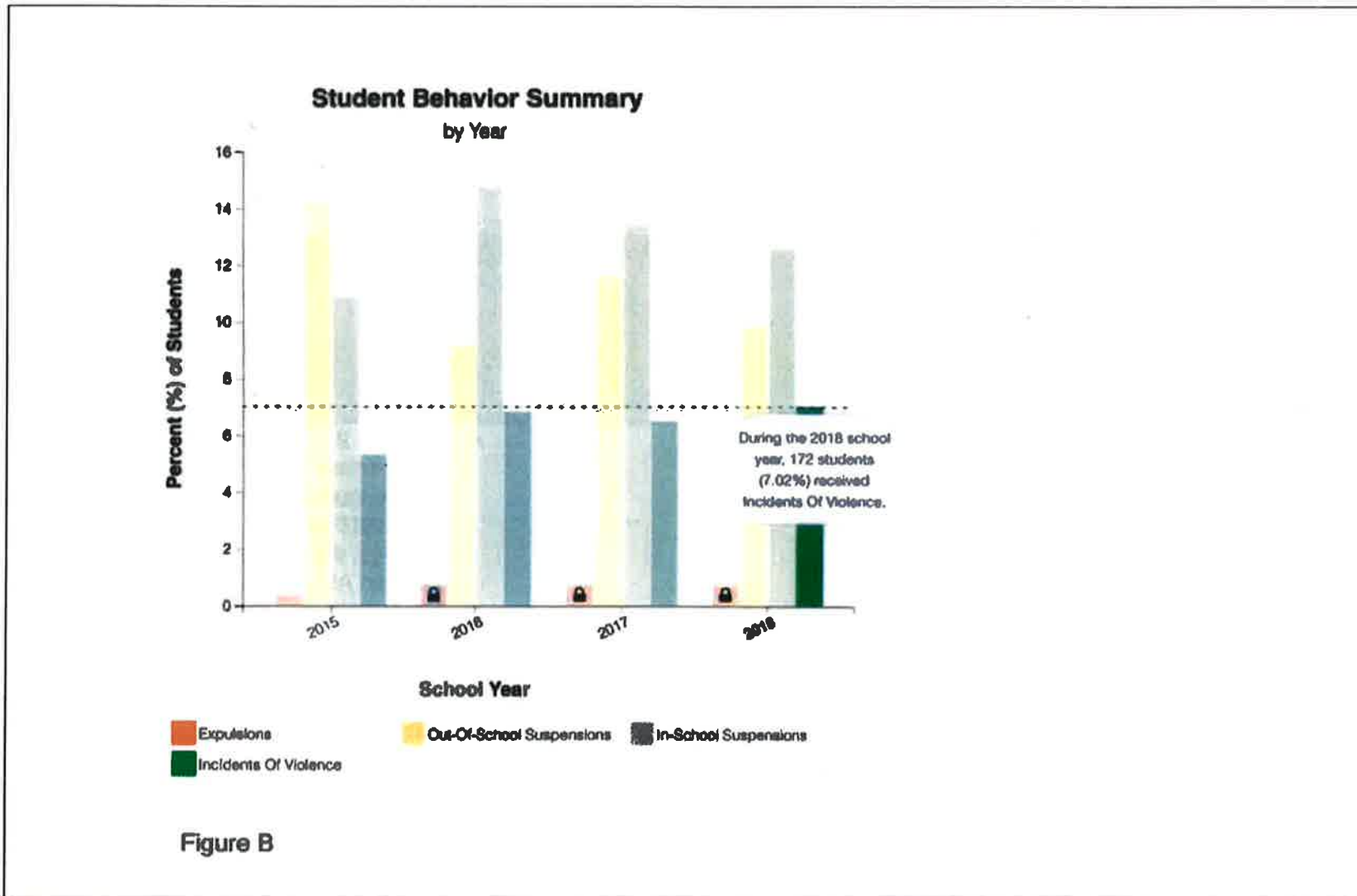


Figure A

| | Pre-K 3 Year Olds | Pre-K 4 Year Olds |
|--------------|---|--|
| SY 2015-2016 | 30 Enrolled Typical =8 Waiting List =12 | 36 Enrolled Typical = 12 Waiting List = 23 |
| SY 2016-2017 | 30 Enrolled Typical = 7 Waiting List = 10 | 37 Enrolled Typical = 16 Waiting List = 26 |
| SY 2017-2018 | 28 Enrolled Typical = 6 Waiting List = 10 | 39 Enrolled Typical = 14 Waiting List = 27 |
| SY 2018-2019 | 39 Enrolled Typical = 8 Waiting List = 10 | 38 Enrolled Typical = 16 Waiting List = 29 |

Table 4

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Investment and Goals

Provide additional detail about the plan in the chart below by listing each Opportunity Funding investment with its associated cost and proposed impact. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district after the plan has been approved.*

| Investment | Cost | Expected impact (Check all that apply) | | | | | Is this a continued Opp. Funding investment from 2020-21? (yes/no) |
|---|------------------------|---|---|--|---|---|---|
| (Please list your priority. Examples: -“Hire full time 1 social worker” - “Purchase RULER for grades 7-9”) | For 2021-22 (\$) | Raise EL student achieve- ment | Raise LI student achieve- ment | Increase attendance for EL students | Increase attendance of LI students | Other, specify | |
| <i>EXAMPLE: Purchase Second Step curriculum for use with grades K-4 students</i> | \$42,000 | X | X | | | Increase ELL & LI student self- awareness skills | yes |
| Continue the employment of EL teacher at Laurel Elementary School to serve the needs of our rising English Language Learner population and Low- Income students | \$85,000 | <ul style="list-style-type: none"> • As Table 2 and Table 3 show, the average achievement gap between ALL students and E2 students in SBAC ELA from SY 2015 to SY 2019 is 14% Likewise, the average achievement gap between ALL students and EL students in SBAC Math over that same time span is 15% • With additional EL support, The Laurel School District can achieve the following goals: | | | | | YES |

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|--|------------------|--|------------|
| | | <p>Goal 1: Reduce achievement gap in SBAC ELA between ALL students and EL students 5% annually</p> <p>Goal 2: Reduce achievement gap in SBAC Math between ALL students and EL students 2% annually</p> <p>Goal 3: Increase EL students' proficiency percentages on SBAC ELA 5% annually</p> <p>Goal 4: Increase EL students' proficiency percentages on SBAC Math 5% Annually</p> | |
| <p>Continue the employment of an EL teacher at North Laurel Early Learning Academy to serve the needs of our rising English Language Learner population and Low- Income students</p> | <p>\$103,000</p> | <ul style="list-style-type: none"> • As Table 2 and Table 3 show, the average achievement gap between ALL students and EL students in SBAC ELA from SY 2015 to SY 2019 is 14% Likewise, the average achievement gap between ALL students and EL students in SBAC Math over that same time span is 15% • With additional EL support, The Laurel School District can achieve the following goals: <ul style="list-style-type: none"> Goal 1: Reduce achievement gap in SBAC ELA between ALL students and EL students 5% annually Goal 2: Reduce achievement gap in SBAC Math between ALL students and EL students 2% annually | <p>YES</p> |

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| | | | |
|--|------------------|---|------------|
| | | <p>Goal 3: Increase EL students' proficiency percentages on SBAC ELA 5% annually</p> <p>Goal 4: Increase EL students' proficiency percentages on SBAC Math 5% Annually</p> | |
| <p>Continue the employment of a Pre-K teacher at North Laurel Early Learning Academy to serve additional Low-Income students and English Language Learners</p> | <p>\$101,000</p> | <ul style="list-style-type: none"> • As Table 4 below shows, Laurel's total number of Pre-K students has steadily increased since SY 2015. Of utmost concern with this data is the fact that our total number of "Waiting List" students has increased each year since SY 2016, ranging from 23 students to 29 students in SY 2019 • As extensive research shows, starting schools early increases a student's chance of succeeding in school and life. • As most brain development occurs prior to the age of 5, students who have early learning experiences have a measurable advantage over those who do not • With an additional Pre-K teacher and an additional Pre-K paraprofessional, The Laurel School District can achieve the following goals: <ul style="list-style-type: none"> ○ Goal 1: Provide high-quality, low-cost early learning opportunities to 20 more LI typical peers annually <p style="text-align: center;">Goal 2: Kindergarten proficiency on Dibels assessment (Dynamic Indicators of Basic Early Literacy Skills) will increase 5% annually</p> | <p>YES</p> |
| <p>Continue the employment of a Pre-K paraprofessional at North Laurel Early Learning</p> | <p>\$55,000</p> | <p>*See Above</p> | <p>YES</p> |

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| Academy to serve additional Low-Income students and English Language Learners | | | |
| Continue the employment of two Behavioral Health Coordinators, one at Laurel Middle School and one at Laurel High School, to focus on the well-being and academic achievement of English Language Learners and Low-Income students | \$195,000 | <ul style="list-style-type: none"> • As Figure B shows, Laurel's total percentage of students who have committed incidents of violence has increased to an all-time high of 7.02% during the 2017-2018 school year. This percentage is larger than any other Western Sussex County school district (includes Delmar, Seaford, Woodbridge, and Sussex Tech) • Additionally, our percentage of students receiving Out-Of-School and In-School- Suspensions is concerning as well • We believe there is a high correlation of students who are committing incidents of violence who also reside in LI households. The addition of a Behavioral Health Coordinator would allow Laurel to support our LI students in ways that our school counselors and school psychologists have traditionally been unable to. Research shows that students who receive social-emotional and mental health support achieve better academically and behaviorally • With the support of these two additional Behavioral Health Coordinators, The Laurel School District can achieve the following goals: <ul style="list-style-type: none"> ○ Goal 1: Decrease in the percentage of students committing incidents of violence 2% annually ○ Goal 2: Decrease in the percentage of students serving ISS and Oss 5% annually ○ Goal 3: Increase of 5% proficiency annually on SBAC ELA and SBAC Math for students considered behaviorally at-risk (5 suspension | YES |

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| | | <p>days or more in SY 2019)</p> <ul style="list-style-type: none"> ○ Goal 4: Provide professional development for 100% of Laurel School District staff on strategies for students pertaining to de- escalation, empathy, stress/anxiety reduction, and overall relationship building | |
| <p>Continue the employment of an EL Paraprofessional at Laurel Middle School to serve the needs of our rising English Language Learner population and Low- Income students</p> | <p>\$56,000</p> | <ul style="list-style-type: none"> • As Table 2 and Table 3 show, the average achievement gap between ALL students and EL students in SBAC ELA from SY 2015 to SY 2019 is 14% Likewise, the average achievement gap between ALL students and EL students in SBAC Math over that same time span is 15% • With additional EL support, The Laurel School District can achieve the following goals: <ul style="list-style-type: none"> Goal 1: Reduce achievement gap in SBAC ELA between ALL students and EL students 5% annually Goal 2: Reduce achievement gap in SBAC Math between ALL students and EL students 2% annually Goal 3: Increase EL students' proficiency percentages on SBAC ELA 5% annually Goal 4: Increase EL students' proficiency percentages on SBAC Math 5% Annually | <p>YES</p> |
| <p>Hire a Math Intervention Specialist at Laurel Elementary School to focus on the mathematics academic achievement of English</p> | <p>\$111,000</p> | <ul style="list-style-type: none"> • As Table 3 show, the average achievement gap between ALL students and EL students in SBAC Math from SY 2015 to SY | <p>NO</p> |

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| | | | |
|---|-----------------|--|---------------------------------------|
| <p>Language Learners and Low-Income students</p> | | <p>2019 is 15%. Likewise, the average achievement gap between ALL students and LI students in SBAC Math over that same time span is 6%</p> <ul style="list-style-type: none"> • With additional mathematics support, The Laurel School District can achieve the following goals: <p style="padding-left: 40px;">Goal 1: Reduce achievement gap in SBAC Math between ALL students and EL students and LI students by 2% annually</p> <p style="padding-left: 40px;">Goal 2: Increase EL and LI students' proficiency percentages on SBAC Math 5% Annually</p> | |
| <p>Hire a EL Reading Support Interventionist at North Laurel Early Learning Academy to serve the needs of our rising English Language Learner population and Low- Income students</p> | <p>\$55,000</p> | <ul style="list-style-type: none"> • As Table 2 and Table 3 show, the average achievement gap between ALL students and EL students in SBAC ELA from SY 2015 to SY 2019 is 14% Likewise, the average achievement gap between ALL students and EL students in SBAC Math over that same time span is 15% • With additional EL support, The Laurel School District can achieve the following goals: <p style="padding-left: 40px;">Goal 1: Reduce achievement gap in SBAC ELA between ALL students and EL students 5% annually</p> <p style="padding-left: 40px;">Goal 2: Reduce achievement gap in SBAC Math between ALL students and EL students 2% annually</p> | <p style="text-align: center;">NO</p> |

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| | | | |
|---|-----------|---|----|
| | | <p>Goal 3: Increase EL students' proficiency percentages on SBAC ELA 5% annually</p> <p>Goal 4: Increase EL students' proficiency percentages on SBAC Math 5% Annually</p> | |
| Hire EL Newcomer Support Specialists for our Secondary Schools (LMHS) to serve the needs of our English Language Learner population and Low- Income students and to ensure they are well adjusted to their new surroundings | \$55,000 | *See Above | NO |
| Hire additional Guidance Counselor at LHS | \$119,000 | <p>An additional counselor will improve outcomes for low income and EL students by allowing for personalized academic advisement. This population is in high need of assistance with course selection and career planning. College application, FAFSA, and scholarship assistance is necessary for these scholars to reach their full potential. Students that will not be attending college need career placement opportunities such as apprenticeships, practicums, and work-based learning. As a district with a larger low income and EL population, these services are in high demand with a lack of staff to support the need.</p> <ul style="list-style-type: none"> • With additional Guidance support, The Laurel School District can achieve the following goals: <p>Goal 1: Reduce achievement gap in PSAT and SAT between ALL students and EL students 5% annually</p> <p>Goal 2: Reduce achievement gap in PSAT and SAT</p> | NO |

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|--|--------------------|---|--|
| | | <p style="text-align: center;">between ALL students and LI students 5% annually</p> <p style="text-align: center;">Goal 3: Place 25% of Program of Study completers into Work Based Learning apprenticeships/internships in SY 2022, with a 5% annual increase thereafter</p> | |
| Sub-Total | (\$935,000) | | |
| SY 2022 OF Flexible Allocation | \$817,630 | | |
| Carryover from SY 2021 OF Flex | \$140,614.43 | | |
| Remaining Total of SY 2022 OF Flexible Allocation | \$23,244.43 | | |