David Calvin Blood
Meridian, Idaho 83642
(208) 800-9096   david.blood@mtchs.org

Career Goal:

   To obtain a career starting and exiting businesses in the technology field

Education:

Meridian Technical Charter High School   www.mtchs.org
- Senior   Graduation: 2022
- GPA: 3.84
- Software Developer Senior Focus Area

Related Experience:

Web Design   2019 to present
- Programmed webpages in HTML
- Upgraded websites with PHP
- Built website in Atom for Spray Sprinklers business

Computer Science   2019 to present
- Assembled a basic game with Java
- Enabled website interactivity using JavaScript

Certifications:

OSHA 10 Hour General Industry	2021
Microsoft Office Specialist	2021
IC3 Certificate	2019

Job Experience:

Self-Employed	Lawncare	2015 to 2021

- Coordinated Lawncare
- Managed an Employee

Swimmin' The Blues	Swim Instructor	2019 to 2021

- Reported to Parents
- Taught Classes

Spray Sprinklers	Web Developer	2021

- Built Website

Skills:

Business Management	Eclipse IDE	Website Interactive JavaScript
Java	MS PowerPoint	Front-end Web Design
Atom IDE	MS Excel	Back-end Web Development

Honors/Activities/Services:

SkillsUSA	Member	2018 to present

- Computer Programming Contest   Bronze Medal   2021
- Related Technical Math Contest   Silver Medal   2021

Local Web Design Competition	Placed Second	2020
Sophomore Service Project	3 Week Project	2019
Eagle Scout Award	Plaque	2018

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References

David Gardner
Capital Eleven
Managing Partner
208 471 0007
David@capitaleleven.com

Karl von der Ehe
Meridian Technical Charter High School
English Teacher
208 288 2928 ext. 103
karl.vonderehe@mtchs.org

Cody Miller
Ultra Labs
Founder
208 571 6351
cody@ultralabs.io

OFFICIAL TRANSCRIPT

Blood, David Calvin
MERIDIAN, ID 83642

Meridian Technical Charter High School
3800 N. Locust Grove Rd.
Meridian, ID 83646
Ph: 2082882928
Fax: 2082885685
http://www.mtchs.org

Grade: **12**
Gender: **M**
Birthdate: **07/16/2004**

Grade Level	Semester 1		Credits
18-19 Heritage Middle School			
9	Spanish 1A	A	1.0
9	Spanish 1B	A	1.0
18-19 Meridian Technical Charter High School			
9	020612AACC HS Math 2A-Advanced	A	1.0
9	080314A Flexible Learning Time 1	P	1.0
9	10001CA Technology Tools A	A	0.5
9	100104A CC English 1A	A	1.0
9	120124A Spanish 2A	C	1.0
9	170104A Earth Science A	A	1.0
9	30200CA Computing Core	A	1.0
19-20 Meridian Technical Charter High School			
10	020613AACC HS Math 3A-Advanced	A	1.0
10	041013A US History-Comprehensive A	A	1.0
10	100204A CC English 2A	A	1.0
10	171104A Biology 1A	A	1.0
10	Online Entrepreneurship	C	1.0
10	Web1 Web Design 1	A	1.0
20-21 Meridian Technical Charter High School			
11	031614A Physics-Conceptual A	A	1.0
11	100304A CC English 3A	A	1.0
11	205505A Calculus 1A-Advanced	A	1.0
11	273004A American Government A	A	1.0
11	CS1B Computer Science 1B	A	2.0
21-22 Meridian Technical Charter High School			
12	100404A CC English 4A	A	1.0
12	205605A Calculus II A-Advanced	B	1.0
12	CS3A Computer Science 3A	A	2.0

Grade Level	Semester 2		Credits
18-19 Meridian Technical Charter High School			
9	Advanced Technical Learning	P	1.0
9	020612BACC HS Math 2B-Advanced	A	1.0
9	051604X School To Work	P	1.0
9	080314B Flexible Learning Time 2	P	1.0
9	10001CB Technology Tools B	A	0.5
9	100104B CC English 1B	A	1.0
9	120124B Spanish 2B	B	1.0
9	170104B Earth Science B	A	1.0
9	30710CA Internet Core	A	1.0
9	9 Freshmen Citizenship and Professionalism	P	1.0
19-20 Meridian Technical Charter High School			
10	020613BACC HS Math 3B-Advanced	A	1.0
10	041013B US History-Comprehensive B	A	1.0
10	10 Sophomore Citizenship & Professionalism	P	1.0
10	100204B CC English 2B	A	1.0
10	140104X Health	A	1.0
10	171104B Biology 1B	A	1.0
10	BUS1 Business 1	A	1.0
10	CS1A Computer Science 1A	A	0.5
10	Online Creative Writing	A	1.0
10	Web1B Web 1B	A	0.5
20-21 Meridian Technical Charter High School			
11	031614B Physics-Conceptual B	A	1.0
11	100304B CC English 3B	A	1.0
11	11 Junior Citizenship & Professionalism	P	1.0
11	205505B Calculus 1B-Advanced	A	1.0
11	221510Y Employment Preparation	A	1.0
11	273004B American Government B	A	1.0
11	BUS2A Business 2	A	1.0
11	CITIZEN Citizenship (Civics) Test	P	0.0
11	CS2 Computer Science 2	A	1.0
11	Web3 Web Design 3	A	1.0

TEST SCORES

ACT
Composite	33.0	02/06/202
English	33.0	02/06/202
Reading	36.0	02/06/202
Math	28.0	02/06/202
Science	34.0	02/06/202

Compass
Math	0.0	00/00/0000
Reading	0.0	00/00/0000
Language	0.0	00/00/0000

SAT I
Critical Reading	720.0	04/13/202
Math	630.0	04/13/202
Writing	0.0	04/13/202
Composite	1350.00	4/13/202

SAT II
American History	0.0	00/00/0000
Biology	0.0	00/00/0000
Chemistry	0.0	00/00/0000
English Composition	0.0	00/00/0000
English Proficiency	0.0	00/00/0000
Math Level 1	0.0	00/00/0000
Math Level 2	0.0	00/00/0000
Physics	0.0	00/00/0000
Spanish (reading only)	0.0	00/00/0000
Spanish w/Listening	0.0	00/00/0000
Writing	0.0	00/00/0000

ISAT
Math	0.0	00/00/0000
Language	0.0	00/00/0000
Reading	0.0	00/00/0000
Science	0.0	00/00/0000

GPA INFORMATION
Grade	S1	S2
09	3.7333	3.8182
10	3.6667	4.0000
11	4.0000	4.0000
12	3.7500	

Summary
Total Units Earned: 52.0
Total Units Attempted: 52
Cumulative GPA: 3.8636
Graduation Date: 05/20/2022
Class Rank: 13 out of 40

GRADE SCALE
A	4.00
B	3.00
C	2.00
D	0.00
NC	0.00
I	0.00 (Incomplete)

*Competencies not met.

Not Included in GPA
P Passing
R Retake

GPA is weighted based on credit hours.
Some courses not included in GPA.

Transcript is unofficial unless signed above by a school official.   Date

Meridian Technical Charter High School
3800 N. Locust Grove
Meridian, ID 83646
Phone: (208) 288-2928
Fax: (208) 288-5685
www.mtchs.org

Junior Pre-Internship Evaluation Form

Computer Science/Web Development

Student	Date
Calvin Blood (X)	4/20/21
Evaluated by	
Duane Erickson (D)	

Juniors:
1. Please rate yourself on the following checklist for your skills related to your career pathway.
2. Have your Tech Teacher rate you on the following checklist and sign.
3. Schedule a meeting with your Tech Teacher to discuss your skills and abilities.
4. Scan the completed form with rubric (2 pages) to add to your PDF Portfolio.
5. Submit completed form to Ms. Deitchler for the Employment Prep class grade.

TECHNICAL SKILLS	Not Applicable	Exposure Only	Limited Competence/ Novice	Competent Proficient/ Apprentice	Mastered Journeyman/ Trainer
Web Development					
Front-end web design using HTML5 and CSS3				X D	
Front-end web design using WYSIWYG (Wix, Dreamweaver)				X D	
Write JavaScript to provide interaction with web page elements				X D	
Write JQuery to provide interaction with web page elements			X D		
Design, build, and/or maintain web sites using CMS (WordPress)		X D			
Create web mockups (Photoshop)	X D				
Logo & Icon design (Illustrator)			X D		
Create UX/UI designs (Adobe XD)	X D				
Write php to dynamically create web content			X D		
Write MySQL statements to work with databases and tables			X D		
Combine php and MySQL to create a database driven web site			X D		
Design Relational Database		X D			
Use cPanel (File Manager, php MyAdmin, MySQL Databases) to create, update, and/or manage websites				X D	
Software Development					
Develop effective solutions to problems using other resources (internet, books, journals)				X D	
Conduct trial runs of applications to be sure they will produce the desired information and that the instructions are correct				X D	
Correct errors by making appropriate changes and rechecking the program to ensure that the desired results are produced				X D	
Write object oriented code using Java				X D	
Write object oriented code using C#	X D				
Knowledge of additional programming languages, please list:	X D				
Use version control software – (git, svn)			X D		
List other IT/Media skills and comments not listed above.					

Technical Skill Assessment Feedback Rubric

Performance Level	Insufficient Work Shown	Exposure Only	Limited Competence - Novice	Competent - Proficient/Apprentice	Mastered - Journeyman/Trainer
Definition of Performance Level	The student does not provide sufficient work to evaluate the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With significant supervision and/or prompting the student can demonstrate, apply, or transfer the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With *minimal prompting* and/or assistance the student can demonstrate, apply, or transfer the essential content, knowledge and/or skills needed to demonstrate proficiency.	The student can *independently* demonstrate, apply, or transfer the essential content, knowledge, and/or skills on a new task or in a new situation.	The student *consistently and independently* demonstrates the ability to analyze, integrate, or formulate progressive or new knowledge and/or skills on a new task or in a new situation.
Rubric Criteria	There is no skill completion evident and/or a demonstration of knowledge, Disjointed, Limited range of words.	Completion of skill or demonstration of knowledge occurs only with the assistance of students/teacher, Evidence of knowledge is unstructured or simply reproduced from class material. (Limited experience-focus is learning like on-the-job experience)	Rote transfer of skills or knowledge present, Recall information with minimal hints from students/teacher, Match or reproduce a skill, Identify skill/knowledge from a list. (Focus is on applying and enhancing knowledge and skill to work toward independence)	Employment of skills or knowledge to create or formulate new concepts is present, but demonstrates no consistency in the application of knowledge or skills use. (Focus is on broader strategic issues and moving toward self-knowledge)	Business/Professional, Ability to teach/model skills or knowledge, Create something "new" with the presented material or skills, Apply the skills or knowledge to garner results in a different way, the "WOW" factor (Focus is on continued learning and ever-increasing self-knowledge goals)
Examples	EX: Incomplete work, lack of clarity, one-word answers	EX: Instructions have not been followed, some questions have not been answered, answers may not be in complete sentences, and there is clearly a lack of basic grammar/usage skills.	EX: Instructions have been mostly followed, but there is no evidence of understanding. Written work lacks evidence of basic usage concepts or may lack structure	EX: Instructions have been followed and completed with correct information, but there is little evidence of analysis, creativity, comparing, assessing, etc. Written work is composed and shows evidence of skilled usage concepts, but may not be consistent.	EX: Instructions have been followed and completed with correct information and there is clear demonstration of evidence showing analysis, creativity, comparing, assessing, etc.

NAME: Calvin Blood ✓
TECH PATHWAY TEACHER: Duane Erickson (D)

1.　Rate yourself in each area by highlighting or circling the letter on the rating scale S, M, W, U.
　　S=Strength: Top 10% of personal skills. Displays at all time, without exception, a consistently high level of the job skill. (10 pts)
　　M=Meets Expectations: Maintains an effective and consistent level of performance of the job skill. (9 pts)
　　W=Work in Progress: Displays inconsistency in the performance of the job skill and frequently falls below acceptable. (8 pts)
　　U=Unsatisfactory: Regularly fails to meet required outcomes requiring intervention, repetition of duty or completion by others. (0 pts)

2.　After rating yourself, email to your technology pathway teacher to have them rate you in each area by highlighting or circling the letter on the rating scale (above) S, M, W, U.

Communication

Rating	Skill
S [M] W U	Reports Accurately and Concisely
S [M] W U	Comprehension - Pays attention and catches on to ideas and situations
S [M] W U	Follows intent of oral directions/instructions
S [M] W U	States information in a concise, clear and logical order
S [M] W U	Formulates and clarifies questions
S [M] W U	Answers questions accurately
S [M] W U	Uses appropriate vocabulary/grammar
S M [W] U	Uses non-verbal body language appropriately
S [M] W U	Presents information effectively to groups
[S] M W U	Read, comprehend and apply new material

Interpersonal

Rating	Skill
S [M] W U	Believes and respects self--Confidence
S M [W] U	Tact - Is careful not to hurt others feelings or cause anger especially when expressing opinions
S [M] W U	Enthusiasm - Demonstrates desire to learn and please; eager, earnest, zealous worker, positive attitude
S [M] W U	Cooperation - Demonstrates willingness to work as a team member and assist both internal and external customers
S [M] W U	Exhibits openness and respect for others
S [M] W U	Exercises flexibility, patience and tolerance when dealing with others
S M [W] U	Using suggestions about improving skills with a positive attitude
S [M] W U	Demonstrates ability to negotiate differences with others
[S] M W U	Leadership - Gets others to cooperate and channel efforts towards a common goal
S [M] W U	Poise - Maintains self-control in actions, speech and emotions

Work Activity Skills

Rating	Skill
[S] M W U	Produces type, quality and amount of work required
S [M] W U	Maintains punctuality and meets attendance requirements
S [M] W U	Continues difficult tasks until completed: Perseverance
S M [W] U	Initiative - Finds work to do without being told: is self-motivated, is first one to begin work
S [M] W U	Accepts assignments/responsibilities
[S] M W U	Reliability - Completes tasks assigned without constant supervision
[S] M W U	Takes responsibility for own actions whether positive or negative and performs any required actions
S [M] W U	Manages time effectively by prioritizing tasks
S [M] W U	Respects rights and property of others
S [M] W U	Adheres to policies and regulations of health, honesty and safety
S [M] W U	Presents a clean, professional appearance and follows company dress code
S [M] W U	Adaptability - Adjusts to changes in schedules, job assignments, supervisors
S [M] W U	Supports goals, objectives and mission of organization
S [M] W U	Knows basic employee/student rights, responsibilities and reporting procedures
S M [W] U	Suggest or make workplace improvements properly
S [M] W U	Keeps work area in a clean, organized, and safe condition
S [M] W U	Meets deadlines

Problem Solving and Reasoning Skills

Rating	Skill
[S] M W U	Recognizes problems that need to be solved
S [M] W U	Identifies procedures or steps to completion (goals or milestones)
S [M] W U	Gathers resources
[S] M W U	Utilizes resources to solve problems and expand knowledgebase
S [M] W U	Collects, organizes and interprets information
S [M] W U	Formulates alternative approaches
S [M] W U	Analyzes and selects most effective approach
S [M] W U	Periodically reviews progress of goals or milestones
[S] M W U	Corrects errors
S [M] W U	Summarizes conclusion and communicates results or final product

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Certificate of Completion

to

David Blood

has completed the OSHA 10-Hour General Industry Course.
All requirements have been satisfactorily met.

Trainer: *Andrea Foster Mack*

Date: *February 02, 2021*

As an OSHA authorized trainer, I verify that I have conducted this OSHA outreach training class in accordance with OSHA Outreach Training Program requirements. I will document this class to my authorizing OSHA training organization. Upon successful review of my documentation, I will provide each student his or her completion card within 90 days of the end of class.

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Microsoft Office
Specialist – Associate

OFFICIAL SEAL OF MICROSOFT CERTIFICATION

Calvin Blood

has successfully completed the requirements to be recognized as a

Microsoft Office Specialist - Associate

PowerPoint and PowerPoint 2019
Word and Word 2019
Excel and Excel 2019

Date of achievement: January 28, 2021

verify.certiport.com   wnxbH-48uk

Satya Nadella
Chief Executive Officer

Microsoft

IC3
DIGITAL LITERACY
CERTIFICATION

CERTIPORT
A PEARSON VUE BUSINESS

GLOBAL DIGITAL LITERACY CERTIFICATION

CALVIN BLOOD

Is hereby granted this certification for having demonstrated basic computer hardware, software and Internet knowledge and skills through the successful completion of the examinations comprising IC3.

Key Applications   -   Living Online   -   Computing Fundamentals
IC3 GS5   IC3 GS5   IC3 GS5

ROBERT WHELAN
President and Chief Executive Officer
Pearson VUE

MAY 8, 2019
DATE ISSUED

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Binary Tree

The Binary Tree project was a cumulation of several concepts from Computer Science 3. Using recursion and inheritance we had to build a Binary tree that could be traversed, searched, added to, and removed from. We also had to set up a method for the tree to randomly generate values if none were entered by the user. The Binary Tree was an enjoyable project because it required keeping track of what you are moving and juggling a lot of components. It took a lot of effort to get everything in the right spot, but once it worked, it was quite enjoyable to traverse the tree and see the program running.

```java
print("Start Binary Tree Interface? y/n");
end = scan.next();
if(end.equals("y")||end.equals("Y")) {
    end="";
}else {
    end="stop";
}
if(end.equals("")) {
    print("Would you like to randomly generate a Binary Tree? y/n");
    String temp = scan.next();
    if(temp.equals("y")||temp.equals("Y")) {
        Random rand = new Random();

        print("What is the upper limit for the values?");
        String temp2;
        int t;
        while(true) {
            temp2 = scan.next();
            try {
                t =Integer.parseInt(temp2);
                break;
            }catch(NumberFormatException e) {
                print("Please enter a number:");
            }
        }

        print("How many values?");
        int r;
        while(true) {
            temp = scan.next();
            try {
                r =Integer.parseInt(temp);
                break;
            }catch(NumberFormatException e) {
                print("Please enter a number:");
            }
        }

        for(int i = 0; i < r; i++) {
            tree.addElement(rand.nextInt(t));
        }
        print("Binary Tree Generated");
    }
}
```

```java
public T find(T targetElement) throws NoSuchElementException{

    if(node == null){
        node = root;
    }

    Node<T> inner = node;
    if(inner.getValue().compareTo(targetElement)==0) {
        return node.getValue();
    }

    if(inner.hasLeftChild()) {
        previousNode=node;
        node=inner.getLeft();

        //System.out.println(node.getValue());
        try {
            if(find(targetElement)!=null) {
                return node.getValue();
            }
        }catch(NoSuchElementException e){

        }
    }
    node=inner;
    if(inner.hasRightChild()) {
        previousNode=node;
        node=inner.getRight();

        //System.out.println(node.getValue());
        try {
            if(find(targetElement)!=null) {
                return node.getValue();
            }
        }catch(NoSuchElementException e){

        }
    }
    previousNode=inner;
    throw new NoSuchElementException();
}
```

```
Binary Tree Generated

Would you like to (a)dd values, (r)emove a value, (f)ind a number, (p)rint information, or (q)uit the interface?
p

information to get:
 selected (n)ode's infromation
 m(i)nimum value in tree
 m(a)ximum value in tree
 (s)ize of the tree
 (p)rint the entire tree
 (d)eselect node
 (q)uit information
p
21
├─L─17
│   ├─L─0
│   │   └─1
│   │     └─2
│   │       └─9
│   │         ├─L─6
│   │         │   └─6
│   │         └─10
│   └─19
└─27
    ├─L─23
    │   ├─L─22
    │   │   └─L─21
    │   │     └─23
    │   │       └─24
    │   │         └─26
    └─32
        └─L─29
          └─L─29
```
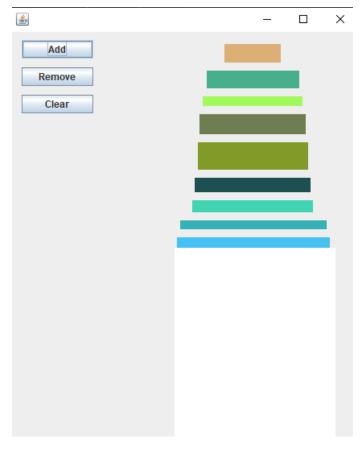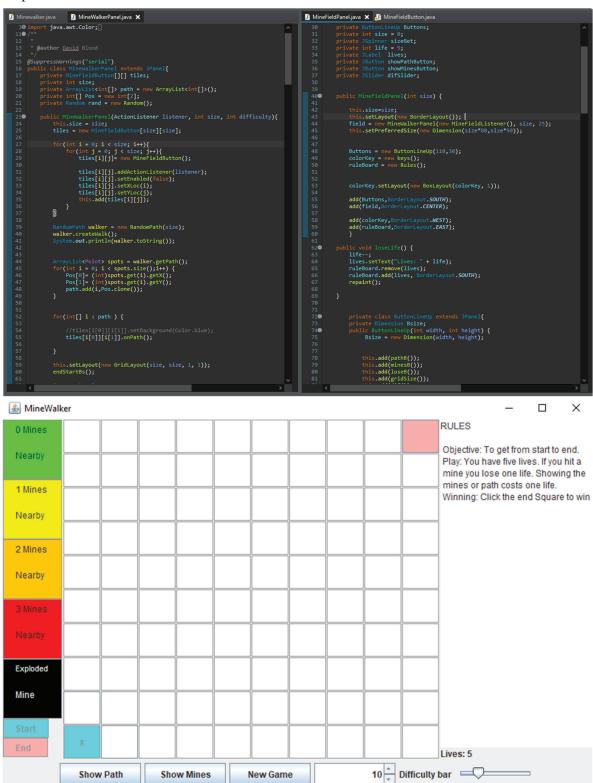
Pez Dispenser

The Pez Dispenser Project was a test of my knowledge of stacks and queues. We had to use either a stack or a que to build a GUI that acted like a Pez dispenser with one difference. The Pez pieces were of random size and had to be sorted by width when they were added. This required a sorting algorithm, which was fun to build and implement. The Pez Dispenser was challenging because I also had to make sure the Pez pieces didn't overflow the container, which was tough when you didn't know how many would fit in it. The result of the project was a fun GUI that you could add and remove blocks from.


```
setDefaultCloseOperation(JFrame.EXIT_ON_CLOSE);
setBounds(100, 100, 450, 550);
contentPane = new JPanel();
contentPane.setBorder(new EmptyBorder(5, 5, 5, 5));
setContentPane(contentPane);
contentPane.setLayout(new BoxLayout(contentPane, BoxLayout.X_AXIS));

ButtonPlace.setMaximumSize(new Dimension(200, 32767));
contentPane.add(ButtonPlace);
ButtonPlace.setLayout(null);


out.addActionListener(new ActionListener() {
    public void actionPerformed(ActionEvent e) {

        if(candies.size()>0) {

            candyLand.removeAll();
            candies.remove(0);


            for(Pez treat : candies){
                JPanel wrapper = new JPanel();
                wrapper.setPreferredSize(new Dimension(200, treat.getHeight
                wrapper.setBackground(new Color(238,238,238));
                wrapper.add(treat);
                candyLand.add(wrapper);
                revalidate();

        }
```

Minewalker Game

The Minewalker Game was the final project of Computer Science 1B, taken during my junior year of high school. The goal of the project was to create a functioning replica of the game using Java. The Project was completed solely by me, and as a result I took several weeks to write the code, test, and debug. Some of the tools I used to complete the game were the java textbook provided to me, Stack Overflow, and Eclipse IDE. One of the most challenging things I had with this project was creating a path from start to end and guaranteeing it was mine free. To solve this problem, I generated an array list of points and used code from an older project to generate the path and stored the points of the path in the array list, to be accessed when assigning mines their values and colors. Overall, this project is one of my favorites, and one that I put more effort into

The Shopping Cart

The Shopping Cart was an assignment from Computer Science 2 in my junior year of high school. The assignment was one I quite enjoyed and did extra work on to make it work the way I thought it should work. I spent a little over a week writing all the HTML, CSS, PHP and even a little JavaScript. The purpose of the assignment was to be able to apply our knowledge of PHP. I used PHP to perform calculations and print out a receipt with all the information in the form. What caused me trouble on this assignment was my expanding shopping cart. I had attempted to use PHP to add items, but that only could add one item. I ended up using JavaScript to add item and price inputs.

Spray Sprinklers Website

I built a website for Spray Sprinklers The website is designed for signups for sprinkler blowouts, to increase Spray Sprinklers my client pool. I also keep the page up to date, so I devote time weekly or daily to working on it. When I built the site, I implemented a data structure and table that allows for the editing of requests and the marking done of completed ones. The development of the site took me two months, and I had several large problems along the way, including submission emails. One of the best ways I have found to resolve those problems was to refer to previous work and to research my problems. A lot of times I googled ways to do something differently, or how a specific method or tag works. You can check out the website I built at spraysprinklers.com.

ContactUs.php

```php
<?php
include('header.html');
include('script.html');
?>


<section id="main">
  <section id="contactform">
<h3>Contact Form</h3>
<form action="formmail.php" method="post" >
  <p>
    <label>Full Name:</label>
    <input type="text" placeholder="Enter your full name" required name ="fullname"/>
  </p>
  <p>
    <label>Email:</label>
    <input type="email" placeholder="Enter your email" required name ="email"/>
  </p>
  <p>
    <label>Phone:</label>
    <input type="tel" placeholder="Enter your phone number" name ="phone"/>
  </p>
  <p>
    <label>Comments:</label>
    <textarea placeholder="Comments and Critiques" required name ="comments"></textarea>
  </p>

  <p>
    <input type="submit" class="button" />
    <input type="reset" class="button"/>
  </p>

</form>
</section>
</section>


<?php
include('footer.html');
?>
```

script.html

```html
1  <script>
2    window.onscroll = function() {
3      myFunction()
4    };
5
6    var header = document.getElementById("myNav");
7    var sticky = header.offsetTop;
8
9    function myFunction() {
10     if (window.pageYOffset > sticky) {
11       header.classList.add("sticky");
12     } else {
13       header.classList.remove("sticky");
14     }
15   }
16 </script>
```

header.html

```html
1  <!doctype html>
2  <html lang="en">
3
4    <head>
5      <meta charset="utf-8">
6      <title>Pro Mows</title>
7      <link href="styles.css" rel="stylesheet" type="text/css" />
8    </head>
9
10
11
12   <body>
13     <section id="header">
14       <h1>Pro Mows</h1>
15     </section>
16     <nav class="nav" id="myNav">
17       <section id="logo"><img src="images/Lawnmower.jpg" alt="Calvin Blood lawn care temporary logo" /></section>
18       <article><a id="home" href="index.php">
19         <p>Home</p>
20       </a></article>
21       <article><a href="about.php">
22         <p>About</p>
23       </a></article>
24       <article><a href="Signup.php">
25         <p>Sign Up</p>
26       </a></article>
27       <article id="contactUs"><a href="ContactUs.php">
28         <p>Contact Us</p>
29       </a></article>
30     </nav>
```

Lawn
- images
- Invoices
- about.php
- ContactUs.php
- footer.html
- formmail.php
- header.html
- index.php
- script.html
- Signup.php
- styles.css