

Child & Adult
Nutrition Services

Food Production Records Training

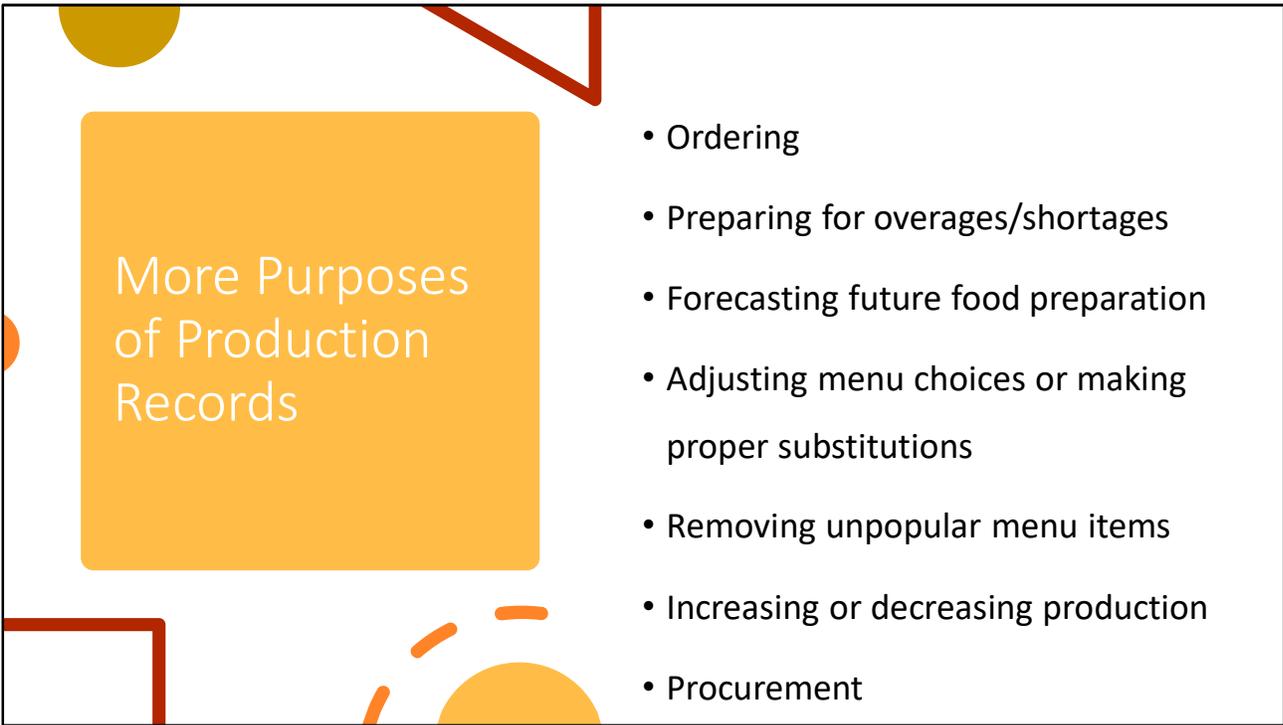
Welcome to the Child and Adult Nutrition Services Webinar on Food Production Records. In this training we will describe what production records are, what they are used for, and how to fill them out.

What are Production Records?

- Shows how your meals and snacks meet the meal pattern
- Provides documentation of every reimbursable meal served that receives federal reimbursement
- Monitors what food is planned and served to students
- Monitors how much is made for the day
- Monitors what food is left at the end of the day

We will start with what production records are. Production records keep track of the food you serve at each snack or meal every day. Think of them like a receipt you get when you go grocery shopping. You go to the grocery store and pay money for groceries. In return, you are given a receipt. Production records are like your receipt for each meal claimed for reimbursement!

Production records monitor what food is served to students, how much is made for the day, and what food is left at the end of the day. These records are very important. When you fill out these records, the Child and Adult Nutrition Services will determine if your meals and snacks meet the meal pattern requirements. This documentation is required to receive your federal meal reimbursement (which means money!). So, it is very important that you fill out the form correctly. This training will guide you step by step to fill out a great production record!



More Purposes of Production Records

- Ordering
- Preparing for overages/shortages
- Forecasting future food preparation
- Adjusting menu choices or making proper substitutions
- Removing unpopular menu items
- Increasing or decreasing production
- Procurement

A production record is a valuable tool for all foodservice operations.

Production records can be used to order, plan, and control food production.

Another use of the production record as a management tool is for forecasting future food preparation when the same or a similar menu is planned

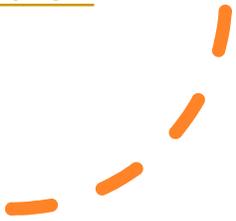
Adjusting menu choices, removing unpopular menu items, or increasing or decreasing the quantity of a menu item to be produced are all valid uses of a production record.

And production records are a useful resources when you are completing your procurement (purchasing food).

Production records provide a valuable written history that can be used to spot trends, evaluate customer food preferences, and improve menu planning.



Federal Regulations

- Required by Regulation
 - 7 CFR 210.10(a)(3) & 220.8(a)(3)
 - If you need a reminder of the federal regulations, they are listed at this website:
<https://www.fns.usda.gov/part-210%E2%80%94national-school-lunch-program>
- 

Production records are useful for a lot of things! But if you are still not convinced, daily production records are required by federal regulations 7 CFR 210.10(a)(3).

How to Fill Out Your Production Record

Now that we know what a production record is and the purposes it serves, we will walk through how to fill it out.

School Information

- School Year
- Today's Date
- School District
- Feeding Site Name
- Site Specific Questions
- Meal Counts Planned & Actual

DAILY LUNCH MENU PRODUCTION RECORD SCHOOL YEAR _____		
DATE:	_____	
School Dist:	_____	
Site Name:	_____	
Offer Versus Serve:	Yes _____	No: _____
OVS Grades:	_____	
Purchased A la Carte?	Yes _____	No: _____
Free Seconds?	Yes _____	No: _____
	Meal Counts	
	Planned	Actual
K-8:		
9-12:		
Adults:		
Total:		

We start by filling in your school's information at the top, left-hand corner of the record.

The first portion is the School Year. Here is where you will put the correct school year. The rest of the section asks you today's date, your school district, the site name (which is the location you are feeding), and site specific information such as: is offer versus serve allowed at this site? if so what grades are on OVS? are purchased a la carte foods available? And are free seconds available?

Also fill in the section for Meal Counts. A meal count is used to indicate how many meals you **plan** on serving, and how many meals you **actually** served.

There are production records available with different grade groupings. Be sure to choose the production record that matches the meal patterns that your school is serving.

Serving Size and Menu

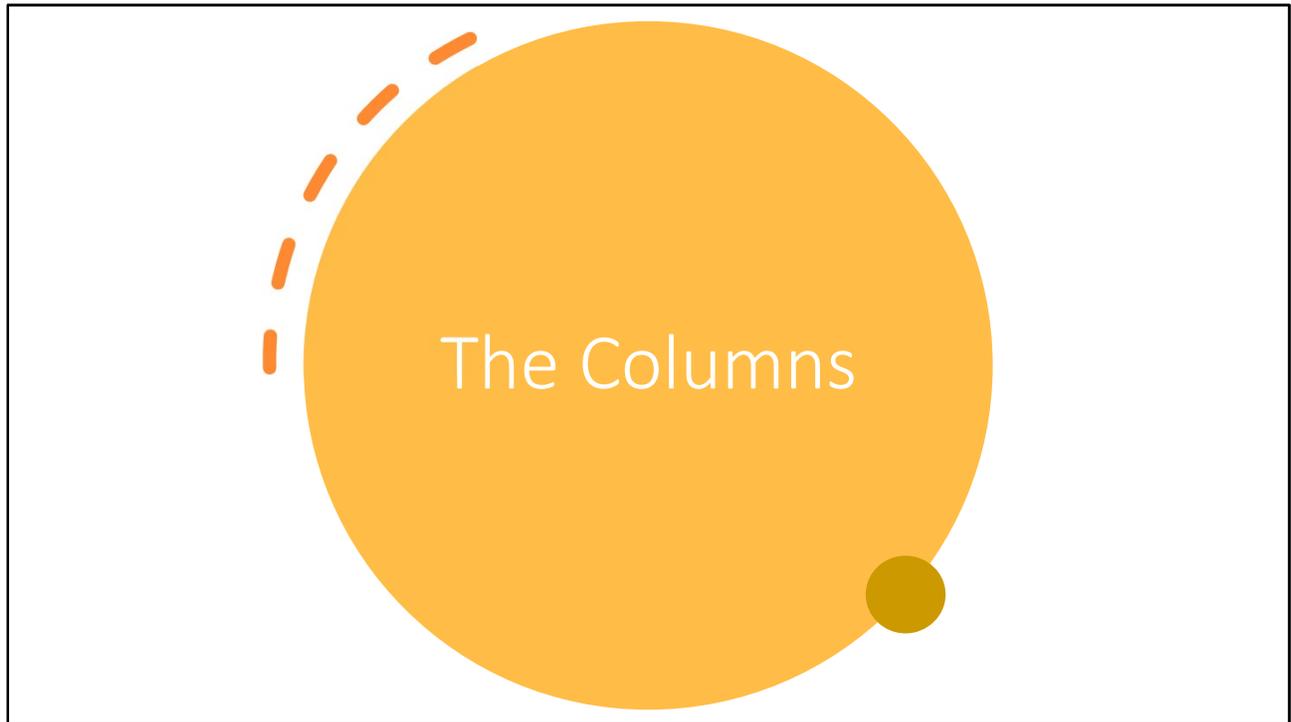
Serving Size		Lunch Menu
K-8	9-12	
1 each	1 each	Hamburger on whole wheat bun
1/2 cup	1/2 cup	Baked Beans
3/4 cup	1 cup	Fresh broccoli florets
1/2 cup	1 cup	Pineapple chunks, canned
1 cup	1 cup	Milk Choice

- Found in the top, right-hand corner of your record
- Lunch menu for the day
- Line for each food item on the menu
- Serving Size
 - The portion size of food item
- DO NOT record OVS selection

The next section is the Serving Size and Menu Section and can be found in the top right corner of your production record. This is where you will put what you are having for lunch that day. There is a separate line for each item on the menu, including a line for milk. Try to describe the menu items with extra detail, like saying 'whole wheat bun'. That will help you fill out the rest of the record!

You will also list how much of each menu item you are serving each student in each grade group. For example, if you are serving hamburgers for lunch that today, and each student gets one hamburger, then you will put 1 each, or one patty, for a serving size. For fruit and vegetables, record serving sizes in cups, for example $\frac{1}{2}$ cup pineapple.

Be sure that what you record for your serving sizes meets the minimum meal pattern requirements. DO NOT record the offer versus serve selection. This will get you into trouble, because it wouldn't look like your meal meets minimum requirements.



You have finished the top portion of your food production record! Congrats!

We will move down to the main section of the production record. First, let's take a look at each column before we fill it out.

Columns

- Column A: Menu Items
 - Record each food item in the proper component area
- Column B: Food Temperatures
 - Record food temps, do not have to use if using separate Food Temp log
- Column C, D, E: Grade Groups & Servings
 - Make sure grade groups match your school's
 - (K-5, 6-8 & 9-12 OR K-8 & 9-12)
 - Indicate serving size & planned servings for each grade group

A
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (2055) Product Name & Code (Brand Name 1834)
Meat/Meat Alternate
Grains/Bread
Fruits <input type="checkbox"/> See Food Bar Form
Vegetables <input type="checkbox"/> See Food Bar Form
2 Milk Choices: 1/2 unflavored, skim
Other Foods (Condiments, etc.) <input type="checkbox"/> See Food Bar Form

In the Menu Item section, which is column A, you will write down what you wrote for your lunch menu, broken out into the various food component categories. You will indicate the brand and product number, recipe name and number, and the Child Nutrition (CN) label crediting information, if available.

Remember, each component must be recorded separately to show a complete meal was planned and served.

Examples: Hamburger on a bun, the beef patty is recorded under Meat/Meat Alternate and the bun is recorded under the Grains/Breads. If you were serving a mixed menu item, such as beef and Bean Chili, this could be recorded under meat/meat alternate for the ground beef, and vegetables for the beans and crushed tomatoes.

Column B is where you can record your food temperatures. Some schools use a separate Food Temperature Log, outside of the Production Record. As long as temperatures are being recorded, this column can be left blank.

There is a separate column for each grade level. If you feed in grade groups of K-5, 6-8, and 9-12, be sure that you are using the production record that has those grade groups. If you feed in grade groups of K-8 and 9-12, be sure that you have the right production record for those grade groups. Under each grade group you will find areas to indicate the serving size and planned servings for that grade group.

C		D		E	
Grades: K-5		Grades: 6-8		Grades: 9-12	
Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings

Columns C, D, E Continued

- Serving Sizes & Planned Servings for each grade group

Now that you have made sure to get the correct production record to match your school's grade groups, we will discuss what serving sizes and planned servings are.

Your serving size is where you will put how much of each item each student will receive. You will do this for all grade groups. If you were to serve K-8 and 9-12, and gave your K-8 students ½ cup of peaches for the day, in your serving size column, you would enter '1/2 cup'.

This column shows how many servings you **plan** on serving to that grade group that day. If you had 30 students in your K-8, and you plan to serve peaches to all 30 students, you would enter 30 into the planned servings column for your K-8 students. Be cautious not to confuse the two (serving size and planned servings).

Columns Continued

F		G	
Planned Seconds (By Grade Groups)		A la Carte, Adults	
Serving Size	Planned Servings	Serving Size	Planned Servings
		1 cup	20

- Column F: Planned Seconds
 - Skip if seconds are not offered
 - Record serving size and planned servings
- Column G: A la Carte, Adults
 - A la Carte = sold separate, not part of reimbursable meal
 - Record serving size and planned servings

• You may alter some columns to fit your meal service!

Continuing our overview of the columns in the production record, we are now on column F, which is for Planned Seconds.

Some schools offer seconds, while other schools do not. If you do not offer seconds, you may skip this section. If you do serve seconds, fill in the serving size and planned number of servings.

In the serving size column, you will write how much you are going to give your students for seconds. For example, if you are going to give students another hamburger patty for seconds, then you would put 1 patty, or 1 each.

The planned servings column is where you tell us how many servings of seconds you plan on giving. If you have 50 students at your lunchroom, and normally half of them have seconds, then you would enter 25 into this section.

Column G is for A la Carte and Adult meals. Are you wondering what a la Carte is? That's ok! A la Carte is food items that are **sold separate** from the regular menu. Like a second milk. If a student wants to purchase a 2nd milk, this would count as an A la

Carte item.

A la Carte foods are food items that are sold outside of the child's reimbursable meal. These are not foods that are given to the student free of charge.

Adults are also able to eat school lunches. Both A la Carte and Adults would go under this section. Record the adult meals the same way you would record your student meals.

The serving size and planned servings are recorded for this column in the same way as the others.

Note that you may alter Columns F & G to fit your meal service. If you do not offer seconds (Column F), but you do offer a la cart and adult meals (Column G), you may update Column F to be "A la Carte", and Column G to be "Adults". If space allows, these should be recorded separately.

Columns Continued

- Column H: Total Planned Servings
 - Add together all planned servings
- Column I: Total Units Prepared
 - Use the Food Buying Guide <https://foodbuyingguide.fns.usda.gov/>
- Column J: Amount Added or Leftover
 - Prepared too much (-) or too little (+)?

H	I	J
Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
150 cups	12 #10 cans	- 1/2 #10 can

Column H is total planned servings. Total planned servings is exactly what it sounds like. In this column you will add together the planned servings from every previous column (Columns C, D, possibly E, Column F, and Column G).

In column I we will figure out how much food you need to prepare. Use the Food Buying Guide <https://foodbuyingguide.fns.usda.gov/> or your recipe to determine the units. For example, if you had 150 cups of total planned servings, you will need to find out how many #10 cans it will take to give you 150 cups. The Food Buying Guide helps you make that calculation.

In column J, you will record if you had to add extra food to what you had prepared, if you had just the right amount of food, or if you had leftovers. If you had to add food, you will put a plus sign (+) in front of the number of extra units of food you needed to make. If you had just the right amount of food, you will simply put 'none' or zero. If you had leftovers, you will put a negative sign (-) in front of how many leftover items you had.



Filling Out the Rest of Your Production Record

Now that we know what these columns are used for, let's fill out the rest of the production record.

Meat/Meat Alternate (M/MA)

- **Step 1:** Record your Meat/Meat Alternate food items
- **Step 2:** Record the brand name & product number
 - Include the crediting for the Child Nutrition (CN) label or the component credit in ounce equivalents (oz. eq.)
- **Step 3:** Record the serving size for your first grade group
- **Step 4:** Record the planned servings for that grade group
- **Step 5:** Repeat steps 3 and 4 for all grade groups

A	B	C		D	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (035) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12	
		Serving Size	Planned Servings	Serving Size	Planned Servings
Meat/Meat Alternate					
Hamburger Patty Puck Brand#1234 CN 2 oz eq MMA		1 each	110	1 each	170

We will start with the first Menu Item category, which is the Meat/Meat Alternate section. We will be filling out this row from left to right.

Step 1 is to write down the main entrée to be served that day. Using our example menu from above, the meat/meat alternate would be the hamburger patty. If you are offering cheese with the hamburger, that would also be listed here, as a meat alternative.

In Step 2 you are to list the brand name and number of the M/MA (or the recipe name). You will also list the ounce equivalents or weight in ounces/grams that you are serving. If the product has a Child Nutrition (CN) label, include that information here.

Step 3: Record the serving size for your first grade group.

Step 4: Record the planned servings for that grade group.

Step 5: Repeat steps 3 and 4 for the next grade groups.

Meat/Meat Alternate Continued

- **Step 6:** Record your serving size and planned servings for the planned seconds in each grade group
- **Step 7:** Determine your serving size and planned servings for A la Carte and Adult meals
- **Step 8:** Record your total planned servings

$110 + 170 + 20 = 300$

C		D		F		G		H
Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adult		Total Planned Servings (slices, cups, etc)
Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
1 each	110	1 each	170			1 each	20	300 patties

Step 6: Record your serving size and planned servings for the planned seconds in each grade group. Hamburger patties – each person receives 1. Another example is chicken nuggets, K-8 Serving Size may be 3 nuggets and 9-12 Serving Size may be 5 nuggets. Be sure to record this detail to ensure your food is properly credited. If you do not offer seconds, put zeros in this space or leave it blank.

Step 7: Next, determine your serving size and planned servings for A la Carte and Adult meals.

Step 8: Add your planned servings for each grade group, your seconds, A la Carte and Adult meals. Record your total planned servings.

Meat/Meat Alternate Continued

- **Step 9:** Record the total number of units that you prepared for the meal
- **Step 10:** After meal service, record how many units of food you had to add to your meal, or how many you had leftover.
 - Leftovers = (-)
 - Had to add more = (+)
- You are finished with the Meat/Meat Alternate section!

I	J
Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
300 patties	-5

Step 9 is recording the total number of units that you have prepared for the meal. Just a note that Total Units Prepared may look different than the Total Planned Servings. Depending on the food item, units prepared may be listed as number of boxes, cans, pounds, or recipes.

Step 10: After meal service, record how many units of food you had to add to your meal, or how many you had leftover. Use a negative sign (-) if you had left over units. Use a positive sign (+) if you had to add more units.

You are finished with the Meat/Meat Alternate section!

Grains/Bread

- **Step 1:** Record ALL of the grains served
- **Step 2:** Include the crediting for the Child Nutrition (CN) label or the component credit in ounce equivalents (oz. eq.)
 - USDA Whole Grain Resource Manual
<https://doe.sd.gov/cans/documents/GrainChrt.pdf>
- **Step 3:** Record the serving size for your first grade group
- **Step 4:** Record the planned servings for that grade group
- **Step 5:** Repeat steps 3 and 4 for all other grade groups

A	B	C		D	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (L335) Product Name & Code# (Brand Name L234)	Food Temperature	Grades: K-8		Grades: 9-12	
Grains/Bread		Serving Size	Planned Servings	Serving Size	Planned Servings
WG hamburger bun (2 oz=2 oz eq G) Mara Gee Brand		1 each	110	1 each	170

Now we are on to the Grains/Bread section, which is right below the Meat/Meat Alternate section. Completing this section, as well as the rest, is very similar to how we filled out the Meat/Meat Alternate section.

Step 1: List all grains that you are serving on this line. Be sure to include the type of grain, as well. From our example menu, the bun will go on this line. Since it is whole grain, we will indicate WG in the description.

Step 2: You will also need to put the brand name and the number of ounce equivalents (oz eq) or weight of the grains that you are serving. If the item has a Child Nutrition (CN) label, use that information here.

The USDA Whole Grain Resource Manual <https://doe.sd.gov/cans/documents/GrainChrt.pdf> is a handy tool that you will use to find information on how to credit the grain component in oz equivalents.

Step 3: Record the serving size for your first grade group.

Step 4: Record the planned servings for that grade group.

Step 5: Repeat steps 3 and 4 for the next grade groups.

Grains/Bread Continued

- **Step 6:** Record your serving size and planned servings for any planned seconds in each grade group
- **Step 7:** Determine your serving size and planned servings for any A la Carte and Adult meals
- **Step 8:** Record total planned servings

I	J
Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
300	-5

- **Step 9:** Record the total number of units prepared for the meal

- **Step 10:** Record number of units of food you had to add to your meal, or how many you had leftover

C		D		E		F		G		H
Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adult		Total Planned		Total Planned Servings (slices, cups, etc)
Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
1 each	110	1 each	170			1 each	20			300

110 + 170 + 20 = 300

Step 6: Record your serving size and planned servings for the planned seconds in each age group. Since we aren't offering seconds, this can be left blank or indicated with zeros.

Step 7: Determine your serving size and planned servings for A la Carte and Adult meals.

Step 8: Record your total planned servings. Add together all the planned servings just as you did for the Meat/Meat Alternate

Step 9: Record the total number of units that you prepared for the meal.

Total Units Prepared may look different than the Total Planned Servings, based on the number of units per bag, box, etc.

Step 10: Record how many units of food you had to add to your meal, or how many you had leftover. Remember to use a negative sign (-) if you had left over units and a positive sign (+) if you had to add more units.

This completes the Grains/Bread section!

Fruits

- **Step 1:** Record fruit on this line
- **Step 2:** Record the fruit as purchased (in light syrup, frozen, in juice) or how you are serving it (cooked, steamed, drained, etc.)
- **Step 3:** Record the serving size for your first age group.
- **Step 4:** Record the planned servings for that grade group
- **Step 5:** Repeat steps 3 and 4 for the next grade groups

A	B	C		D	
Menu Item <i>(ground beef, canned corn)</i> Recipe Name & # Spaghetti <i>(1235)</i> Product Name & Code# <i>(Brand Name 1234)</i>	Food Temperature	Grades: K-8		Grades: 9-12	
		Serving Size	Planned Servings	Serving Size	Planned Servings
Fruits					
<input type="checkbox"/> See Food Bar Form					
Pinapple, Chunk, canned in juice		1/2 cup	60	1 cup	100

Now we will go through the fruits section.

Step 1: List all fruit that you are serving on this line.

Step 2: Record the fruit as purchased or how you are serving it (cooked, steamed, drained, etc.).

Step 3: Record the serving size for your first age group.

Step 4: Record the planned servings for that age group.

Step 5: Repeat steps 3 and 4 for the next grade groups.

Fruits Continued

• **Step 6:** Record your serving size and planned servings for the planned seconds

C		D		F		G		H
Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Group)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)
Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
1/2 cup	60	1 cup	100			1 cup	20	150 cups

$30 + 100 + 0 + 20 = 150$

• **Step 7:** Determine your serving size and planned servings for A la Carte or Adult meals

• **Step 8:** Here you will record total planned servings.

- Remember to convert to only one serving size, such as cups

- 60 (grades K-12 servings) X .50 cup (serving size) = **30** full cups

- 100 (Grades 9-12 servings) X 1 cup (serving size) = **100** full cups

- 20 (a la carte/adult servings) X 1 cup (serving size) = **20** full cups

- **30 cups + 100 cups + 0 cups + 20 cups = 150 cups Total Planned Servings**

Step 6: Record your serving size and planned servings for the planned seconds.

Step 7: Determine your serving size and planned servings for A la Carte or Adult meals.

Caution: The rows for the rest of the menu items are a little trickier than the rows for the other menu items. Don't worry, follow the directions and tips carefully and you can do it!

Step 8: Next, record your total planned servings. This will need to be in one serving size. This is trickier because we are serving both ½ cup and 1 cup serving sizes, so we will need to convert this to full cups.

To start, we know there are two 1/2 cup servings in a cup.

To convert to full cups, we take the number of servings times the serving size. To make it easier, we will use decimals instead of fractions.

1/2 cup = .50 cups

Because the grade groups have different serving sizes, we have to find how many full cups come from each and then add them together.

Starting with grades K-12, there are 60 planned servings at a .5 cup serving size. 60

times .5 equals 30 full cups.

Next is the 9-12 grade group. We have 100 planned servings for this group at a serving size of 1 cup. 100 times 1 is 100 full cups.

Do not forget the a la carte/adult servings. We have 20 planned servings at a 1 cup serving size, giving us 20 full cups.

Since we did not have planned seconds we do not have to convert anything, it is just 0 cups.

Now that we have all the planned servings in one serving size, we can just add them up and record them in the Total Planned Servings column. 30 plus 100 plus 0 plus 20 equals 150 cups total planned servings.

Fruits Continued

- **Step 9:** Record the total number of units that you prepared for the meal.
 - Calculating units prepared depends on menu item – use the Food Buying Guide <https://foodbuyingguide.fns.usda.gov/>
- **Step 10:** Record how many units of food you had to add to your meal, or how many you had leftover.
 - Leftovers = (-)
 - Had to add more = (+)
- Finished with Fruit Section!

I	J
Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
12 #10 cans	- 1/2 #10 can

Step 9: Now we can record the total number of units that you prepared for the meal. In this example, there were 12 #10 cans prepared for the pineapple chunks.

When you are finding how many units you prepared for your meal, the math you do will depend on what your menu item is. You can find the measurement by using the Food Buying Guide.

Step 10: Record how many units of food you had to add to your meal, or how much you had leftover. Again, use a negative sign (-) if you had left over food units and a positive sign (+) if you had to add more food units.

You are finished with the Fruit section!

Vegetables

- **Step 1:** List all the vegetables that you are serving. Be sure to use a separate line for each item.
- **Step 2:** Record the vegetables as purchased or prepared. Add any product information if you are using a specific brand.
- **Step 3:** Record the serving size(s) for your first grade group
- **Step 4:** Record the planned servings for that grade group
- **Step 5:** Repeat steps 3 and 4 for the next grade groups.

A		B	C		D	
Menu Item <i>(ground beef, canned corn)</i> Recipe Name & # Spaghetti /2335/ Product Name & Code# <i>(Brand Name 1234)</i>		Food Temperature	Grades: K-8		Grades: 9-12	
			Serving Size	Planned Servings	Serving Size	Planned Servings
Vegetables						
<input type="checkbox"/> See Food Bar Form						
Baked Beans, canned vegetarian			1/2 cup	60	1/2 cup	100
Fresh broccoli florets			3/4 cup	60	1 cup	100

Filling out the Vegetables section is very much like how we did the Fruits.

Step 1: List all the vegetables that you are serving. Be sure to use a separate line for each item.

Step 2: Record the vegetables as purchased or prepared. Add any product information if you are using a specific brand.

Step 3: Record the serving size(s) for your first grade group.

Step 4: Record the planned servings for that grade group.

Step 5: Repeat steps 3 and 4 for the next grade groups.

Vegetables Continued

Planned Seconds (By Grade Groups)		A la Carte, Adults	
Serving Size	Planned Servings	Serving Size	Planned Servings
		1 cup	20
		1 cup	20

- **Step 6:** Record your serving size and planned servings for the planned seconds in each grade group.
- **Step 7:** Determine your serving size and planned servings for A la Carte or Adult meals.
- **Step 8:** Record your total planned servings.
 - We need one serving size, so we will use math to convert the $\frac{1}{2}$ cup and $\frac{3}{4}$ cup serving sizes into full cups.

Step 6: Record your serving size and planned servings for the planned seconds in each age group.

Step 7: Determine your serving size and planned servings for A la Carte and Adult meals.

Step 8: Next, record your total planned servings. Again, this will need to be in one serving size, so we will need to do a little math to convert the $\frac{1}{2}$ cup and $\frac{3}{4}$ cup serving sizes into full cups.

To convert to full cups, we take the number of servings times the serving size. We will use decimal forms of one half and three quarters - .5 and .75 cups respectively - to make our calculations easier. We will calculate total planned servings for vegetables on the next slide.

Vegetables Continued

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Code Groups)		A la Carte		Adults Planned Servings	Total Planned Servings (slices, cups, etc)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings		
Vegetables											
<input type="checkbox"/> See Food Bar Form											
Baked Beans, canned vegetarian		1/2 cup	60	1/2 cup	100				1 cup	20	100 cups
Fresh broccoli florets		3/4 cup	60	1 cup	100				1 cup	20	165 cups

$$30 + 50 + 0 + 20 = 100 \text{ cups}$$

$$45 + 100 + 0 + 20 = 165 \text{ cups}$$

• Calculating Beans:

- 60 (grades K-8 servings) X .50 (serving size) = **30** full cups beans
 - 100 (grades 9-12 servings) X .50 (serving size) = **50** full cups beans
 - 20 (a la cart/adult servings) X 1 (serving size) = **20** full cups beans
- 30 cups + 50 cups + 0 cups + 20 cups = 100 cups Total Planned Servings**

• Calculating Broccoli:

- 60 (grades K-8 servings) X .75 (serving size) = **45** full cups broccoli
 - 100 (grades 9-12 servings) X 1 (serving size) = **100** full cups
 - 20 (a la cart/adult servings) X 1 (serving size) = **20** full cups
- 45 cups + 100 cups + 0 cups + 20 cups = 165 cups Total Planned Servings**

Let's calculate the beans first.

We need to find full cups for all grade groups, second meals, a la carte and adults. Starting with the K-8 grade group, we have 60 servings and a .5 cup serving size. 60 times .5 equals 30 full cups of beans

Next, we have 100 planned servings for the 9-12 grade group. They also get a .5 cup serving size. 100 servings time .5 cups equals 50 full cups of beans.

In this example, seconds are not served, so we have nothing to calculate.

For A la Carte and Adult we have 20 planned servings at a 1 cup serving size. 20 times 1 is 20 full cups of beans.

Sweet! You can now add together all of the FULL CUPS of beans and enter that in your total planned servings column.

30 cups plus 50 cups plus 0 for the seconds, plus 20 cups equals 100 cups Total Planned Servings for the beans

Now let's figure the broccoli.

Remember, $\frac{3}{4}$ cup = .75 cups

The K-8 grade group has 60 servings, with a serving being 0.75 cups. 60 times 0.75 equals 45 full cups of broccoli

Grade 9-12 has 100 servings of a 1 cup serving size. 100 times 1 equals 100 full cups of broccoli

There are no seconds in this example, so we do not have to calculate that.

We have 20 servings for a la cart and adult. These servings would also be a one cup serving size. 20 times 1 equals 20 full cups of broccoli.

Sweet! Now that all the servings a have been converted to full cups, we can add together all of the FULL CUPS of broccoli and put them in the total planned servings column – 45 cups plus 100 cups plus 0 for the seconds plus 20 cups equals 165 cups total planned servings for the Broccoli

Vegetables Continued

- **Step 9:** Record the total number of units that you prepared for the meal.
 - Calculating units prepared depends on menu item – use the Food Buying Guide <https://foodbuyingguide.fns.usda.gov/>
- **Step 10:** Record how many units of food you had to add to your meal, or how many you had leftover.
 - Leftovers = (-)
 - Had to add more = (+)
- Finished with the Vegetable Section!

Menu Item <i>(ground beef, canned corn)</i> Recipe Name & # Spaghetti <i>(DSS)</i> Product Name & Code# <i>(Brand Name USDA)</i>	Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
Vegetables			
<input type="checkbox"/> See Food Bar Form			
Baked Beans, canned vegetarian	100 cups	9 #10 cans	none
Fresh broccoli florets	165 cups	25#	-1.75#

Step 9: Record the total number of units that you prepared for the meal.

In this example, there were 9 #10 cans prepared for the baked beans and 25 pounds of broccoli florets prepared for the day.

When you are finding how many units you prepared for your meal, the unit you use will depend on what your menu item is. You can find these measurements by using the USDA Food Buying Guide <https://foodbuyingguide.fns.usda.gov/>.

Step 10: Record how many units of food you had to add to your meal, or how many you had leftover. Use a negative sign (-) if you had left over food units. Use a positive sign (+) if you had to add more food units.

You are finished with the Vegetable section!

Milk

- **Step 1:** List all milk varieties that you are serving on this line.
 - Don't forget to include the type of milk you are serving!
- **Step 2:** Record the serving size for your first grade group
- **Step 3:** Record the planned servings for that grade group
- **Step 4:** Repeat steps 2 and 3 for the next grade groups

A	B	C		D	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand/Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12	
		Serving Size	Planned Servings	Serving Size	Planned Servings
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored					
Chocolate Skim		1/2 pint	100	1/2 pint	125
White 1%		1/2 pint	10	1/2 pint	5

All schools are required to give students a choice of at least two milk options. In the milk section, you will list all milk choices you offer. Choices may be flavored or unflavored skim or 1%. If there are any special diets that require an alternate milk, this must also be listed here.

Step 1: List all milk varieties that you are serving on this line. Do not simply list "milk"! Each variety (skim, 1%, soy) must be recorded on its own line, with the number of servings listed.

Step 2: Record the serving size for your first grade group.

Step 3: Record the planned servings for that grade group.

Step 4: Repeat steps 2 and 3 for the each grade group.

Milk Continued

- **Step 5:** Determine your serving size and planned servings for A la Carte or Adult meals.
- **Step 6:** Record your total planned servings
 - Chocolate Skim: $100 + 125 + 20 = 245$ ½ pints
 - White 1%: $10 + 5 + 5 = 20$ ½ pints

$100 + 125 + 0 + 20 = 245$

Menu Item <small>(ground beef, canned corn)</small> Recipe Name & # Spaghetti (2035) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Secons (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)
		Serving Size	Planned Servings	Serving Size	Planned Serv	Serving Size	Planned Servings	Serving Size	Planned Servings	
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored										
Chocolate Skim		½ pint	100	½ pint	125			½ pint	20	245 ½ pint
White 1%		½ pint	10	½ pint	5			½ pint	0	15 ½ pints

$10 + 5 + 0 + 0 = 15$

Step 5: Determine your serving size and planned servings for a la Carte and Adult meals.

Step 6: Record your total planned servings. Since most milk is served in pints, we do not have to do any difficult math. Simply add together the number of planned servings for each grade group, planned seconds, a la carte and adults.

The number of planned servings for each milk variety may be tricky to predict. As a tip, keep a record of your actual milk counts for 1 or 2 weeks. You can then use these numbers going forward to decide how many of each variety to provide for your students and adults.

Milk Continued

- **Step 7:** Record the total number of units that you prepared for the meal
- **Step 8:** Record how many units of milk you had to add to your meal, or how many you had leftover
 - Leftovers = (-)
 - Had to add more = (+)
- Finished with the Milk section!

Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
245 1/2 ints	-3
15 1/2 pints	-1

Step 7: Record the total number of units that you provided for the meal.

Step 8: Record how many units of milk you had to add to your meal, or how many you had leftover. Use a negative sign (-) if you had left over food units. Use a positive sign (+) if you had to add more food units.

You are finished with the Milk section!

Other Foods (condiments, desserts, etc.)

- Any additional items that do NOT credit toward the meal pattern requirements
- **Step 1:** List all of the extra food that you are serving on this line.
- **Step 2:** You will also need to put the recipe name and number or brand name and number
- **Step 3:** Record the serving size for your first grade group
- **Step 4:** Record the planned servings for that grade group
- **Step 5:** Repeat steps 3 and 4 for each grade group

A	B	C		D	
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (D35) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12	
		Serving Size	Planned Servings	Serving Size	Planned Servings
Other Foods (Condiments, etc.)					
<input checked="" type="checkbox"/> See Food Bar Form					
Low sodium gravy, SR #35		1/4 cup	60	1/4 cup	100

The last row in the production record is the Other Foods section. Condiments, desserts and any other foods that do not credit toward the meal pattern requirements are recorded in the “Other Foods” section. Ketchup, mustard, ranch dressing, mayonnaise, etc.: these tasty toppers and dippers are called condiments.

Step 1: List all of the extra food that you are serving on this line. For our example, we will list low sodium gravy.

Step 2: You will also need to put the recipe name and number or brand name and number.

Step 3: Record the serving size for your first grade group.

Step 4: Record the planned servings for that grade group.

Step 5: Repeat steps 3 and 4 for each grade group.

Other Foods Continued

- **Step 6:** Determine your serving size and planned servings for A la Carte or Adult meals
- **Step 7:** Record your total planned servings
 - 60 (grades K-8) + 100 (grades 9-12) + 0 (planned seconds) + 20 (A la Care/Adult) = 180 ¼ cups
 - 180 (servings) X .25 (serving size) = 45 full cups

$$60 + 100 + 0 + 20 = 180 \text{ (1/4 cups)}$$

Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) Product Name & Code# (Brand Name 4234)	Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	
Other Foods (Condiments, etc.)										
<input checked="" type="checkbox"/> See Food Bar Form										
Low sodium gravy, SR #35		1/4 cup	60	1/4 cup	100	0	0	1/4 cup	20	45 cups

Step 6: Determine your serving size and planned servings for A la Carte or Adult meals.

Step 7: Next, record your total planned servings. Again, this will need to be in full cups, so we will do a little math. If each student and adult gets ¼ cup of gravy, how many full cups do we need to plan for?

To convert to full cups, we take the number of servings times the serving size. We will use the decimal form of ¼ cup (.25) to make our calculations easier.

There are **four** 1/4 cup servings in a cup. 1/4 cup = .25 cups

Since everyone is getting the same serving size, lets add together the number of students, seconds, a la cart and adult servings to make our calculation quicker:

60 (grades K-8) + 100 (grades 9-12) + 0 (planned seconds) + 20 (A la Care/Adult) = 180 ¼ cups

Now take your total number of servings times the serving size of .25 cup

180 (servings) X .25 (serving size) = 45 full cups

Sweet! You just figured out the total number of **FULL CUPS** that you need to plan for. Put this number in your Total Planned Servings column.

Other Foods Continued

- **Step 8:** Use your recipe to help you record the total number amount you prepared
- **Step 9:** Record how many units of food you had to add to your meal, or how many you had leftover
- You are finished filling out the Other Foods section!

Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
3 gallons	-0.5 gallons

Step 8: Now use your recipe to help you record the total amount you prepared. You may need to convert cups to a measurement that matches your recipe, such as gallons.

Step 9: Record how many units of food you had to add to your meal, or how much you had leftover.

You are finished with the Other Foods section!



The Food Bar Form

On the production record, you probably noticed the checkbox for the 'See Food Bar Form' in the fruit, vegetable, and Other Foods sections. That checkbox is for the Food Bar form. Let's look at that next.

Food Bar Form

- 2 Types: Multi-Day & Daily
- Found at <https://doe.sd.gov/cans/snp.aspx> under “School Meal Documents” tab
- Write down all of the things you have on your fruit or vegetable bar (Condiments, etc.)



The Food Bar Form looks a lot like the Food Production Record. Make sure not to confuse them, because they are used for different things. The Food Bar Form is a worksheet where you write down all of the things you have on your fruit or vegetable bar (salad bar). This is also used to list the condiments that are on your bar.

You might not need a Food Bar Form, but if you are one of those that do, we can fill it out together.

There are two Food Bar Forms: a multi-day, and a daily. You can find the food bar forms on our website:

<https://doe.sd.gov/cans/snp.aspx> under the School Meal Documents tab.

Filling out the Food Bar Form

- **Step 1:** At the top of the food bar form you will list your school's district and site information.
- **Step 2:** Do the students go thru the salad bar before or after the meal count (point of service)? Check the box that applies to your lunchroom.

Multi-Day Food/Condiment Bar Production Record

School District Name: _____ Site Name: _____

This production record is designed for schools that have an ongoing fruit/vegetable bar. It can also be used to track condiments. Write in items used routinely before copying the form. Use the Vegetable Subgroup Key column to record the abbreviation for the following vegetable subgroups served: RO=Red Orange; DG=Dark Green; BP=Beans & Peas (Legumes); S=Starchy; WG (whole grain)

Food bar is **before** point of service Food bar is **after** point of service

- If your food bar is after the point of service (POS), please visit with a CANS specialist. Food items served after the POS cannot count towards your reimbursable meal component requirements.

Step 1: At the top of the food bar form you will list your school's district and site information.

Step 2: Do the students go thru the salad bar before or after the meal count (point of service)? Check the box that applies to your lunchroom.

IMPORTANT: If your food bar is after the point of service (POS), please visit with a CANS specialist. Food items served after the POS cannot count towards your reimbursable meal component requirements.

Filling out the Food Bar Form Continued

- **Step 3:** Indicate the week and year.
- **Step 4:** Write down how many people ate that day for elementary, middle school, high school, and adults.
- Record Daily participation for **each day** for **each grade group**.

Week of: May 4 Year: 2020	Monday	Tuesday	Wednesday	Thursday	Friday
Record Daily Participation: Elm (K-5) M (6-8) HS (9-12) A (Adult) ⇨	E= 30 M= 24 HS= 85 A= 4	E= 20 M= 30 HS= 97 A= 0	E= 40 M= 15 HS= 84 A= 12	E= 45 M= 15 HS= 76 A= 5	E= 30 M= 23 HS= 80 A= 5

Step 3: Next, indicate the week and year.

Step 4: In this section you are also asked how many people were served that day. Be sure to record the participation separately for elementary, middle school, high school, and adults.

Notice that each column in this section is a separate day of the week.

For our example, let's use the following enrollment numbers:

45 students in grades K-5,
30 students in grades 6-8, and
100 students in grades 9-12.

On Monday, **30** K-5 students, **24** 6-8 students, and **85** 9-12 students ate lunch in the lunchroom. There were also **4** adults that ate lunch in the lunchroom. Their daily participation for Monday would be listed as shown on the slide

On Tuesday, we had **20** K-5, **30** 6-8, **97** 9-12 and **no** adults for lunch.

We can continue to do this for the rest of the days of the week.

Filling out the Food Bar Form Continued

- **Step 5:** List all food items in food bar – be specific!
- **Step 6:** Write down your food item.
- **Step 7:** Look up the item’s product brand number or school recipe number.
- **Step 8:** Determine the vegetable subgroup key. There is a list of choices towards the top of your Food Bar record form. Romaine lettuce is a dark green vegetable, so we will indicate DG.

Food Items Used and Form (fresh, frozen, canned)
Romaine Lettuce
Tomatoes, diced
Ranch Dressing, low-fat
Carrots, shredded
Orange quarters
Red Kidney Bean Salad
Cabbage Salad
Vegetarian Beans
Watermelon Chunks
Broccoli Salad
Kiwi Slices
Pineapple Tidbits

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key
Romaine/Iceberg Lettuce Mix	Dole	DG

Step 5: The next section is where you list all food items that you have on your food bar and in what form.

*Notice that each item is very specific in its description.

Now that you have written down all items on your food bar, you must break each item down into servings. We will complete this section row by row.

Step 6: Write down your food item.

Step 7: Look up the item’s product brand number or school recipe number. A product brand number is the name of the brand you use.

Step 8: Determine the vegetable subgroup key. There is a list of choices towards the top of your Food Bar record form. Romaine lettuce is a dark green vegetable, so we will indicate DG. Colors don’t always match the same subgroups that describe them. For example, green beans, although dark green in color, are in the “other” subgroup.

Since there is a weekly vegetable subgroup requirement, indicating the subgroup helps you plan your menu to cover those weekly requirements.

Filling out the Food Bar Form Continued

- **Step 9:** Indicate the unit of weight, volume, or number of servings for how you measure the items you put out on the food bar.
- **Step 10:** Record the total quantity you went through on your food bar each day for each item.

Week of: May 10		Year: 2012		Monday	Tuesday	Wednesday	Thursday	Friday
Record Daily Participation: Elm (K-5) M (6-8) HS (9-12) A (Adult) ⇒				E= 47 M= 68 HS= 110 A=15	E= 49 M= 58 HS= 98 A=12	E= 44 M= 65 HS= 124 A=15	E= 47 M= 70 HS= 112 A=15	E= 47 M= 70 HS= 116 A=14
Food Items Used and Form (fresh, frozen, canned)	Product Brand # of School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key	Unit of Weight or Volume or # of Servings	Record each day the total quantities used of each food item on the food bar. Use only one line per food item.				
Romaine/Iceberg Lettuce Mix	Dole	DG	lbs	10	7	7	8	5

Step 9: Next, indicate the unit of weight, volume, or number of servings for how you measure the items you put out on the food bar.

Some common examples for unit of weight/volume would be: Cowboy Caviar measured in cups, Diced tomatoes in lbs, and Ranch Dressing in quarts or gallons

Step 10: Record the total quantity you went through on your food bar each day for each item.

For example, let's say you had 5 pounds of Romaine lettuce out on your food bar at the start of meal service on Monday, and you added an additional 5 pounds part-way thru service. That means you used 10 quantities (lbs) on Monday. Your record for Romaine lettuce should look like the picture on the slide.

Do the same for the rest of the days of the week. If you did not serve any Romaine lettuce on a certain day, you can just leave that cell blank.

Reminder: If an item is canned, be sure to record the can size of the product. For small quantities, indicate cups, rather than #10 cans.

Continue to fill out each row for the rest of the items on your food bar.

Filling out the weekly food bar form instead of the daily food bar form saves you a lot of time!



Congrats! You are
Finished with your Food
Production Record!!!

Contact Us!

Please feel free to contact the **CANS office** with any questions!

Phone: 605-773-3413

Email: DOE.SchoolLunch@state.sd.us

Website: <https://doe.sd.gov/cans/>



Thank you for attending this webinar on Production Records Training.

If you have any questions on this training, please feel free to contact our office. You can email us at DOE.SchoolLunch@state.sd.us or give us a call at 605-773-3413, or you can visit our website.

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