Production Records Part 1

Child and Adult Nutrition Services

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

This institution is an equal opportunity provider.

Part 1

How to Read Your Production Records

- What they are
- How they are used
- Tips & Tricks

Production Records

- Required by Regulation
  - 7 CFR 210.10(a)(3) & 220.8(a)(3)
- Show how your meals and snacks meet the meal pattern requirements for each grade group
- Provide documentation of every reimbursable meal served that receives federal reimbursement
  - Supports your monthly claim for reimbursement

Production Records

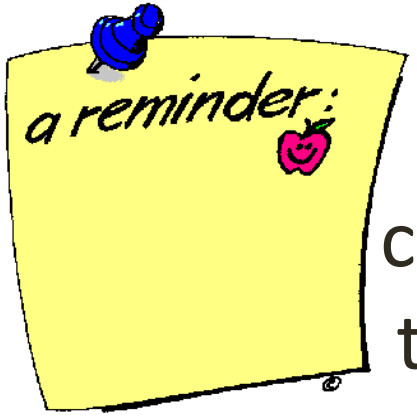
- Keep track of the food you serve at each snack and meal every day
- Monitors what food is planned and served to students
- Monitors how much is made for the day
- Monitors what food is left at the end of the day

Other Uses

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

Who Completes Production Records?

- Use a TEAM Approach!
  - Menu Planner
  - Kitchen Manager
  - Food Nutrition Assistants/Food Service Staff



Each new school year, be sure to check the CANS templates to see if there are any required changes to the template! The current templates can be found on the CANS NSLP website:

http://doe.sd.gov/cans/nslp.aspx

Under section: *School Meal Documents: Production Record Templates, Worksheets, Forms*

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:		

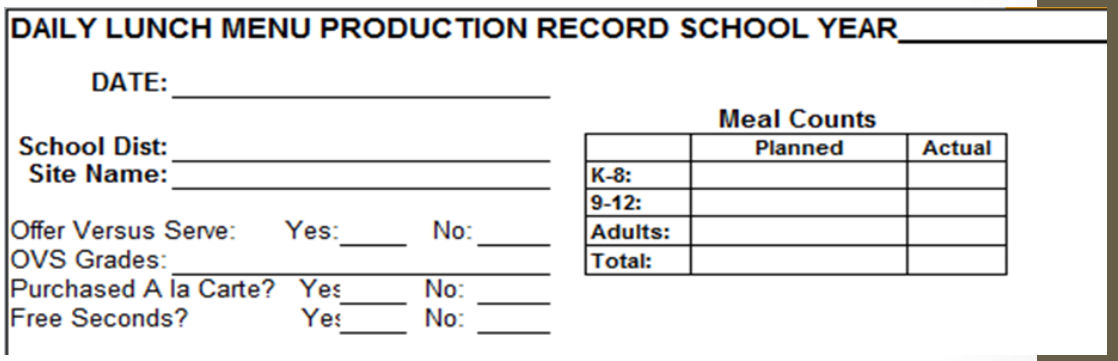
Serving Size		Lunch Menu
K-8	9-12	

A	B	C		D		F		G		H	I	J
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(D35)* Product Name & Code# *(Brand Name (B34)*	Temperature Food	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Meat/Meat Alternate												
Grains/Bread												
Fruits												
☐ See Food Bar Form												
Vegetables												
☐ See Food Bar Form												
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored												
Other Foods (Condiments, etc.)												
☐ See Food Bar Form												

How to Read your Record

Start at the Top

- School's information in the top, left-hand corner
  - 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: _____

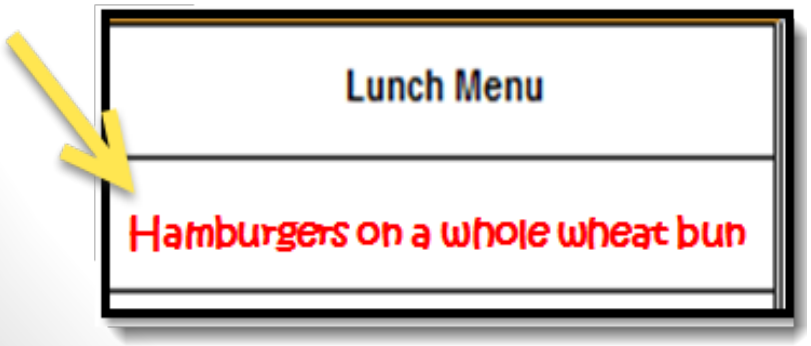
Offer Versus Serve: Yes:____ No:____
OVS Grades: _____
Purchased A la Carte? Yes____ No:____
Free Seconds? Yes____ No:____

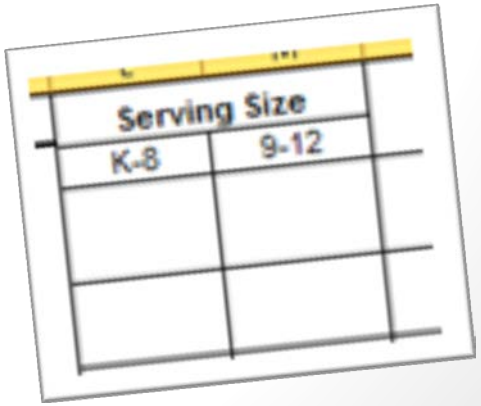
Meal Counts

	Planned	Actual
K-8:		
9-12:		
Adults:		
Total:		

Serving Size and Menu

- 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

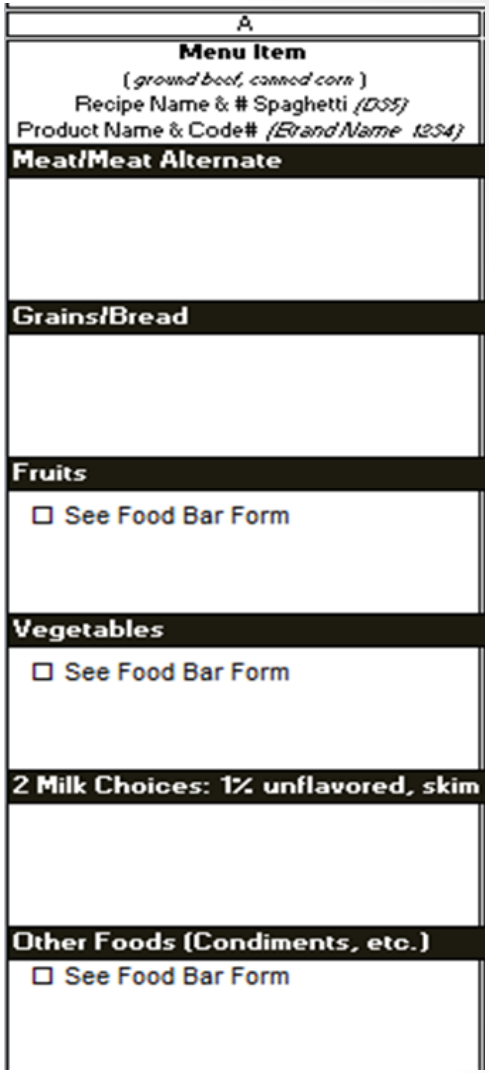




Menu Item

Column A of your record

- Record each food item in the proper component area
- Examples



Record each component separately to show a complete meal is planned and served!

Meat/Meat Alternate

- Hamburger Patty
- Cheese
- Any other meat/meat alternate
- Know:
  - Brand
  - Product Code
  - Recipe Name
  - Recipe Number

Grains/Bread

- Grains of ALL kinds
- Type of grain
  - If your bun was a whole grain rich bun, you will be asked to put “whole grain rich” or “WGR” in the description

Fruits

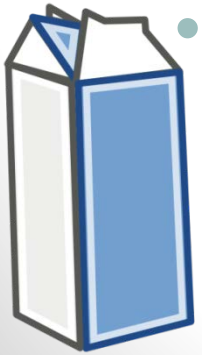
- Type of fruit you served
- How much was served in cups

Vegetables

- Type of vegetable you served
- If you had more than one
- How much was served in cups

2 Milk Choices

- All schools are required to give students a choice of milk
- List ALL of the milk choices
  - Chocolate skim
  - White skim
  - 1% milk, unflavored

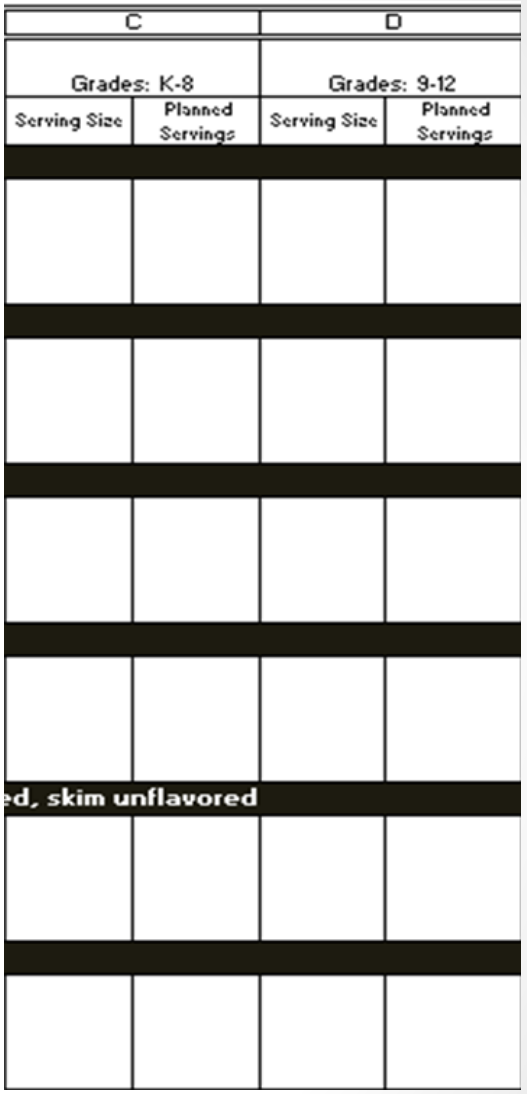


Other Foods

- Include condiments & other food served that does not credit as a component
  - Ketchup
  - Ranch Dressing
  - Cheese Sauce
- Required on production records

Grades

- This section can be found in Columns C, D, or E of your record
- Different for the grades you feed
  - K-5 OR K-8
  - 6-8 9-12
  - 9-12



BE SURE YOU HAVE THE RIGHT PRODUCTION RECORD FOR THOSE GRADE GROUPS!

Serving Size

- How much of each item
- Each grade group
- If you serve K-8 and 9-12:
  - K-8 students will get ½ cup of peaches, record ½ cup" the serving size column

Planned Serving

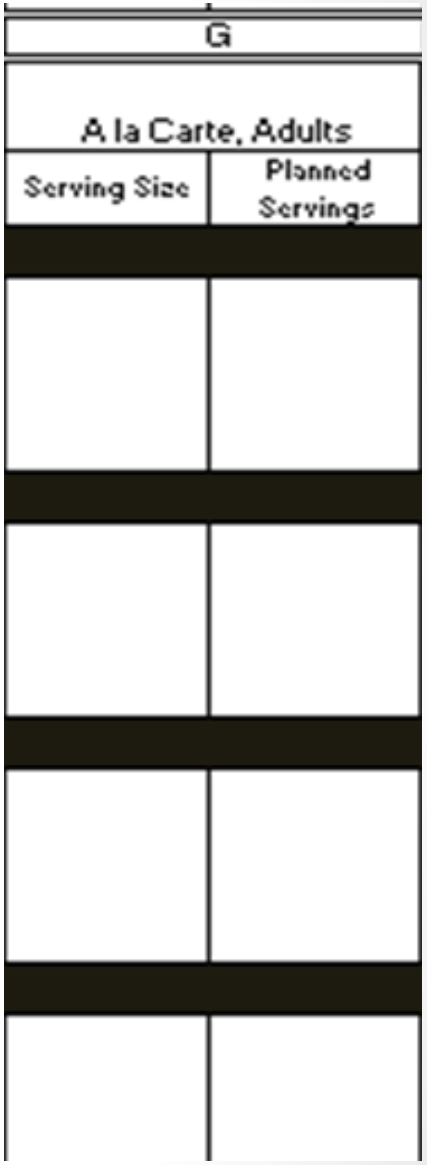
- How many servings you plan on serving
- If you had 30 students in your K-8 and you plan to feed peaches to all 30 students
  - Enter 30 into the planned servings column for K-8

Planned Seconds

- Record in Column F
- Skip section if you do not offer free seconds
- Serving Size: the amount you are going to offer your students
  - If students are allowed a second ½ cup serving of baked beans, you record ½ cup in this section
- Planned Servings: the number of second servings that you plan on serving
  - If you have 50 students at your lunch room, and about ½ asks for seconds, you record 25 in this section

A la Carte & Adults

- Record in Column G
- A la Carte Definition
  - Food items that are sold separate from the reimbursable meal
    - Second milk
    - Second entrée
- Adults
  - Record these the same way you would record your student meals!



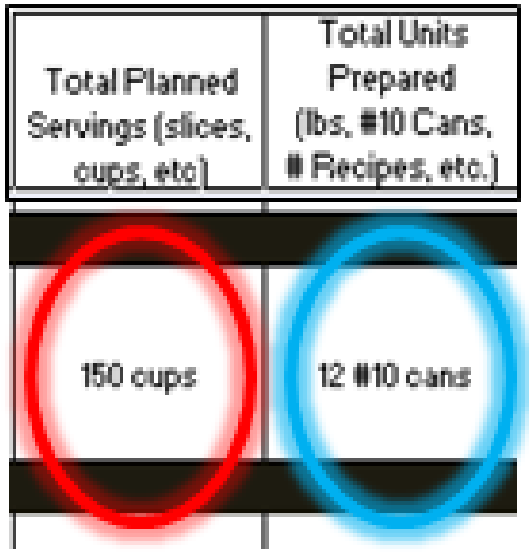
Total Planned Servings

- Record in Column H
- Add together all of the planned servings you wrote down in:
  - Grade Groups - Column C, D, and E
  - Planned Seconds - Column F
  - A la Carte & Adults - Column G

Step-by-step instructions to convert serving sizes can be found in the fruit and vegetable section of the Food Production Records Handbook!

Total Units Prepared

- Record in Column I
- How much food you need to prepare for the meal
  - Number should be enough to cover your total planned servings
- Determine units:
  - Food Buying Guide
  - Your Recipe
- Example



Amount Added or Leftover

- Record in Column J
- Record if you had:
  - To add extra food to what you prepared
    - (+) in front of the number
  - Just the right amount of food
    - “None or zero” in space provided
  - Leftovers
    - (-) in front of the number

Thank you!

Child and Adult Nutrition Services
800 Governors Drive, Pierre, SD 57501
Phone: (605) 773-3413

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Production Records Part 1
Oct. 2017

Professional Standards Training Credit print, sign, and date this certificate for your records

This training credits for 20 minutes of training in

Key Area 2 – Operations 2000

2120: Food Production Records

Your Name:

Date of Training:

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Production Records Part 2

Child and Adult Nutrition Services

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Part 2

How to Fill Out Your Production Records

- Section by Section
  - Stop after Fruit Section
- Examples with math problems

Filling out Your Production Record

- Record your School Information at the top

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: ____

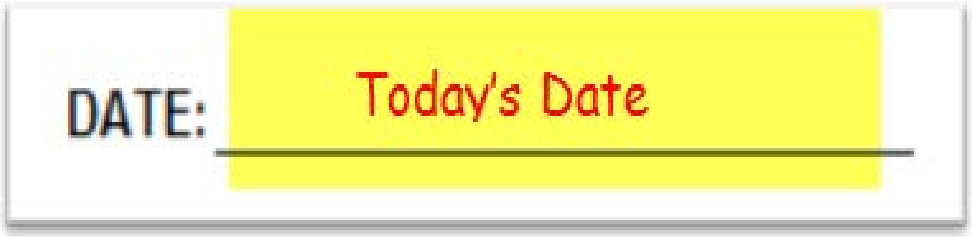
Meal Counts

	Planned	Actual
K-8:		
9-12:		
Adults:		
Total:		

Line 1: Record the School Year

Tip: Prefill this out & save document!

Line 2: Record the date of the meal service on this line



Lines 3 and 4: Record your School District and Site Name

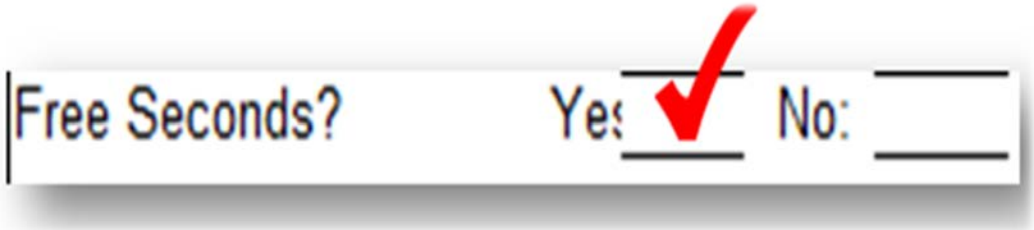
Tip: Prefill this out & save document!

Lines 5 and 6: This is where you record if you allow Offer Versus Serve (OVS) at this site. If you do, record the grades where OVS is allowed!

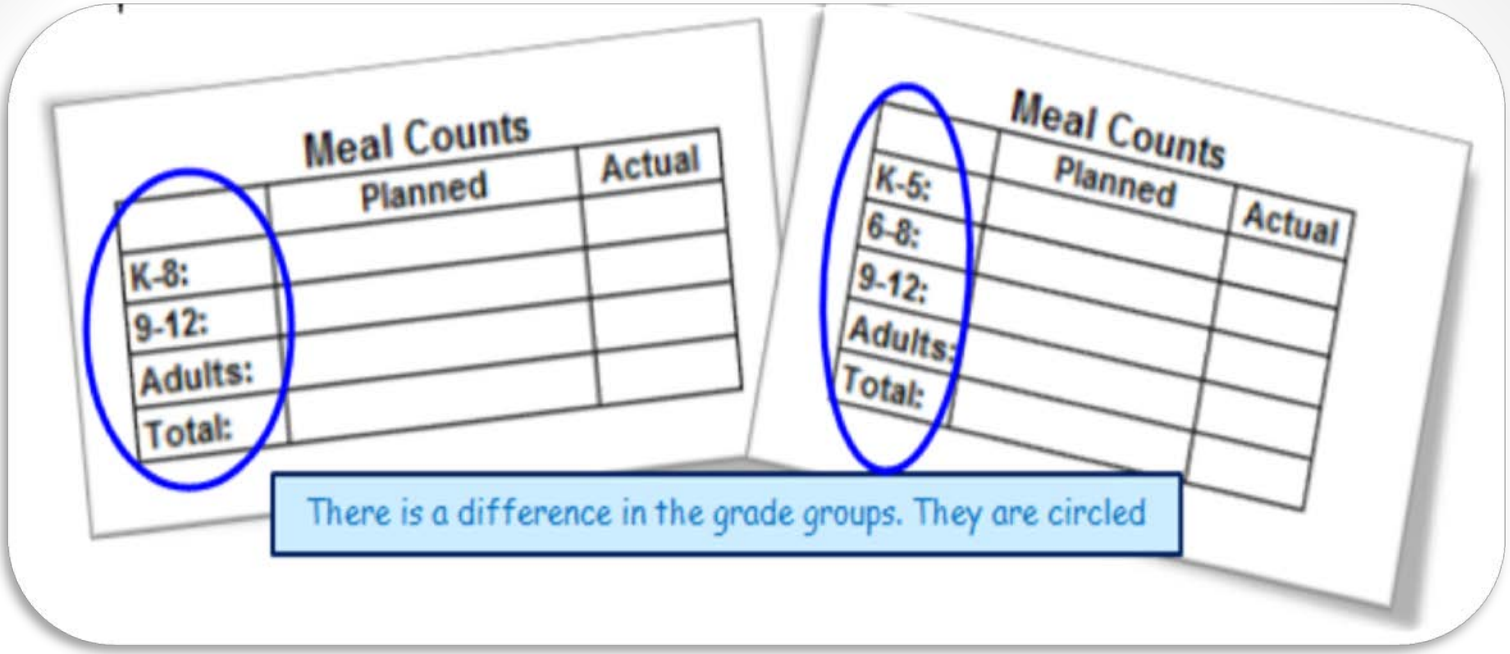
OVS is required for grades 9-12 at lunch. OVS is optional at lunch for grades K-8 and for all grades at breakfast

Line 7: Can students purchase food items A la Carte? Check yes or no.

Line 8: Do you offer free seconds? Check yes or no.



All food offered for free must meet the dietary specification requirements and will be included in your calorie, saturated fat, sodium, and trans fat calculations.



Your meal count is the number of meals you plan to serve in each grade group and for adults and how many meals you actually served.

With OVS, planned meal counts may not necessarily match total planned servings from Column H.

Here is what your record will show if you serve in grade groups of K-8 and 9-12:

Meal Counts

	Planned	Actual
K-8:		
9-12:		
Adults:		
Total:		

Planned: Record the number of meals you plan on serving to that age group

	Planned	Act
K-8:	60	

If I am planning to serve 60 kids in K-8, I will put a 60 in my planned column for K-8

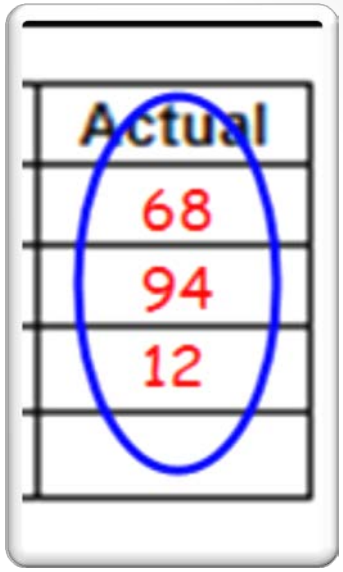
Repeat this process with grade 9-12 and Adults. Total all of your planned meal counts together

Meal Counts

	Planned
K-8:	60
9-12:	100
Adults:	16
Total:	176

60+100+16=176

The ‘Actual’ column in your meal count is the number of meals that were actually served in each grade group.



Total actual meal counts up, just like in the planned meals. Your finished meal count will look something like this:

Meal Counts

	Planned	Actual
K-8:	60	68
9-12:	100	94
Adults:	16	12
Total:	176	174

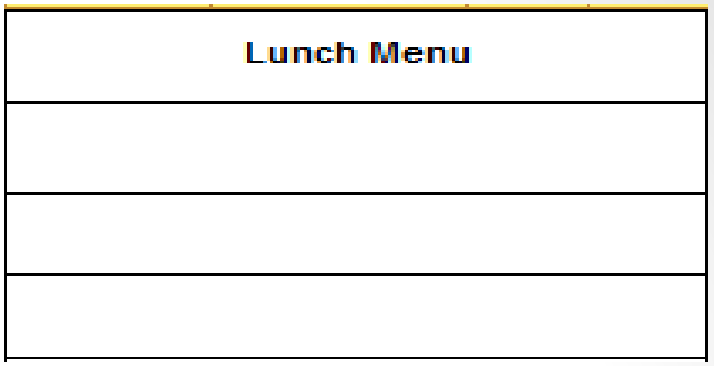
Make sure your math is correct! It will help you later on!

Serving Size and Lunch Menu

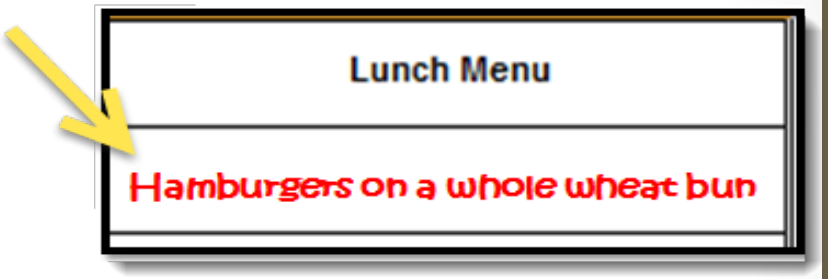
Serving Size		Lunch Menu
K-8	9-12	
1 each	1 each	Hamburger on whole wheat bun
1/2 cup	1/2 cup	Baked Beans
3/4 cup	1 cup	Fresh broccoli florets
1/2 cup	1 cup	Pinapple chunks, canned
1 cup	1 cup	Milk Choice

These serving sizes must meet the minimum meal pattern requirements for a complete meal. DO NOT record the offer versus serve selection. This will get you into trouble, because it doesn't look like your meal meets minimum requirements.

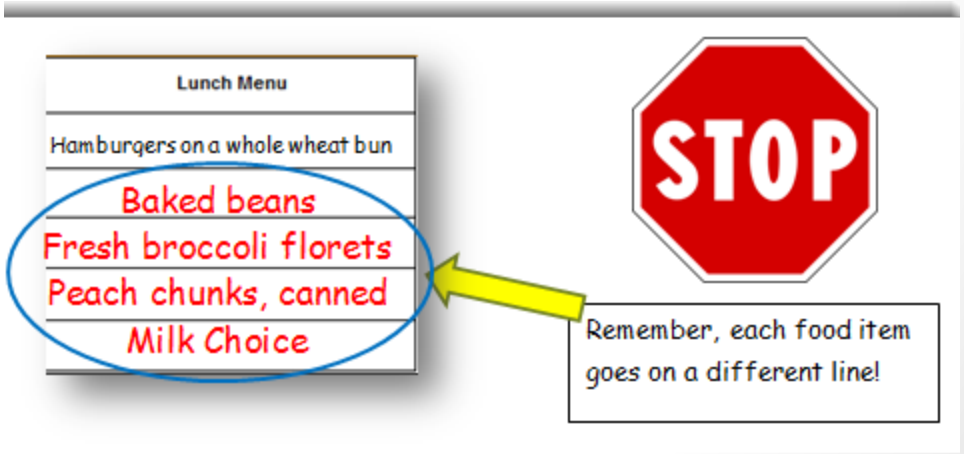
Lunch Menu: Where you tell us all the foods you are going to serve for lunch



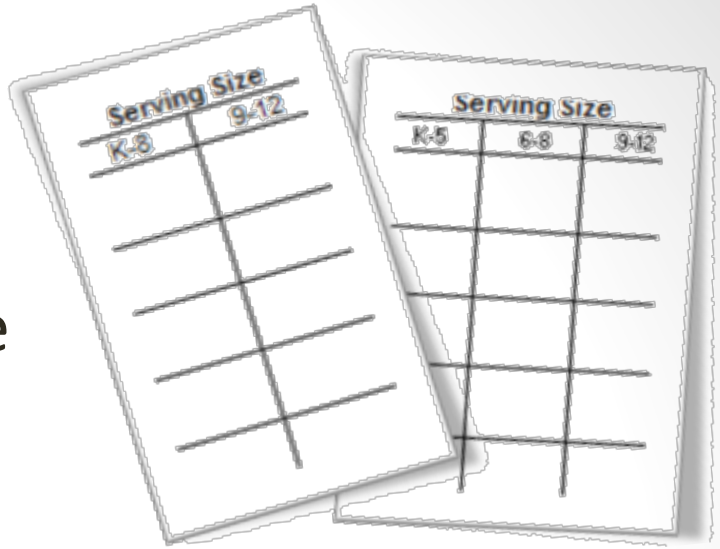
Step 1: What entrée are you planning? Put your entrée on the first line



Step 2: What else is on the menu? Record each food item in this area



Serving size columns can look a little different, depending on your grade groups. Here are the ways it could look:



Step 1: Look at what you wrote for menu items

Step 2: Determine what age group you are going to complete first

Step 3: Write down the serving sizes for each food item for this grade group

This is like your receipt for a complete meal, so be sure that what you record meets the minimum requirements for every component for each grade group.

Step 4: Record these on the record

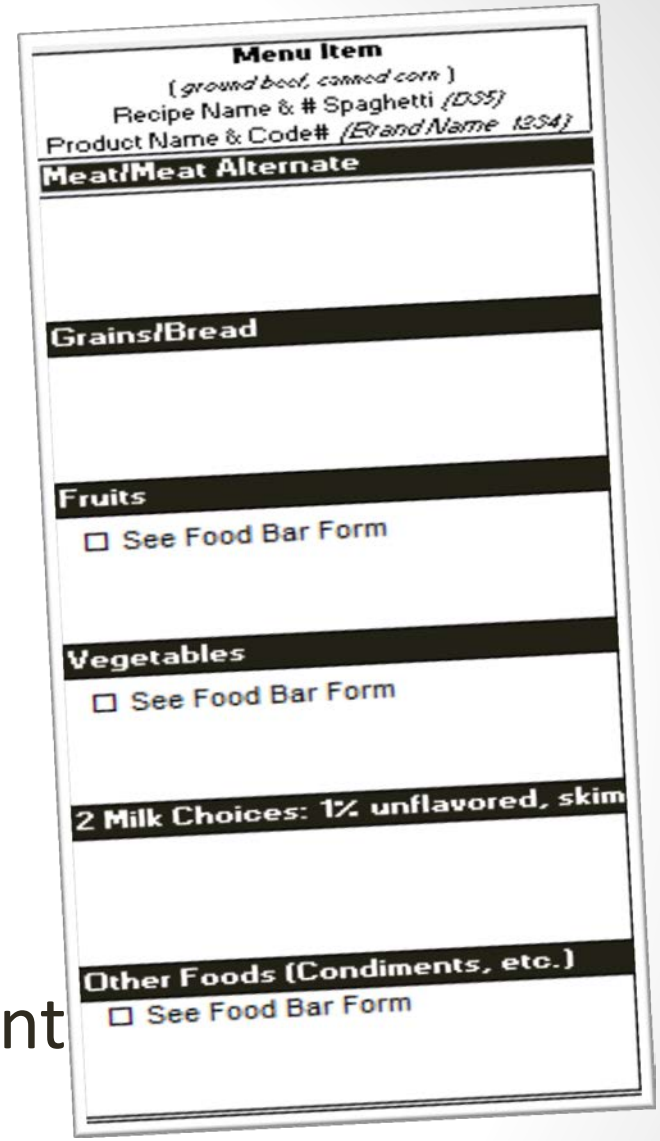
Step 5: Record the serving sizes for the rest of your grade groups

L	M
Serving Size	
K-8	9-12
1 each	
1/2 cup	
3/4 cup	
1/2 cup	
1 cup	

Congrats! You finished the top portion of your food production record, now let’s move on to the next part!

Menu Item

- Requires you to record:
  - Brand & Product Number
  - Recipe Name & Number
- Add:
  - Child Nutrition (CN) Label Number, if available
  - Ounce equivalent component credit information

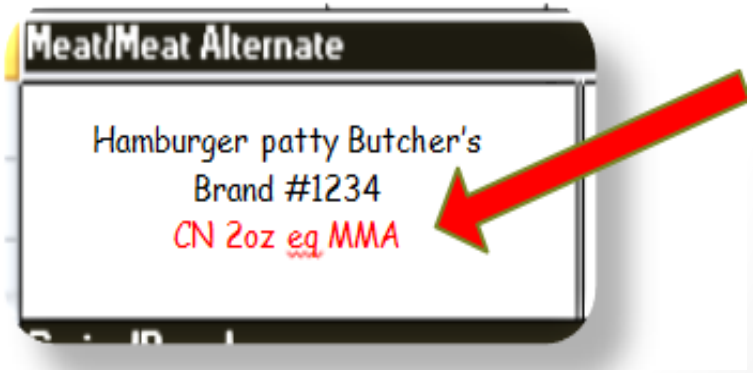


Meat/Meat Alternate

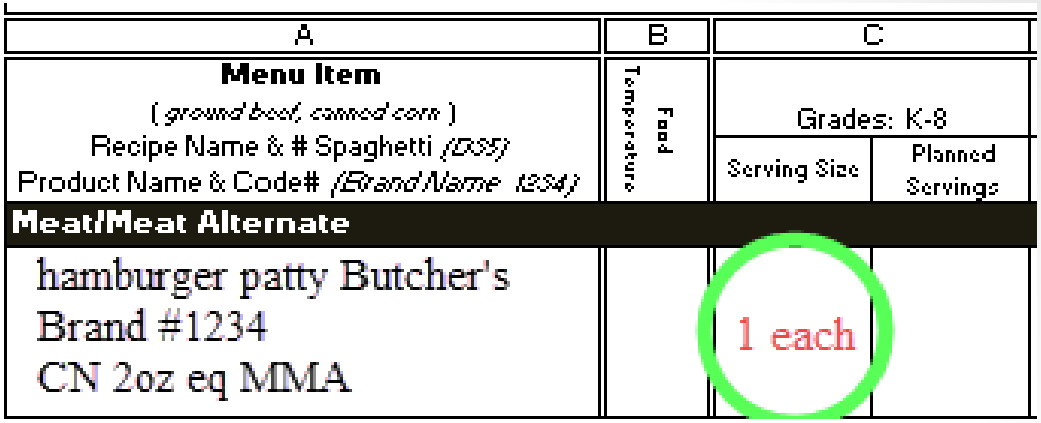
Step 1: Record your Meat/Meat Alternate food items

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.)

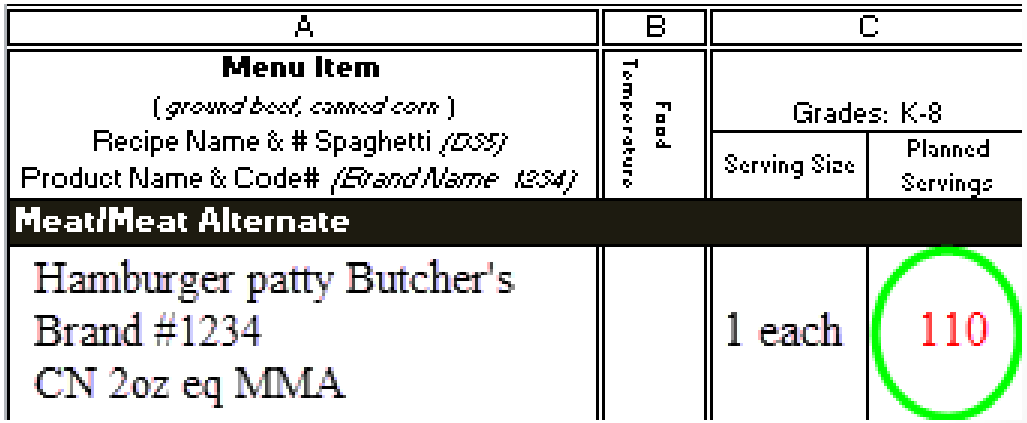


Step 3: Record the serving size for your first grade group



A	B	C	
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DOS)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8 Serving Size	Planned Servings
Meat/Meat Alternate			
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	

Step 4: Record the planned servings for that grade group



A	B	C	
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DOS)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8 Serving Size	Planned Servings
Meat/Meat Alternate			
Hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110

Step 5: Repeat steps 3 and 4 for all grade groups

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

A	B	C		D		F	
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 Grade Groups)	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Meat/Meat Alternate							
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0

Because we answered no to seconds, we will leave this section

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

A	B	C		D		F		G	
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 Grade Groups)		A la Carte, Adults	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Meat/Meat Alternate									
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20

Step 8: Record your total planned servings

110+170+20=300

A	B	C		D		F		G		H
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) Product Name & Code# (Brand Name 1234)	Food 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	
Meat/Meat Alternate										
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300

Add your planned servings for each grade group, your seconds, and A la Carte and Adult meals

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

A	B	C		D		F		G		H	I
Menu Item (ground beef, canned corn) Recipe Name & # Spaghetti (DSS) Product Name & Code# (Brand Name 1234)	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings		
Meat/Meat Alternate											
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300

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

A	B	C		D		F		G		H	I	J
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DSS)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Meat/Meat Alternate												
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0		20	300	300	-5

Use a negative sign (-) if you had left over units

Use a positive sign (+) if you had to add more units

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.)

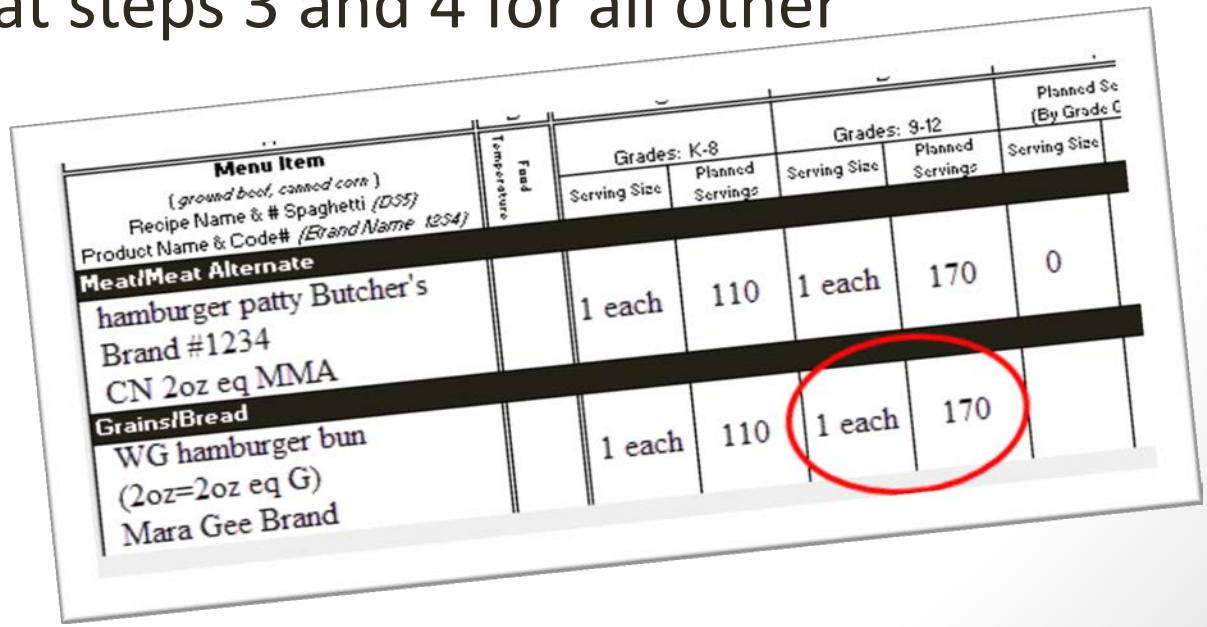
A	B	C		D		F		G		H	I	J
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DS5)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Meat/Meat Alternate												
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand												

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

Step 4: Record the planned servings for that grade group

A	B	C		D		F
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DSS)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned S (By Grade
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size
Meat/Meat Alternate						
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0
Grains/Bread						
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110			

Step 5: Repeat steps 3 and 4 for all other grade groups



Step 6: Record your serving size and planned servings for any planned seconds in each grade group

A	B	C		D		F		G	
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DSS)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults	
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings
Meat/Meat Alternate									
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20
Grains/Bread									
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0		

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

A	B	C		D		F		G		H	I
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DSS)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings		
Meat/Meat Alternate											
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300
Grains/Bread											
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20		

Step 8: Record total planned servings

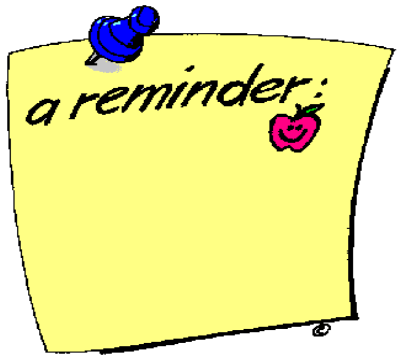
A	B	C		D		F		G		H	I	J
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DSS)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Meat/Meat Alternate												
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20	300		

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

A	B	C		D		F		G		H	I	J
Menu Item (*ground beef, canned corn*) Recipe Name & # Spaghetti *(DSS)* Product Name & Code# *(Brand Name 1234)*	Food Temperature	Grades: K-8		Grades: 9-12		Planned Seconds (By Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Meat/Meat Alternate												
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20	300	300	

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

A	B	C		D		F		G		H	I	J
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 Grade Groups)		A la Carte, Adults		Total Planned Servings (slices, cups, etc)	Total Units Prepared (lbs, #10 Cans, # Recipes, etc.)	Amount Added (+) or Left Over (-)
		Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings	Serving Size	Planned Servings			
Meat/Meat Alternate												
hamburger patty Butcher's Brand #1234 CN 2oz eq MMA		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Grains/Bread												
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20	300	300	-5



Use a negative sign (-) if you had left over units

Use a positive sign (+) if you had to add more units

Fruits

Step 1: Record fruit on this line

(2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0	0	1 each	20	300	300	-5
Fruits												
☐ See Food Bar Form Pineapple chunk … e												

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

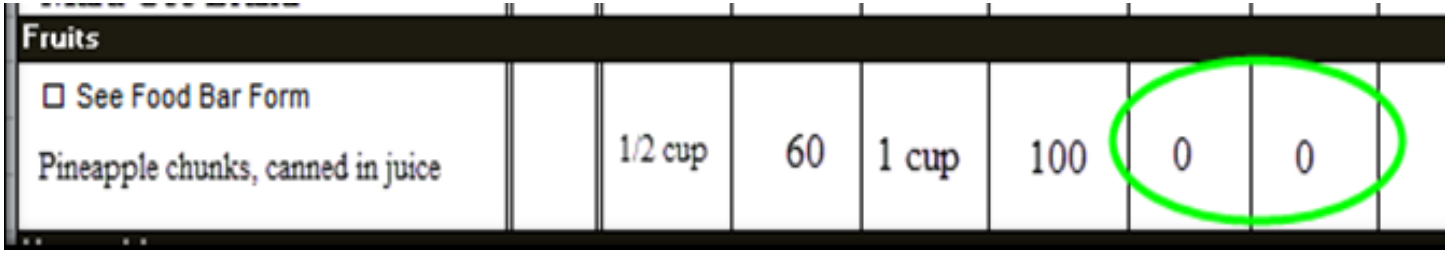
Step 4: Record the planned servings for that grade group

Brand #1234 CN 2oz eq MMA		1 each	110	1 eac
Grains/Bread				
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 eac
Fruits				
☐ See Food Bar Form Pineapple chunks, canned in juice		1/2 cup	60	

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

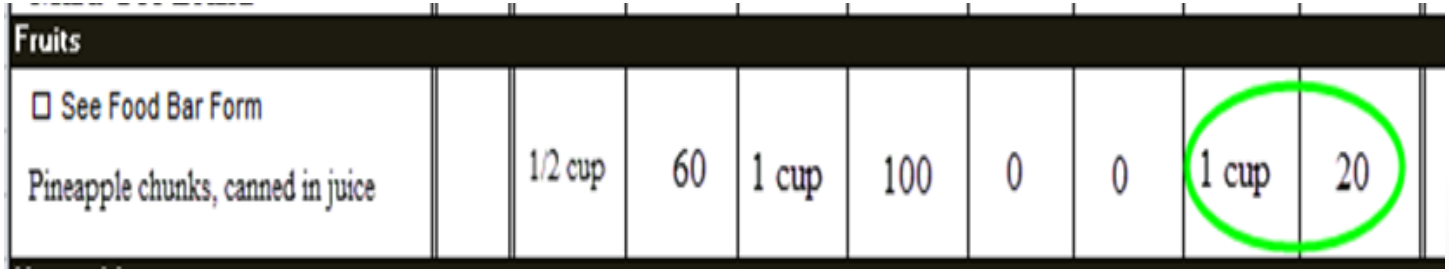
WG hamburger bun (2oz=2oz eq G) Mara Gee Brand		1 each	110	1 each	170	0
Fruits						
☐ See Food Bar Form Pineapple chunks, canned in juice		1/2 cup	60	1 cup	100	

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



Fruits								
☐ See Food Bar Form Pineapple chunks, canned in juice		1/2 cup	60	1 cup	100	0	0	

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



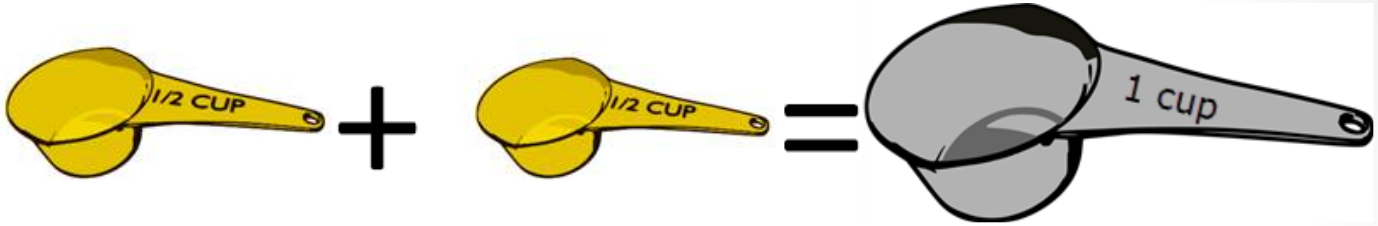
Fruits									
☐ See Food Bar Form Pineapple chunks, canned in juice		1/2 cup	60	1 cup	100	0	0	1 cup	20

Step 8: Here you will record total planned servings. Remember to convert to only one serving size, like cups

Fruits									
☐ See Food Bar Form									
Pineapple chunks, canned in juice		1/2 cup	60	1 cup	100	0	0	1 cup	20	150 cups

We need to figure out how many total cups there are if some students get ½ cup and some students and adults get 1 cup.

To start, we know there are two ½ cup servings in a cup.



In order to convert ½ cups to full cups take the number of servings X the serving size.

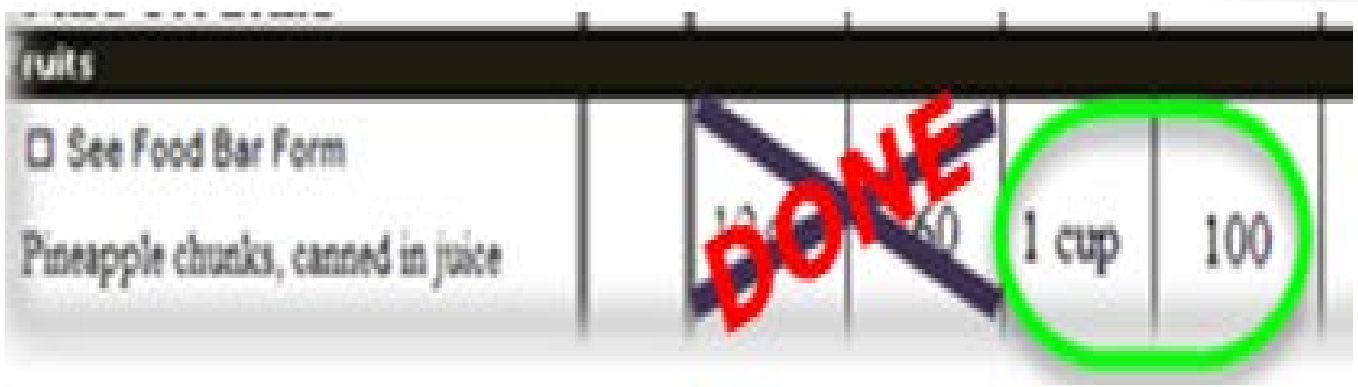
1/2 cup = .50 cups

60 (servings) X .50 (serving size)

= 30 full cups

Save this number you will use it for your first grade group in your total planned servings

Now, we need to find the cups for the next grade group.



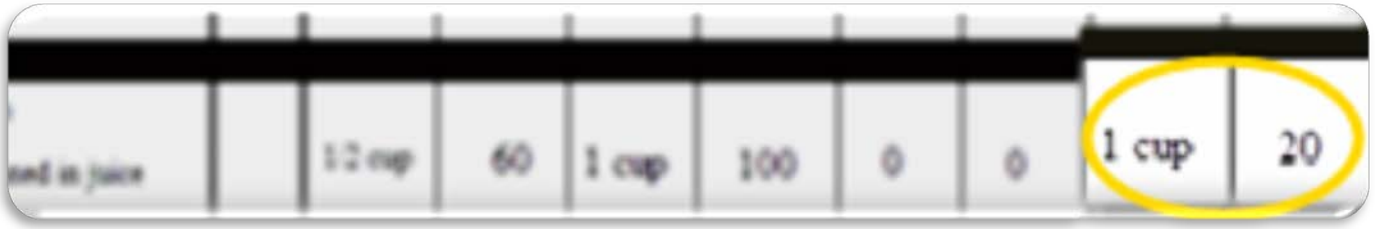
This example says that the students in this grade group are given a full cup for a serving size. That means that we already know how many cups were planned:

100 (servings) X 1 (serving size) = 100 full cups

Save this number because you will use it for your next grade group in your total planned servings

Now, we will include the seconds.

Next, we will do the a la carte or adult meals.



This example says that the A la Carte/Adult serving size is 1 cup. That means that we already know how many cups were planned:

20 (servings) X 1 (serving size) = 20 full cups

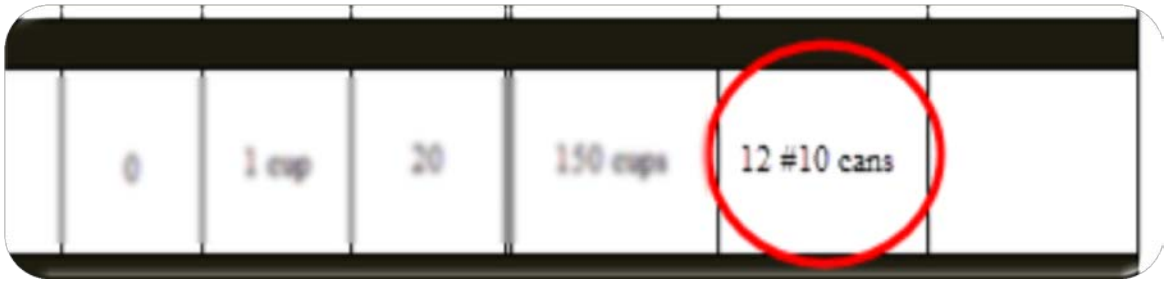
You can now add together all of the Full Cups that you just found and put them in your total planned servings column!

30+100+0+20= 150 cups

30 + 100 + 0 + 20 =150 cups

Mara Gee Brand									
Fruits									
☐ See Food Bar Form									
Pineapple chunks, canned in juice		1/2 cup	60	1 cup	100	0	0	1 cup	20	150 cups

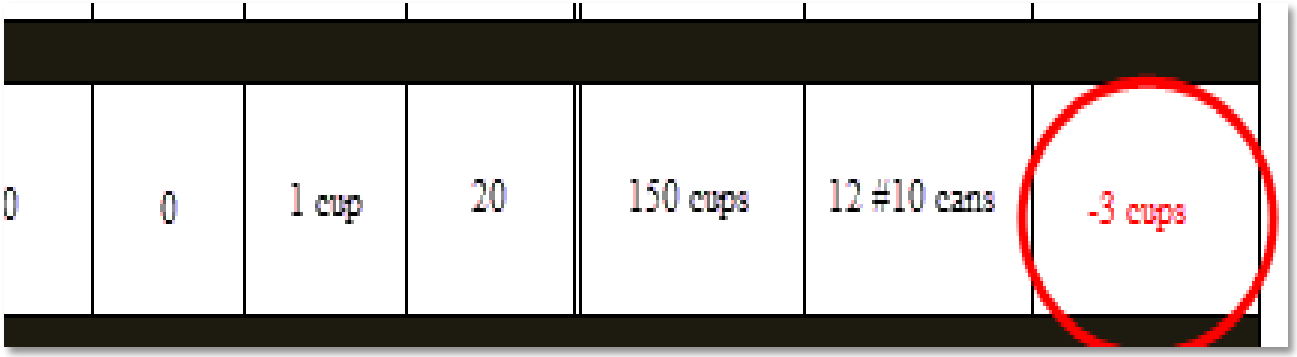
Step 9: Record the total number of units that you prepared for the meal.



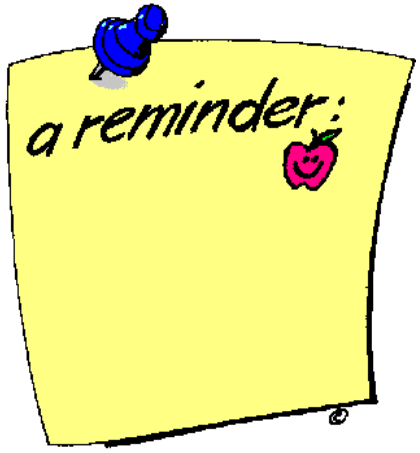
In this example, there were 12, #10 cans prepared for the pineapple chunks.

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 in Appendix B of the handbook.

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



0	0	1 cup	20	150 cups	12 #10 cans	-3 cups



Use a negative sign (-) if you had left over food units

Use a positive sign (+) if you had to add more food units

Thank you!

Child and Adult Nutrition Services
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Production Records Part 3

Child and Adult Nutrition Services

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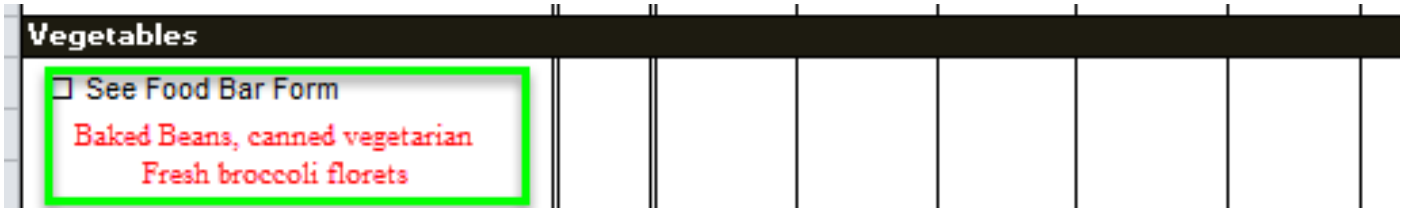
Part 3

How to Fill Out Your Production Records

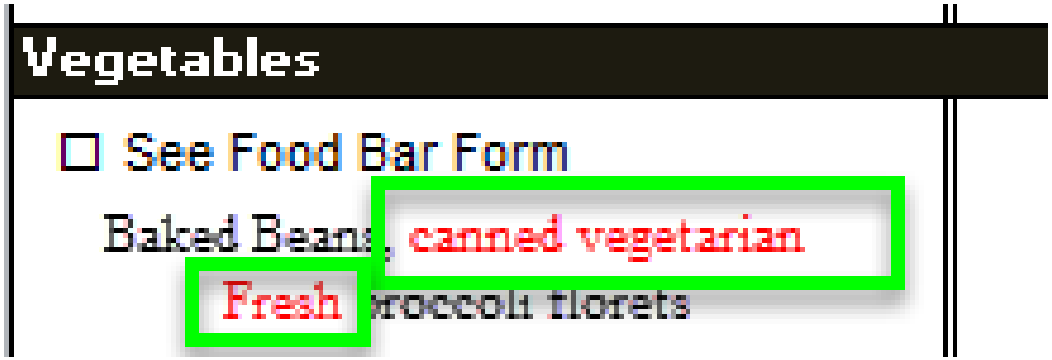
- Section by Section
  - Beginning with Vegetable Section
- Examples with math problems

Vegetables

Step 1: You will need to put all of the vegetables that you are serving on this line.



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

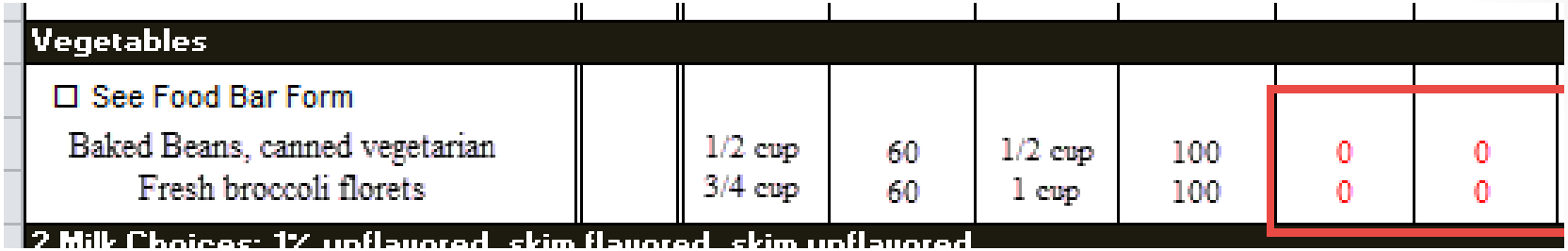
Vegetables	
☐ See Food Bar Form	
Baked Beans, canned vegetarian	1/2 cup
Fresh broccoli florets	3/4 cup

Each vegetable needs to go on its own line!

Step 4: Record the planned servings for that grade group

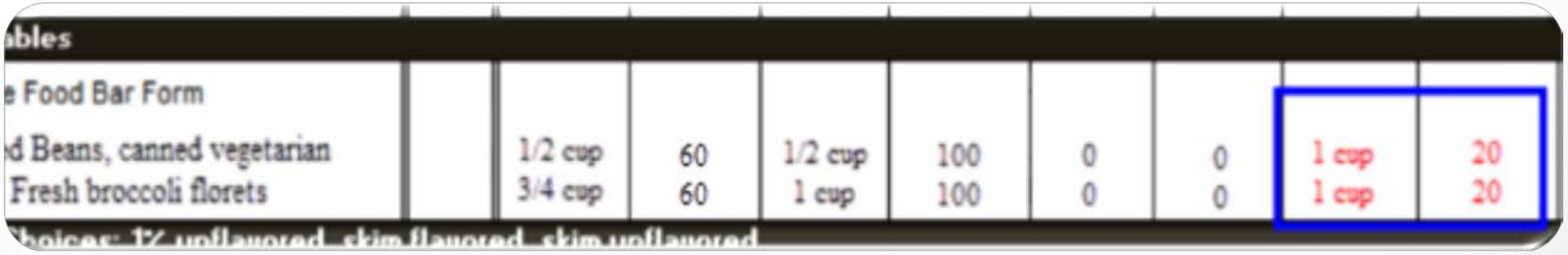
Vegetables			
☐ See Food Bar Form			
Baked Beans, canned vegetarian		1/2 cup	60
Fresh broccoli florets		3/4 cup	60
2 Milk Choices: 1% unflavoured skim flavoured skim unflavoured			

Step 5: Record your serving size and planned servings for the planned seconds in each grade group.



Vegetables							
☐ See Food Bar Form							
Baked Beans, canned vegetarian		1/2 cup	60	1/2 cup	100	0	0
Fresh broccoli florets		3/4 cup	60	1 cup	100	0	0
2 Milk Choices: 1% unflavored, skim flavored, skim unflavored							

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



ables									
e Food Bar Form									
d Beans, canned vegetarian		1/2 cup	60	1/2 cup	100	0	0	1 cup	20
Fresh broccoli florets		3/4 cup	60	1 cup	100	0	0	1 cup	20
hoices: 1% unflavored, skim flavored, skim unflavored									

Step 7: Record your total planned servings. The end result should look like this:

	1/2 cup 3/4 cup	60 60	1/2 cup 1 cup	100 100	0 0	0 0	1 cup 1 cup	20 20	100 cups 165 cups

We need to figure out how many total cups there are if each student gets ½ cup and you serve 60 students.

We need to figure out how many total cups there are if each student gets ½ cup and you serve 60 students.

In order to convert half cups to full cups, we need to take the number of servings X the serving size.

For the first example vegetable (beans)

1/2 cup = .50 cups

60 (servings) X .50 (serving size)= 30 full cups

For the next example vegetable (broccoli)

3/4 cup = .75 cups

60 (servings) X .75 (serving size)= 45 full cups

Now, we need to find the cups for the next grade group.

This example says that the students in this grade group are given a ½ cup of beans and 1 cup of broccoli for a serving size. Let's convert to cups:

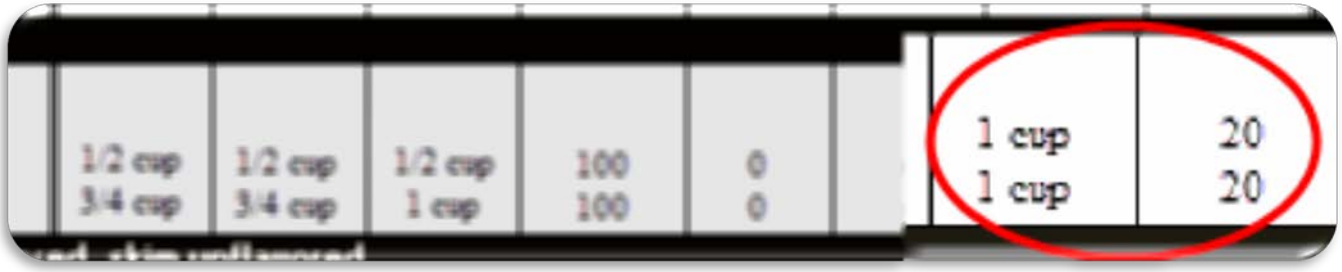
For the first example vegetable (beans)

100 (servings) X .50 (serving size)= 50 full cups

For the next example vegetable (broccoli)

100 (servings) X 1 (serving size)= 100 full cups

Next, we will do the A la carte or Adult meals.



1/2 cup	1/2 cup	1/2 cup	100	0		1 cup	20
3/4 cup	3/4 cup	1 cup	100	0		1 cup	20

This example says that the A la Carte/Adults serving size is 1 cup. That means that we already know how many cups were planned:

20 (servings) X 1 (serving size) = 20 full cups

Sweet! You can now add together all of the FULL CUPS that you just found and put them in your total planned servings column.

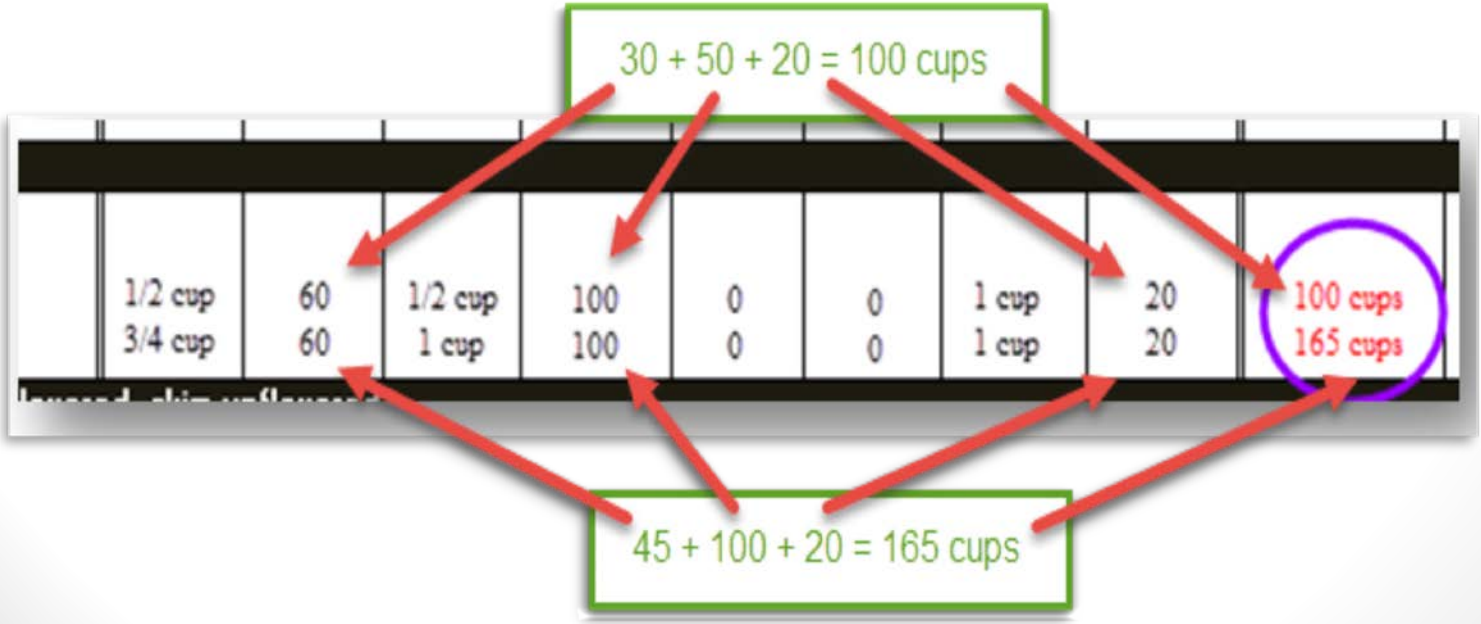
Each vegetable's numbers need to be on their own line!

For the first example vegetable (beans)

30+50+20= 100 cups

For the first example vegetable (broccoli)

45+100+20= 165 cups



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

60 60	1/2 cup 1 cup	100 100	0 0	0 0	1 cup 1 cup	20 20	100 cups 165 cups	9 #10 cans 25#

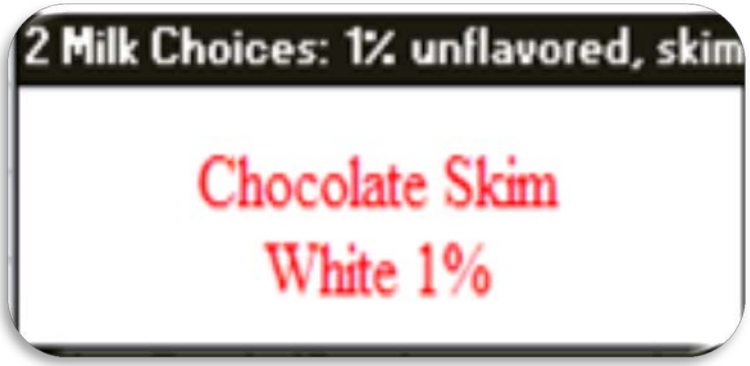
In this example, there were 9, #10 cans prepared for the baked beans and 25 pounds of broccoli florets prepared for the day.

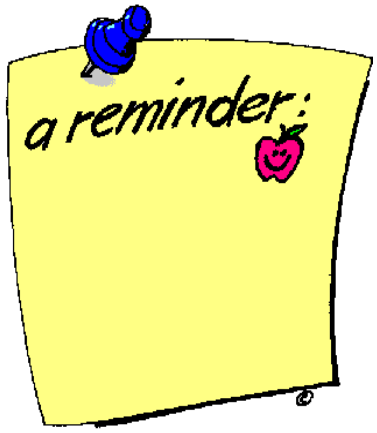
Step 10: Record how many units of food you had to add to your meal, or how many you had leftover.

60 60	1/2 cup 1 cup	100 100	0 0	0 0	1 cup 1 cup	20 20	100 cups 165 cups	9 #10 cans 25#	none +1.75#

Milk Choices

Step 1: You will need to put all of the milk that you are serving on this line.

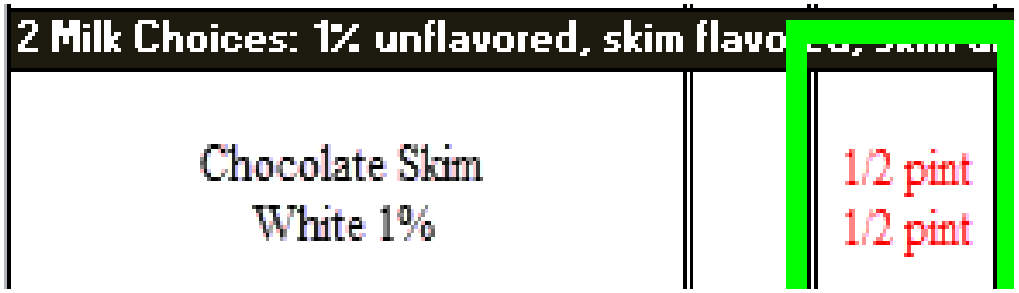




Don’t forget to include the type of milk you are serving!

Each different milk variety (skim plain, skim chocolate, 1%) must be recorded on its own line.

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 3 and 4 for the next grade groups

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

Choices: 1% unflavored, skim flavored, skim unflavored										
Chocolate Skim White 1%		1/2 pint 1/2 pint	100 10	1/2 pint 1/2 pint	125 5	0 0	0 0	1/2 pint 1/2 pint	20 5	

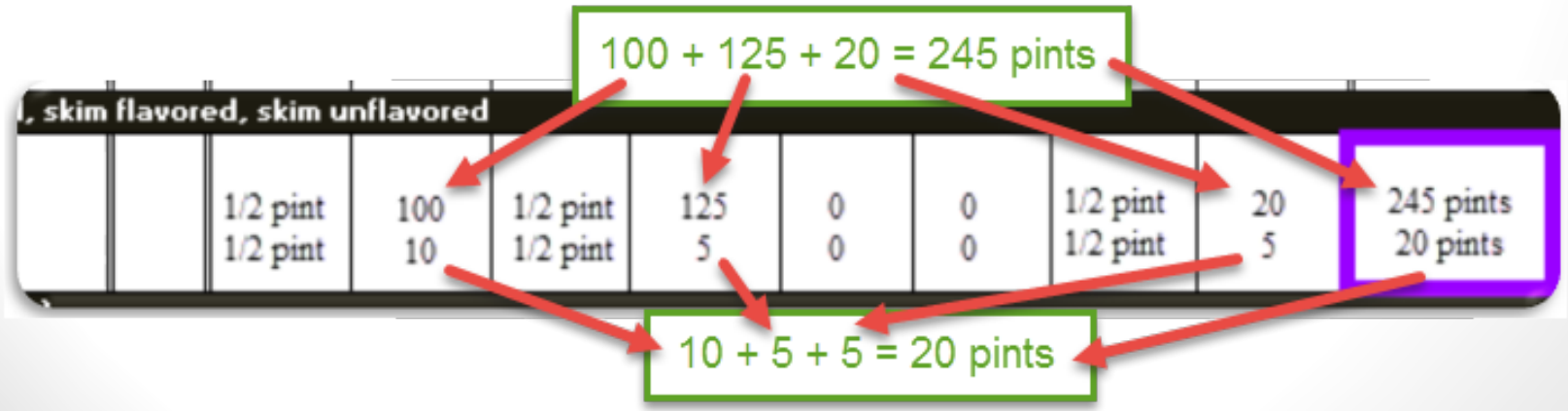
Step 6: Record your total planned servings

First kind of milk

100 + 125 + 20 = 245 pints

Second kind of milk

10 + 5 + 5 = 20 pints



Step 8: Record the total number of units that you prepared for the meal

skim flavored, skim unflavored											
		1/2 pint 1/2 pint	100 10	1/2 pint 1/2 pint	125 5	0 0	0 0	1/2 pint 1/2 pint	20 5	245 pints 20 pints	245 pints 20 pints

You can use a good estimate for total milks prepared. For 1 or 2 weeks, take the actual counts of each kind of milk selected by students and adults. You can use those as your planned numbers. If your milk usage changes, be sure to repeat the count to get a new estimate.

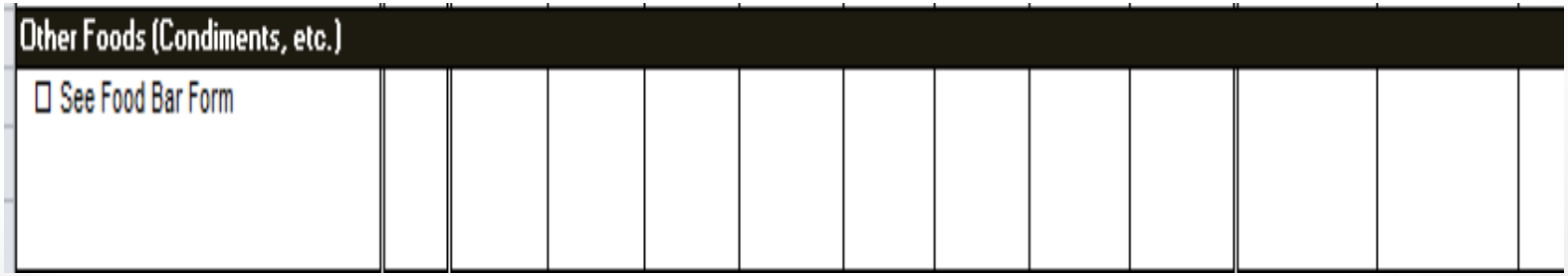
Step 9: Record how many units of milk you had to add to your meal, or how many you had leftover

pred, skim unflavored										
1/2 pint 1/2 pint	100 10	1/2 pint 1/2 pint	125 5	0 0	0 0	1/2 pint 1/2 pint	20 5	245 pints 20 pints	245 pints 20 pints	-5 -1

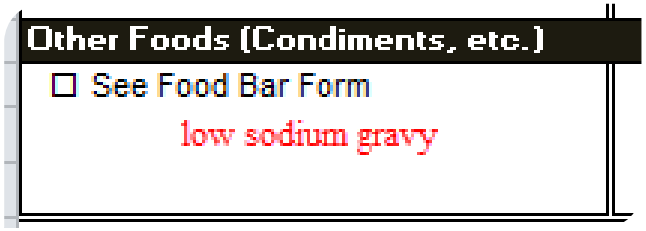
Other Food Items

- Examples
  - Gravy
  - Cheese Sauces
  - Ice Cream Bars
  - Any additional items that do NOT credit toward the meal pattern requirements

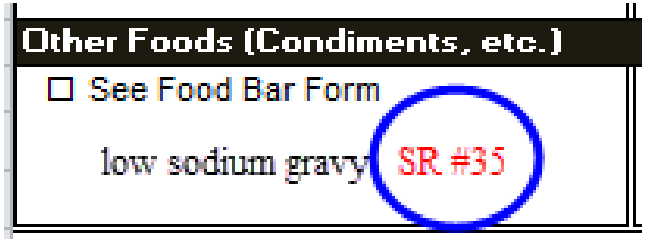
For an example, we will use low sodium gravy



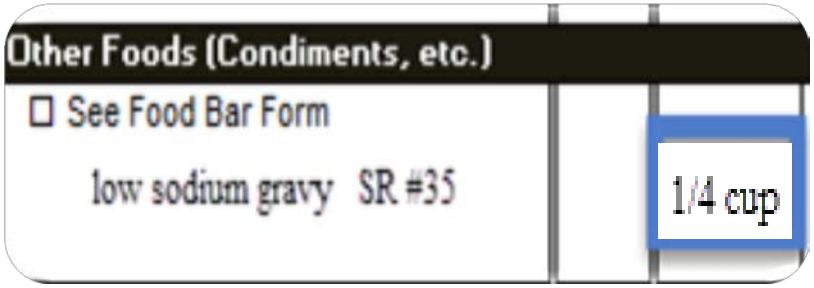
Step 1: You will need to put all of the extra food that you are serving on this line



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

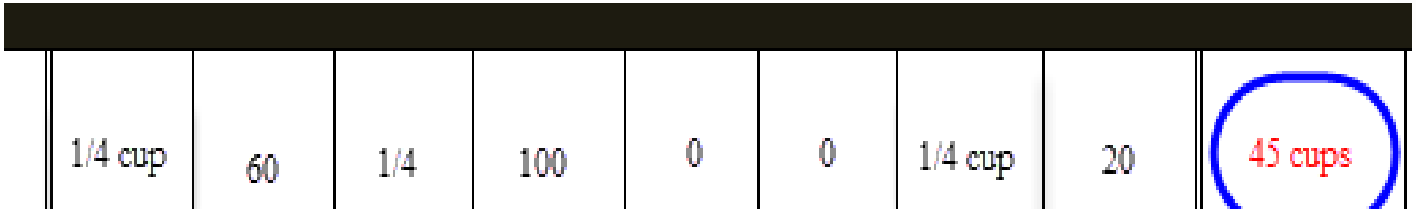
Foods (Condiments, etc.)			
ee Food Bar Form			
low sodium gravy SR #35		1/4 cup	60

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

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

nts, etc.)									
		1/4 cup							
R #35		1/8 cup	60	1/4	100	0	0	1/4 cup	20

Step 7: Record your total planned servings



1/4 cup	60	1/4	100	0	0	1/4 cup	20	45 cups

We need to figure out how many total cups there are if each student gets ¼ cup of gravy and you serve 60 students.

In order to convert quarter cups to full cups, we need to take the number of servings X the serving size.

There are four 1/4 cup servings in a cup:

1/4 cup = .25 cups

60 (servings) X .25 (serving size)= 15 full cups

Now, we need to find the cups for the next grade group

100 (servings) X .25 (serving size) = 25 full cups

Save this number because you will use it for your next grade group in your total planned servings.

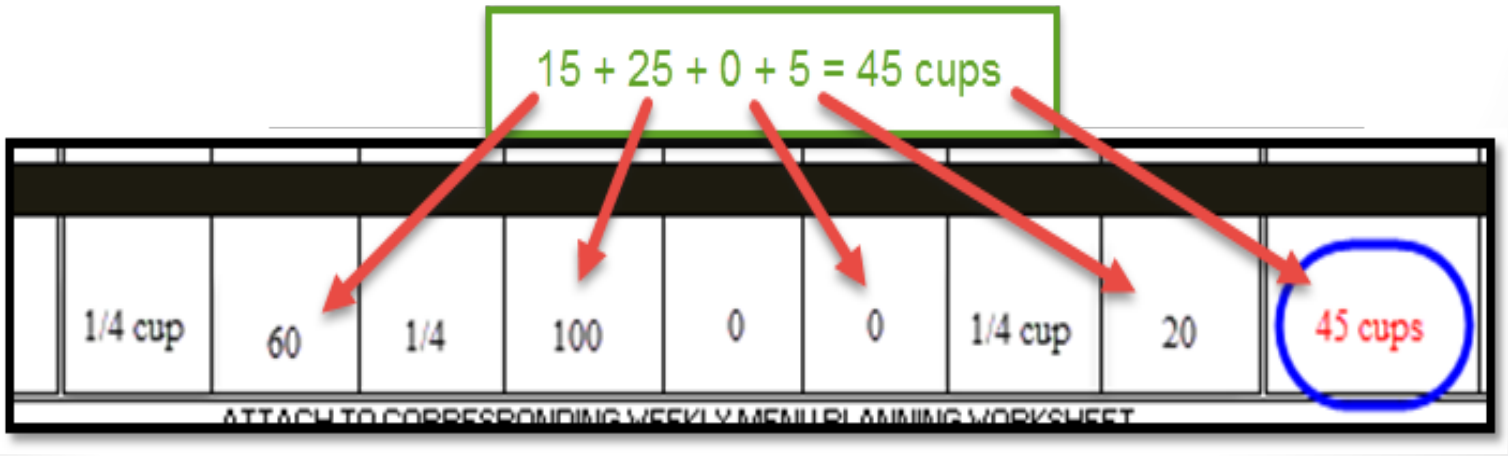
Do this with all grade groups!

Next, we will do the A la carte or Adult meals

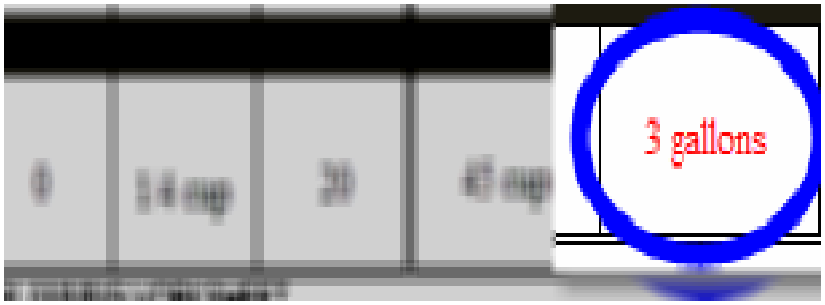
20 (servings) X .25 (serving size) = 5 full cups

Sweet! You can now add together all of the FULL CUPS that you just found and put them in your total planned servings column.

15 + 25 + 0 + 5 = 45 cups



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

0	0	1/4 cup	20	45 cups	3 gallons	- .5 gallons

Thank you!

Child and Adult Nutrition Services
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Phone: (605) 773-3413

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Production Records Part 3
Oct. 2017

Professional Standards Training Credit print, sign, and date this certificate for your records

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Key Area 2 – Operations 2000

2120: Food Production Records

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Date of Training:

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Production Records Part 4

Child and Adult Nutrition Services

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This institution is an equal opportunity provider.

Part 4

Food Bar Form

- What is it
- How to fill it out

Food Bar Form

- Write down all of the things you have on your fruit or vegetable bar (Condiments, etc.)

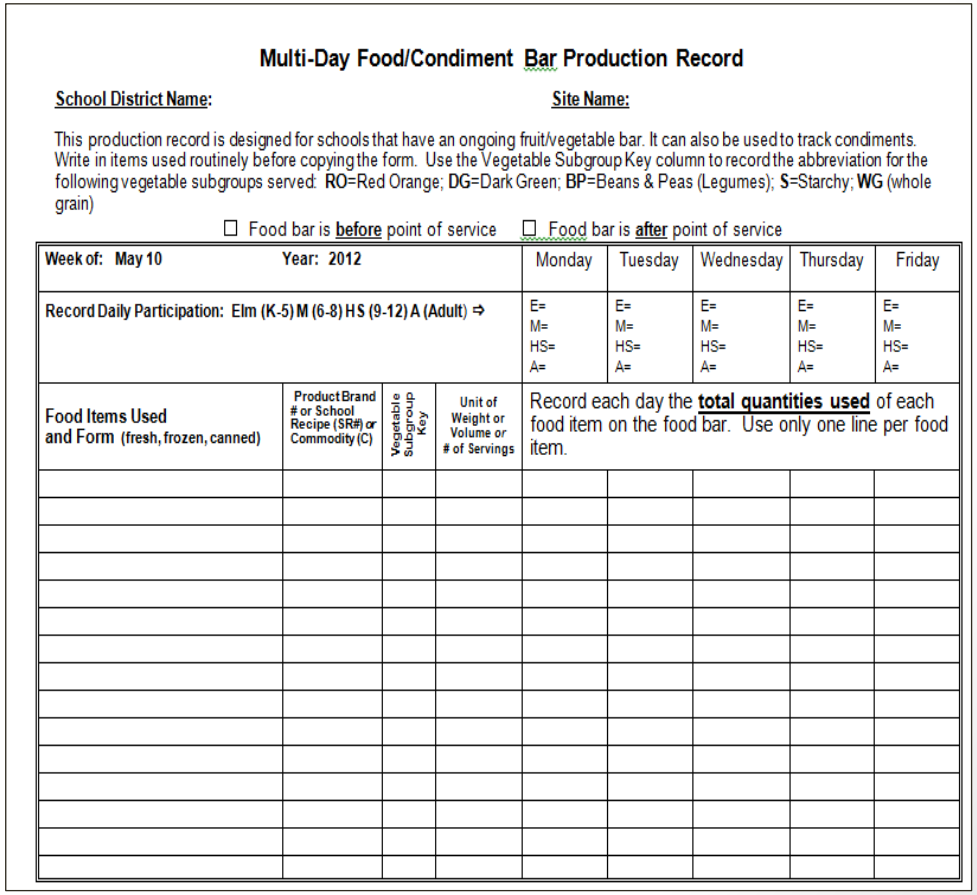
Include:

- Week, Month, and Year of participation
- Location
  - Before or After point of service
- How many people you served
- Food items & form they were served in (fresh, frozen, canned)
- Product brand number, school recipe, or commodity
- Vegetable subgroup
- Weight, volume, or number of servings
- Total quantity of each food item on the list that was served that day

There are two Food Bar Forms: a multi-day and a daily. You can find the food bar forms on our website: http://doe.sd.gov/cans/nslp.aspx

Under *Menu Planning*

We will provide an example for using the Multi-Day Food Bar Form



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

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= M= HS= A=	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=
Food Items Used and Form (fresh, frozen, canned)	Product Brand # or 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.				

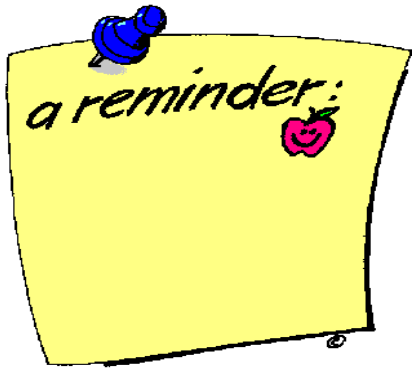
First portion of the form asks for your school information

School District Name:	ABC School District	Site Name:	A Middle School

Do the kids go to the salad bar before or after the meal count?

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

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

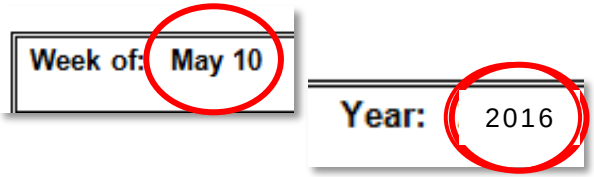


If your salad bar is after the point of service, please visit with a CANS specialist. Your salad bar foods **cannot** count towards your reimbursable meal component requirements.

This is what the next portion of the food bar looks like:

Week of: May 10 Year: 2016	Monday	Tuesday	Wednesday	Thursday	Friday
Record Daily Participation: Elm (K-5) M (6-8) HS (9-12) A (Adult) ⇨	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=

We will first complete the week and year

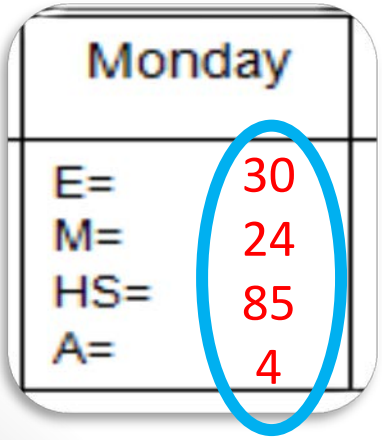


Write down how many people ate that day. Pay attention though, it asks you to record the participation for elementary, middle school, high school, and adults.

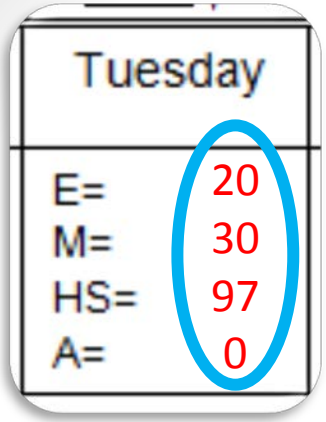
Each column in this section is separated by the days of the week

Monday	Tuesday	Wednesday	Thursday	Friday
E= M= HS= A=	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=	E= M= HS= A=

*Let's create a scenario. There are 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 lunch room. There were also 4 adults that ate lunch there.



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

Wednesday		Thursday		Friday	
E=	40	E=	45	E=	30
M=	15	M=	15	M=	23
HS=	84	HS=	76	HS=	80
A=	12	A=	5	A=	5

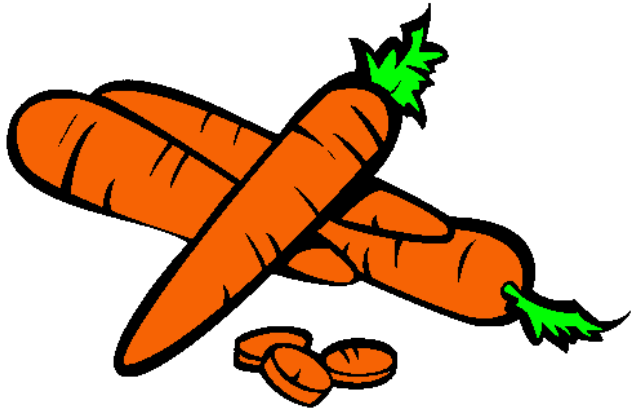
We can continue to do this for the rest of the days of the week!

The next portion of the food bar form is the food items used and form. Here is where you are going to put all of your food items that you have on your food bar.

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

This is an example of a completed section.

Notice that each item is very specific in the description.



Now that you have written down all of the items on your food bar, you can break them down into servings!

It would be fast and easy to complete the food bar form if you completed one row at a time. Like this:

		> 0	# of servings	Item:				
Romaine Lettuce	Mole	DG	Lbs	10	7	7	8	5

Step 1: Write down your food item

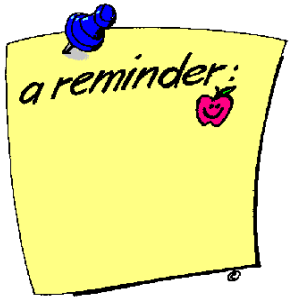
Food Items Used and Form (fresh, frozen, canned)
Romaine Lettuce

Step 2: Look up the item's product brand number or school recipe number

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) *or* Commodity (C)
Romaine Lettuce	Mole

Step 3: Determine the vegetable subgroup key

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



Colors don't always match the same subgroups that describe them. For example, green beans, although dark green in color, are on the "other" subgroup.

What is a vegetable subgroup key?

Since there is a weekly vegetable subgroup requirement, this helps you plan your menu to cover those weekly requirements. For example, diced tomatoes are a red-orange subgroup. Common veggies in each subgroup can be found in Appendix F.

Step 4: Find the unit of weight or number of servings. (Unit of weight, volume, or number of servings you put out)

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	Vegetable Subgroup Key	Unit of Weight or Volume or # of Servings
Romaine Lettuce	Mole	DG	lbs

Some common examples are:

- Cowboy Caviar- cups
- Diced tomatoes-lbs.
- Ranch Dressing- Quarts/ Gallons

Step 5: Record the number of total quantities used for each item on the food bar
(How many units you went through each day)

Food Items Used and Form (fresh, frozen, canned)	Product Brand # or School Recipe (SR#) or Commodity (C)	[illegible]	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 Lettuce	Mole	DG	lbs	10

*For example, you put Romaine Lettuce on your food bar. It goes by pounds. You put 5 pounds out on your bar, and you had to put another 5 pounds out on Monday. That means you used 10 “quantities” (lbs.) on Monday.

If an item is canned, be sure to record the can size of the product. Let's do an example line with a fruit!
We will do everything the same way, except for the things that are circled.

Food Items Used and Form (fresh, frozen, canned)	Product Blend # or School Recipe (SHR) 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 Lettuce	Mole	DG	lbs	10	1		5	
Pineapple Tidbits, lt syrup	C		#10 can			20		4

All foods offered during the meal must be recorded on the daily production record or the food bar form.

Instead of lbs., use #10 cans

Congratulations! You are finished with your Food Production Record!!

Thank you!

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Production Records Part 4 Oct. 2017

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