

CHAPTER 7

A MENU PLANNER
FOR HEALTHY SCHOOL MEALS™

Menu Planning Records

CHAPTER 7



Chapter 7

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Menu Planning Records



Good recordkeeping is part of any successful food service operation. A tool like the production record helps you plan from day to day as well as communicate your plans to your staff. How much food needs to be prepared for a particular day's lunch or breakfast? The production record tells you at a glance.

Good records also provide a valuable written history for future reference. They help you spot trends, evaluate what works best with your customers, and decide what changes need to be made. In addition, during State reviews your records demonstrate that your meals comply with program requirements.

In this chapter, we'll focus primarily on production records, which, as you know, keep track of a lot more than food quantities.

We'll also look at standardized recipes — why it makes sense to use them, how they help ensure quality, and what they contribute to good planning and recordkeeping. Finally, we'll look at what kind of records you will need for processed foods. We'll see what kind of information you will want to have on hand and how you might go about requesting nutrient data from food manufacturers if you don't already have it.

On page 206, you will find a standardized form developed by USDA to help school districts obtain nutrition information from manufacturers. You may want to copy and use this when you need information from a manufacturer or vendor. In addition, you might want to attach it to the bid package you send out when purchasing food.



Production Records

Production records vary in format, but any successful record accomplishes two things. First, *it gives the staff information* — what foods and recipes to use, for example, and what portion sizes to serve. Second, *it enables staff to record information*, such as actual quantities prepared and numbers served.

Starting on page 196 are some *sample* production record formats. The first set is for Food-Based Menu Planning approaches. The second set is for Nutrient-Based approaches. In each set, you will find:

- *Blank forms showing suggested formats.* You may want to select one of these to copy and use in your own operation. Or, you might get ideas for designing your own form.
- *Completed sample forms.* These illustrate how a form might look when completed for a typical meal.

As you look over the samples for Food-Based and Nutrient-Based planning approaches, you will see they provide much of the same information. The variations in format and wording reflect the basic differences between the two approaches. (As we've seen in Chapters 2 and 3, Food-Based approaches use meal patterns and specific food components as planning tools, while Nutrient-Based approaches use computerized nutrient analysis to plan their menus.)

Be sure to look carefully at the *heading* on each sample form.

- *For Food-Based Menu Planning*, you will find Sample Format #1 (which can be used for both Traditional and Enhanced approaches) and a more specialized Sample Format #2. Note that there are *two* separate versions of the second format — Sample Format #2 is for Traditional, while #2A is for Enhanced.
- *For Nutrient-Based Menu Planning*, you will find Sample Format #3 and Sample Format #4.

You may use any form you wish as long as it includes certain key items. These items are summarized and then explained in more detail on the following pages.



■ What's needed on a production record for Food-Based Menu Planning?

A production record for Traditional or Enhanced Food-Based Menu Planning should indicate the site and meal date, the menu type (breakfast or lunch), and...

- Food components (Meat/Meat Alternate, etc.) and other items, including condiments.
- Recipe or food product used (note if a USDA recipe).
- Planned/projected number of portions and serving sizes for each menu item for each age/grade group.
- Planned/projected number of portions and serving sizes for each menu item for adults and á la carte.
- Total amount of each food item prepared (for example, number of servings, pounds, cans).
- Actual number of reimbursable meals served (indicate this information for each age/grade group).
- Actual number of nonreimbursable meals served (such as to adults or as á la carte sales).
- Substitutions and leftovers .

■ What's needed on a production record for Nutrient-Based Menu Planning?

A production record for Nutrient-Based Menu Planning should indicate the site and meal date, the menu type (breakfast or lunch), and...

- Menu items used and their forms (including condiments).
- Recipes and/or food product used (note if a USDA recipe).
- Planned/projected number of portions and serving sizes for each menu item for each age/grade group.
- Projected number of portions and serving sizes for each menu item for adults and á la carte sales.
- Projected number of student servings for each menu item.
- Projected number of total servings.
- Total amount of food prepared (for example, the number of servings, cans, etc.).
- Actual number of reimbursable meals served or feeding figure (indicate this information for each age/grade group).
- Actual number of nonreimbursable meals served (such as to adults or as á la carte sales).
- Substitutions and leftovers.



■ What additional information might you include on your production record?

You can tailor the production record to your own operation, including additional information if you wish. On some of the sample formats, for example, you will see “person responsible.” Be sure to include *at least* the items listed on page 189.

■ When is the production record completed?

Usually, the menu planner completes the first part of the production record in advance. The staff completes the remaining sections on the day the breakfast or lunch is served.

COMPLETING A PRODUCTION RECORD

Here are more details on what is needed for production records. You will see a number of differences noted for Food-Based and Nutrient-Based planning, but in general, similar information is needed for both approaches.

- 1 Menu items (or food items) used and their forms:** Listing this information is the first step in effectively communicating the menu to the staff. Listing all food items, including condiments, is important for future monitoring by the State agency.
- 2 Recipes and/or products:** Indicate specific recipes and food products to be used. It is critical to specify exact recipes and products. If the preparer or server uses a different recipe or product than indicated by the menu planner, the food provided to students may not necessarily meet the nutrient standard or meal requirements as planned.

As shown on the sample formats, you will list: (1) the recipe number if it is a USDA school recipe; (2) the name of the food and its form (such as shredded lettuce). For processed foods, list brand name and code number.
- 3 Age or grade group(s):** Identify the age or grade group being served. If a menu serves more than one age or grade group at a site, you may use one production record to show this, but notations for each age/grade group must be clear. Adjusted portion sizes for age or grade groups specified must be shown for menu items, recipes, and products.
- 4 Portions or serving sizes:** This information is important to ensure that the correct portion sizes are served as well as planned and prepared. Without this guide on the production sheet, the server may have no way of knowing the correct portion size.

Portion size served must be the same as planned. If portion size is adjusted for age, a separate line should be used to indicate this. (*USDA Recipes for Schools (2006)* includes helpful information on the portion size for various serving utensils. See Appendix 3.)



5 Total projected servings: The menu planner also must forecast, or predict, the approximate number of servings needed of each menu item. Projecting the number of servings is the first step in determining how much food to order, how much time to allot for preparation, and which equipment to use.

In menus that offer several different selections or with Offer versus Serve, it will not be necessary to plan and prepare portions of each menu item for each person. Past production records, which must be kept on file, can help accurately forecast future production and menu planning figures for all menu planning options.

6 Amount of food (or purchase units) used: Site staff must keep records to verify that the planned menu was actually prepared and served. Staff record this information in a way that is appropriate for the food item. On the sample sheets, for example, you will see: 220 servings of Salisbury Steak, 76-1/4 pounds of Chicken Nuggets, and 20 pans of Cherry Cobbler.

7 Actual servings: At the end of service, site staff must record the number of servings of each item that were actually served to students, to adults, and as à la carte sales.

Under Nutrient-Based Menu Planning, the information on actual student servings should be available during the menu planning and adjustment process. Future menu cycles should reflect any significant differences between the projected servings and the actual servings.

Under Food-Based Menu Planning, the information retrieved from the menu production records will be required during the State review for compliance with the nutrition goals.

8 Leftovers: Once a meal is served, site staff record leftovers on the production record. It is highly recommended to indicate whether leftovers are to be frozen for later use or how the leftovers will be used. Tracking the source of leftovers is important.

9 Use of leftovers and substitutions: For Nutrient-Based Menu Planning, menu planners record use of leftovers or substitutions.

Standardized Recipes

A standardized recipe is one that has been tried, adapted, and retried several times for use by a given food service operation and has been found to: *produce the same good results and yield every time the exact procedures, the same type of equipment and the same quantity and quality of ingredients are used.*

■ What are the advantages of standardized recipes?

1. *Standardized recipes help ensure product quality.*
 - They provide consistently high quality food items.
 - They yield the same quantity of product each time.
 - They provide the same size and number of portions each time.
2. *Menu planning can be more consistent because:*
 - You can accurately predict the number of portions from each recipe.
 - Predictable yield will help eliminate excessive amounts of leftovers and substitutions.
3. *Costs are easier to control.*
 - Purchasing is more accurate because recipes specify exact amount of ingredients.
 - Managing inventory and storage is easier because ingredients use is predictable.
4. *When the same good results can be produced time after time:*
 - Food service workers have more confidence in what they are doing.
 - Managers can be sure the nutrient analysis of a recipe will be accurate as long as ingredients and preparation methods remain the same.
 - Students will be happier because food quality will be consistent.

■ What are some good sources of standardized recipes?

The *USDA Recipes for Schools (2006)* materials contain standardized recipes for school meals. You will find more information on these in Appendix 3.



■ Are standardized recipes important for both Food-Based and Nutrient-Based Menu Planning approaches?

Standardized recipes are an important part of any well-managed food service operation. For Food-Based Menu Planning, standardized recipes are essential to ensure that food is of top quality and that the planned food serving sizes are provided to students. In addition, as we saw in Chapter 2, when State agency representatives analyze menus to check for compliance with nutrition goals, they will need to know which recipes were used and have copies of those recipes supplied to them. Using standardized recipes ensures that the nutrient analysis calculated by the State agency accurately reflects how well the school is performing in meeting nutrient standards.

For Nutrient-Based Menu Planning, standardized recipes are *required* to achieve food quality and an accurate and valid nutrient analysis.

■ What kind of information should be included on a standardized recipe form?

If you are standardizing your own recipe, or modifying an already standardized recipe such as from USDA, you will want to keep careful records. The sample form on page 205 may be helpful; however, you may use any form you wish. The following information should be completed on the form:

- 1) *Yield*: Include serving size and number of servings.
- 2) *All ingredients*: Include form (such as fresh, frozen, or canned); packing medium (such as canned in juice or light syrup, frozen with added sugar or plain), and fat content (such as “20% fat ground beef” or “ground pork, no more than 30% fat).
- 3) *Correct measures, weights, and/or pack size*.
- 4) *Preparation procedures*.

Foods of minimal nutritional value that are part of a menu item (meaning they are ingredients used in preparing this item) must be included in the nutrient analysis. Therefore, they should be included on the standardized recipe form. (If foods of minimal nutritional value are served alone, they should not be included in the nutrient analysis.)

■ For which menu items will you need to keep recipes?

Recipes will be needed for any menu item indicated on production records that contains more than one ingredient, such as Beef Stir-Fry, seasoned vegetables, and sandwiches.



Processed Foods

No matter which menu planning approach you choose, you must keep records of processed foods used in meals. How will you get the information you need?

If you are using Nutrient-Based Menu Planning...

First check the Child Nutrition Database to see if the item is included there. If it is not, you will need to request nutrient data from a source such as the food manufacturer or food distributor or broker. On page 206, you will find a standardized form you may want to use for this purpose.

If you are using Traditional or Enhanced Food-Based Planning...

You will need either: (1) a Child Nutrition Label; or (2) a letter from the manufacturer which states the product and the food components to be credited to that product. (For more information on Child Nutrition Labels, see Appendix 6.)

If you wish to obtain the nutrient data of products for your own planning purposes or for the State nutrition review, you can request this information from a source such as the food manufacturer or distributor or broker. See page 206 for a standardized form you may want to use for this purpose.



Here's a quick guide to the rest of this chapter:

1. Production Records for Food-Based Menu Planning

Sample Format #1: Traditional or Enhanced	Page 196
Sample Format #2: Traditional only	Page 197
Sample Format #2A: Enhanced only	Page 198
EXAMPLE: Traditional or Enhanced Food-Based Menu Planning (Completed Sample Format #1)	Page 199
EXAMPLE: Enhanced Food-Based Menu Planning (Completed Sample Format #2A)	Page 200

2. Production Records for Nutrient-Based Menu Planning

Sample Format #3: Nutrient-Based (Regular or Assisted)	Page 201
Sample Format #4: Nutrient-Based (Regular or Assisted)	Page 202
EXAMPLE: Completed Sample Format #3:	Page 203
EXAMPLE: Completed Sample Format #4:	Page 204

3. Standardized Recipe Form

Recipe Name:	Page 205
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4. Form for Requesting Nutrient Data from Manufacturers

Manufacturers' Data Submission Form	Page 206
Side 1: To be completed by manufacturer	
Side 2: Instructions (for manufacturer) on filling out this form	



Sample Format #2

Food-Based Production Record (Traditional only)

Site _____

Meal Date _____

Planned Number to be Served:

- Students (K-3) _____
- Students (4-12) _____
- Students (7-12 opt.) _____
- Adults/A la carte _____

Actual Number Served:

- Students (K-3) _____
- Students (4-12) _____
- Students (7-12 opt.) _____
- Adults/A la carte _____

MENU

Food Items Served	Purchase Units Used Amount prepared	Serving Sizes	How Many Servings?	Leftovers/ Substitutions
Meat/Meat Alternate:		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Vegetable/Fruit:		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Vegetable/Fruit:		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Vegetable/Fruit:		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Grains/Breads:		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Grains/Breads:		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Condiments/Dressing:		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Milk:				
2%		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
1%		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Fat-free (Skim)		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	
Chocolate _____%		K-3: 4-12: 7-12 opt: Adult/A la carte:	K-3: 4-12: 7-12 opt: Adult/A la carte:	



Sample Format #2A

Food-Based Production Record
(Enhanced Food-Based Menu Planning)

Site _____

Meal Date _____

MENU

Planned Number to be Served:

- Students (K-6) _____
- Students (7-12) _____
- Students (K-3 opt.) _____
- Adults/A la carte _____

Actual Number Served:

- Students (K-6) _____
- Students (7-12) _____
- Students (K-3 opt.) _____
- Adults/A la carte _____

Food Items Served	Purchase Units Used Amount prepared	Serving Sizes	How Many Servings?		Leftovers/ Substitutions
			Grades	Adult/A la carte	
Meat/Meat Alternate:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		
Vegetable/Fruit:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		
Vegetable/Fruit:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		
Vegetable/Fruit:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		
Grains/Breads:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		
Grains/Breads:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		
Condiments/Dressing:		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		
Milk:					
2%		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		
1%		K-6: 7-12: K-3 opt:	K-6: 4-12: K-3 opt:		
Fat-free(Skim)		K-6: 7-12: K-3 opt:	K-6: 4-12: K-3 opt:		
Chocolate _____%		K-6: 7-12: K-3 opt:	K-6: 7-12: K-3 opt:		



Completed Sample Format #1

Food-Based Production Record
 (Traditional or Enhanced) Breakfast — Lunch ~~X~~

- • • • • **MENU** • • • • •
- Salisbury Steak & WW Roll
- -or- Chicken Nuggets, BBQ Sauce
- Baked Potato -or- Fresh Veggies
- Low-fat Ranch Dressing
- Cherry Cobbler
- Milk, Variety
- 2 oz M/MA
- 1 serv G/B
- 3/8 c VEG
- 1/2 c FRUIT
- 1/2 serv G/B
- 8 fl oz Milk

Site Summitville Elementary Meal Date May 14, 2008

* Portion size: Must be same as planned. Use separate line if adjusted for age.
 ** Amount of food used: Based on USDA Food Buying Guide or USDA recipe.

Food Item Used and Form	Recipe or Product (name or #)	Person Responsible	Grade Group	Portion Size* (#/wt./qty.)	Student Servings	Adult A la carte		Total Servings	Amount of Food Used** (lb. or qty.)	Student Servings	A la carte Servings	Adult Servings	Amount Leftover
						Projected # of Servings	Actual # of Servings						
Meat/Meat Alternate Salisbury Steak Chicken Nuggets	D-23	Sue	K-6	1 each	200	20	20	220	220 serv	195		10	15 serv
	Brand X	Yolanda		5 ea/4 oz	300	5	5	305	76-1/4 lb	290		5	2.5 lb
Vegetable/Fruit Baked potato, 5 oz, 1/25 Carrot sticks, pre-cut Broccoli flowers, pre-cut Tomatoes, cherry, fresh Cherry Cobbler		Akiko	K-6	1 each	290	10	10	300	300 each	250		10	40 each
		Akiko		1/8 c	240	10	10	250	12.5 lb	235		5	1/2 lb
		Akiko		1/8 c	245	5	5	250	13 lb	235		5	1/2 lb
		Akiko		1/8 c	240	10	10	250	11 lb	235		5	1 lb
		Akiko		25 serv/pan 1 square	490	10	10	500	20 pans	485		15	—
Grains/Breads Whole-Wheat Roll	Brand X	Yolanda	K-6	1 each	200	20	20	220	12 lb 6 oz	195		10	15 each
Other: BBQ Sauce Low-fat Ranch Dressing	Brand Z	Akiko	K-6	portion pack/1ea	300	5	5	305	305 each	290		5	10 each
	Brand Q	Akiko		portion pack/1ea	340	10	10	350	350 each	300		10	40 each
Milk: 2% 1% Fat-free Chocolate (1/2%)		Sue	K-6	1/2 pint	190	10	10	200	200 1/2 pts	190			5 (1/2 pt)
					100			100	100	100			
					40	10	10	50	50	45		5	5
					150			150	150	150			

Completed Sample Format #2A

Food-Based Production Record
(Enhanced Food-Based Menu Planning)

Site Summitville Elementary

Meal Date May 14, 2008

MENU

- Salisbury Steak & WW Roll 2 oz M/MA
- -or- Chicken Nuggets, BBQ Sauce 1 serv G/B
- Baked Potato -or- Fresh Veggies 3/8 c VEG
- Low-fat Ranch Dressing
- Cherry Cobbler 1/2 c FRUIT
- 1/2 serv G/B
- Milk, Variety 8 fl oz Milk

- Planned Number to be Served:
- - Students (K-6) 500
- - Students (7-12) _____
- - Students (K-3 opt.) _____
- - Adults/A la carte 25
- Actual Number Served:
- - Students (K-6) 485
- - Students (7-12) _____
- - Students (K-3 opt.) _____
- - Adults/A la carte 15

Food Items Served	Purchase Units Used Amount Prepared	Serving Sizes	How Many Servings?		Leftovers/ Substitutions
			Grades	Adult/A la Carte	
Meat/Meat Alternate: Salisbury Steak, D-23 Chicken Nuggets, Brand X	220 each 76-1/4 lb	K-6: each 5 nuggets	K-6: 195 305	Adult: 10 5	15 serv 2.5 lb
Vegetable/Fruit: Baked potato 5 oz, 1/25	300 each	K-6: each	K-6: 250	Adult: 10	40 each
Vegetable/Fruit: Carrot Sticks Broccoli Flowers Cherry Tomatoes	12.5 lb 13 lb 11 lb	K-6: 1/8 c 1/8 c 1/8 c	K-6: 235	Adult: 5	1/2 lb 1/2 lb 1 lb
Vegetable/Fruit: Cherry Cobbler, C-6	500 each, 20 pans (25 serv/pan)	K-6: 1 square	K-6: 485	Adult: 15	
Grains/Breads: Whole-Wheat Roll	12 lb 6 oz	K-6: 1 each	K-6: 195	Adult: 10	15 each
Grains/Breads:					
Condiments/Dressing: Low-fat Ranch Dressing BBQ Sauce	350 305	K-6: each portion pack	K-6: 300 290	Adult: 10 5	10
Milk: 2% 1% Fat-free Chocolate 1/2%	10 90 200 200	K-6 1/2 pint	K-6: 5 85 195 200	Adult: — — 5 —	5 (1/2 pts) 5 (1/2 pts)



Sample Format #4

MENU

Nutrient-Based Production Record

Site _____ Meal Date _____
 Breakfast _____ Lunch _____

* **Portion size:** Must be same as planned. Use separate line if adjusted for age.
 ** **Amount of food used:** Based on USDA Food Buying Guide or USDA recipe or CN Database item.

Menu Item	Food Used and/or Recipe # (Check if USDA)	Age-Grade	Portion Size* (#/wt./qty.)	Projected # of Servings		Amount of Food Used** (lb. or qty.)	Actual # of Servings		Amount leftover	If Sub or leftover ✓	
				Student	Adult/A la Carte		Student	Adult/A la Carte			
Entrée(s)											
Other Item(s)											
Milk											
Projected # Reimbursable Meals Served:				Projected # Nonreimbursable				Projected # Reimbursable Meals Served:			
Age/Grade _____ : _____				Adults: _____				Age/Grade _____ : _____			
Age/Grade _____ : _____				Prog. Adults: _____				Age/Grade _____ : _____			
Age/Grade _____ : _____				Total: _____				Age/Grade _____ : _____			
Total: _____				# items and/or\$ _____				Total: _____			

Completed Sample Format #3

Nutrient-Based Production Record

Site Summitville Elementary Meal Date May 14, 2008
Breakfast _____ **Lunch** X

Planned number of student meals: 500 Actual number 485

Planned number of adult meals: 25 Actual number 15

* Portion size: Must be same as planned. Use separate line if adjusted for age.
 ** Amount of food used: Based on USDA Food Buying Guide or USDA recipe or CN Database item.

- • • • • **MENU** • • • • •
- • • • • Salisbury Steak w/ Whole-Wheat Roll
- • • • • -or- Chicken Nuggets, BBQ Sauce
- • • • • Baked Potato
- • • • • or Fresh Veggies
- • • • • Low-fat Ranch Dressing
- • • • • Cherry Cobbler
- • • • • Milk

Menu Item Used and Form	Recipe or Product (name or #)	Person Responsible	Age or Grade Group	Portion Size* (#/wt./qty.)	Student Projected # of servings	Adult A la Carte	Total	Amount of Food Used** (lb. or qty.)	Student Servings	A la carte Servings	Adult Servings	Leftovers	If Sub or Leflover
Salisbury Steak	D-33	Sue	K-6	1 each	200	20	220	220 serv	195		10	15 serv	
Chicken Nuggets	Brand X	Yolanda	K-6	5 ea./4 oz	300	5	305	76-1/4 lb	290		5	2.5 lb	
Baked Potato, 5 oz, 1/25		Akiko	K-6	1 each	290	10	300	300 each	280		10	40 each	
Carrot Sticks		Akiko	K-6	1/8 c	245	5	250	12.5 lb	235		5	1/2 lb	
Broccoli Florets		Akiko	K-6	1/8 c	245	5	250	13 lb	235		5	1/2 lb	
Cherry Tomatoes		Akiko	K-6	1/8 c	245	5	250	11 lb	235		5	1 lb	
Cherry Cobbler	C-06	Yolanda	K-6	25 serv/pan square	475	25	500	20 pans	485		15	—	
Whole-Wheat Roll	Brand Y	Yolanda	K-6	1 each	200	20	220	12 lb 6 oz	195		10	15 each	
BBQ Sauce	Brand Z	Akiko	K-6	2 Tbsp.	300	5	305	305 each	290		5	10 each	
Low-fat Ranch Dressing	Brand Q	Akiko	K-6	2 Tbsp.	340	10	350	350 each	300		10	40 each	
Milk, Variety	Recipe based on actual use	Sue	K-6	1/2 pint	490	10	500	500 (1/2 pints)	485		5	10 (1/2 pts)	

Completed Sample Format #4

Nutrient-Based Production Record

MENU

Salisbury Steak w/ Whole-Wheat Roll
-or- Chicken Nuggets w/ BBQ Sauce

Baked Potato
-or- Fresh Veggies Low-fat Ranch Dressing

Cherry Cobbler
Milk

Site Summitville Elementary Meal Date May 14, 2008

Breakfast _____ Lunch X

* Portion size: Must be same as planned. Use separate line if adjusted for age.
** Amount of food used: Based on USDA Food Buying Guide or USDA recipe or CN Database item.

Menu Item	Food Used and/or Recipe # (Check if USDA)	Age-Grade	Portion Size* (#/wt./qty.)	Student		Adult A la Carte		Amount of Food Used** (lb. or qty.)	Actual # of servings		Amount Leftover	If Sub or Leftover ✓	
				Projected	Actual	Protected	Total		Actual	Total			
Entrée(s) Salisbury Steak Chicken Nuggets	D-33 Brand X	K-6	1 portion 5 each or 4 oz	200	220	20	220	220 portion	195	205	15 port.		
				300	305	5	305	76-1/4 lb	290	295	2.5 lb.		
Other Item(s) Baked Potato Carrot Sticks, Broccoli Florets, and Cherry Tomatoes	5 oz, 1/25 3/8 cup total (fresh, pre-cut 1/8 cup each) C-06	K-6	1 portion 1/8 c each veg (carrots, broccoli, tomatoes)	290	300	10	300	300	250	40 each			
				245	250	5	250	12.5 lb car	235	240			1/2 lb
Cherry Cobbler	C-06		1 portion (25 serv/pan)	475	500	25	500	1 lb tom	485	500	1 lb		
Whole-Wheat Roll BBQ Sauce Low-fat Ranch Dressing	Brand Y 2 Tbsp. 2 Tbsp.º		1 each 1 each 1 each	200	220	20	220	20 pans	195	205	15 each		
				300	305	5	305	220 each	290	295	10 each		
Milk Milk Variety (recipe based on actual usage)		K-6	1/2 pint	340	350	10	350	305 each	300	310	40 each		
				490	500	10	500	350 each	485	490	10		

Projected # Reimbursable Meals Served:		Actual # Nonreimbursable		Actual # Reimbursable Meals Served:	
Age/Grade	K-6 : 500	Adults:	15	Age/Grade	K-6 : 485
Age/Grade	: _____	Prog. Adults:	_____	Age/Grade	: _____
Age/Grade	: _____	Total:	15	Age/Grade	: _____
	Total: 500		_____		Total: 485

Extra Items/Sales:	
Milk	0 1/2 pints
and/or \$	_____
Other items	0 # items
and/or \$	_____

Recipe Name: _____

Ingredients	50 Servings Weight Measure	100 Servings Weight Measure	Preparation Directions

WEIGHT: _____ YIELD: _____ VOLUME: _____ SERVING SIZE: _____ PROVIDES _____ (Meal Pattern Contribution)



MANUFACTURERS' DATA SUBMISSION FORM

For directions on how to fill out this form, see reverse side.

1. **Product Identification**

PRODUCT NAME: _____
 Brand _____
 Product code _____
 List CN Label number if appropriate _____
 Is this product in the Child Nutrition (CN) Database?
 CN DATABASE = Yes _____ No _____

2. **Package Size and Servings Per Package**

Package Size = ___ grams ___ lbs. ___ fl. oz.
 Standard Serving Size = _____
 Number of Servings Per Package = _____

3. **Basis for Nutrient Data**

Nutrient data is being given: (Check one)
 ___ As Served ___ As Purchased
 Analysis is based on: (Check one)
 ___ Per Serving ___ 100 grams
 Weight per serving = _____ grams

4. **Individual Values of Nutrients and Dietary Components**

If you *do not* have information on a nutrient, write "M" or "missing." If this product *does not contain* a particular nutrient, write "0."

Calories..... ___ kcal	Protein..... ___ grams
Total fat..... ___ grams	Saturated fat..... ___ grams
Carbohydrates..... ___ grams	Sodium..... ___ milligrams
Total dietary fiber..... ___ grams	Cholesterol..... ___ milligrams
Calcium..... ___ milligrams <i>-or-</i> ___ % DV (Daily Value)	
Iron..... ___ milligrams <i>-or-</i> ___ % DV	
Vitamin C..... ___ milligrams <i>-or-</i> ___ % DV	
Vitamin A..... ___ IU <i>-or-</i> ___ RE <i>-or-</i> ___ % of DV	
IU = International Units, RE = Retinol Equivalents	

5. **Fat and Moisture Gain/Loss**

When this product is prepared, there is a:
 Fat change (+/-) ___ % Moisture change (+/-) ___ %

6. **Special Instructions for Preparation (if appropriate)**

To prepare this product, the manufacturer recommends: _____



HOW TO FILL OUT THIS FORM:

USDA has developed this standardized form to help schools obtain information on foods they will be serving to children. They will use this information to develop recipes, analyze menus for nutritional value, and prepare products for lunch or breakfast.

- 1. Product Identification:** List name of product (and brand, if appropriate). Also list product code if possible. If you know the product has a CN Label number, list that as well. Check yes or no for CN Database.
- 2. Package Size and Servings Per Package:** Write in package size as appropriate in grams, pounds, or fluid ounces. Indicate standard serving size and number of servings per package.
- 3. Basis for Nutrient Data:** Indicate with a check mark whether you are submitting nutrient data for this product on an “As Served” or “As Purchased” basis. Use the “As Served” basis for any food that *does not have*: (1) any ingredients added in preparation or (2) any fat absorbed during preparation.

Use the “As Purchased” basis for any food that: (1) has ingredients added in preparation (such as milk, eggs, and oil added to baked product mixes); (2) is prepared by frying; (3) can be prepared in varying ways (for example, a food that can be baked *or* fried); or (4) gains or loses moisture/fat during preparation.

In addition, indicate whether nutrient analysis is based on 100 grams or per serving. Also indicate weight per serving.

- 4. Individual Values of Nutrients and Dietary Components:** Please fill out completely, leaving no lines blank. (1) If you have information on a nutrient, write the specific value in the unit of measurement indicated. (2) If you do *not* have information on a nutrient, write “M” or “missing.” (3) If this product *does not contain* a particular nutrient, write “0.”

- 5. Fat and Moisture Gain/Loss:** If you checked “As Purchased” above, also fill in this section if there is a fat or moisture change during preparation.

(Fat may be gained or lost in cooking some foods, thereby changing the foods’ nutrient value. Methods of preparation such as breading, frying, or baking affect this fat gain or loss. For example, chicken baked in the oven will lose fat during cooking, while batter-coated or breaded chicken that is deep fried will gain fat. If fat is absorbed or gained, fat grams and calories from fat will be increased. If fat is lost, fat grams and calories from fat will be decreased.)

- 6. Instructions for Preparation:** If appropriate, indicate instructions such as: ingredients to be added, cooking methods, cooking time, and cooking temperature.



