Standardized Recipe
Multi Grade Group

Recipe No:

RECIPE NAME:

Grade Group:	Grade Group:	Grade Group:	HACCP Process:
Number of Portions:	Number of Portions:	Number of Portions:	❑ #1 No Cook
Portion Size:	Portion Size:	Portion Size:	❑#2 Cook & Serve Same Day
Serving Utensil:	Serving Utensil:	Serving Utensil:	❑#3 Includes cooling step
Servings per pan:	Servings per pan:	Servings per pan:	

INGREDIENTS	MEASURE		PREPARATION DIRECTIONS
List in order used	Weight	Volume	

Total Yield		Number of Pans:	Equipment (if not specified in procedures above):
Weight:	Measure (vol.):	Pan Size:	

Meal Component Contribution/Nutrition Analysis Based on Portion Size

Specify the grade group in the columns:	**Grade Group:**					**Grade Group:**					**Grade Group:**				
Meat/Meat Alternate															
Vegetable Subgroups	D/G	B/P	R/O	S	O	D/G	B/P	R/O	S	O	D/G	B/P	R/O	S	O
Fruits															
Grains															
Calories															
Saturated Fat (g)															
Sodium (g)															
Trans Fat															

Standardized Recipe
Multi Grade Group

D/G= Dark Green B/P= Beans/Peas (Legumes) R/0=Red/Orange S=Starchy O=Other

Recipe No:

RECIPE NAME:

INGREDIENTS	MEASURE		PREPARATION DIRECTIONS
List in order used	Weight	Volume	

STEPS TO STANDARDIZE A RECIPE

☐ 1. **Review recipe carefully. Check that:**
- ☐ All ingredients are listed.
- ☐ Amounts of ingredients are correct and clearly stated in weight (pounds, ounces) or volume (gallons, quarts, cups).
- ☐ Ingredients are listed in the order used.
- ☐ Directions are detailed, complete, accurate, and in the order that they are to be completed.
- ☐ Time and temperature for cooking and specific utensils used for service are clear.

☐ 2. **Prepare the recipe.**

☐ 3. **Weigh (pounds, ounces), measure (gallons, quarts), or count (each) the amount of product to be placed into each serving pan, note this on the recipe.**

☐ 4. **Determine the recipe yield.**
- ☐ **Measure the total yield:** This could be a count, volume in gallons, quarts, etc., or weight in pounds or ounces. Record this on the recipe. Example: Yield = 30 pounds Chicken and Noodles (weight) or 125 sandwiches (count)
- ☐ **Determine serving size** using the same unit of measure as the total yield (count, volume, or weight). Example: If the total yield is given in weight (15 pounds (lbs) of Macaroni & Cheese), the serving size should be recorded in weight as well (4 ounces (oz) serving of Macaroni & Cheese). Record the serving size on the recipe.
- ☐ **Determine serving utensil:** Example: If the serving size is ½ cup, a #8 scoop or a 4 fluid ounce (fl. oz.) ladle may be appropriate. Record the serving utensil on the recipe.
- ☐ **Determine the total number of servings the recipe makes:** Calculate the total number of servings using one of the following equations. Record the total number of servings on the recipe.
  - If the serving size is in weight or volume, <u>divide</u> the total yield by the serving size. Example: 1 gallon total yield ÷ ½ cup serving size = 32 total servings. See example below for details.
  - If the serving size is a count, <u>multiply</u> the number of servings per pan by the number of pans. Example: 12 servings per pan x 3 pans = 36 total servings.

☐ 5. **Evaluate the recipe** for quality, yield, serving size, flavor, color, texture etc. Adjust if needed.

☐ 6. **Calculate the meal pattern contribution.** Record the meal contribution on the recipe.

☐ 7. **Re-test the recipe** to assure all information in the recipe is complete and correct.

☐ 8. **Record cooking time and required internal temperature** on the recipe.

☐ 9. **Add additional notes** as desired.

☐ 10. **Calculate the nutrient analysis** of the recipe.

EXAMPLE OF DETERMINING THE NUMBER OF SERVINGS THE RECIPE MAKES

1. Prepare the recipe.

2. Measure total yield. For example, the recipe yields 15 gallons (gals) + 2 ½ quarts (qts).

3. Determine the number of servings in the recipe. Assume the serving size is ½ cup.
   - Convert 15 gals + 2 ½ qts to cups (1 gallon = 16 cups; 1 quart = 4 cups)
     - 15 gals x 16 cups = 240 cups
     - 2½ (2.5) qts x 4 cups = 10 cups
       - 240 cups + 10 cups = 250 total cups

4. Divide total yield by the serving size.
   250 cups ÷ ½ (.5) cup per serving = 500 total servings

5. Retest the recipe. Be sure the recipe yields the same amount (15 gals + 2 ½ qts).

Recipe Standardization Steps

A standardized recipe is one that has been tried, tested, evaluated and adapted for use by a particular food service operation. It produces a consistent quality and yield each time when the exact procedures, equipment, and ingredients are used.

Recipe Standardization Steps

1. Prepare the menu item using the quantity recipe that you have selected to standardize. Test the recipe, making adjustments until a high quality product is produced that is acceptable to students. This step should include taste testing by students to judge the appearance, texture, flavor, and overall acceptability of the product. In addition, evaluate ease of preparation and time commitment to prepare the recipe.
2. Determine the portion size if it is not indicated on the quantity recipe or if you wish to change the portion size. Refer to the *Helpful Hints* box for help with this step.
3. Determine how one portion credits toward the meal pattern. If the result is not desirable, make adjustments to the recipe or portion size as needed to increase or decrease the crediting per portion.
4. Determine if portion size will vary by grade groups and do necessary computations to determine the number of portions in the recipe for the different portion sizes.
5. Retest the recipe after making changes to verify that a high quality outcome is still produced.
6. Develop a written recipe that includes:
   a. Name of recipe (reflects contents and appeals to customers).
   b. Number/Category/Meal Type for easy reference.
   c. Exact ingredients by form (canned, frozen, dehydrated) and any pre-preparation steps needed (diced, chopped, grated).
   d. Detailed step-by-step procedures for preparation, cooking and serving. Include all steps for assembling ingredients.
   e. Cooking temperatures, cook time, and holding temperatures.
   f. Portion sizes(s) for single serving.
   g. Total recipe yield (measured or weighed), pans size, number of pans (if more than one), weight or measure in a pan.
   h. Equipment and specific serving utensil(s).

Important Considerations for Meal Pattern

1. Meal pattern contribution per portion. A *Recipe Crediting Tool* is available at http://dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/recipes.
2. Portion size variations by grade group.
3. Vegetable subgroup contributions.
4. Nutrient analysis for total calories, saturated calories, and sodium. A *Dietary Specifications Tool for Recipes* is available at http://dpi.wi.gov/school-nutrition/national-school-lunch-program/menu-planning/recipes.

Other Considerations

1. Recipe variations, alternative ingredients, optional ingredients which **will not** alter yield, meat pattern crediting, and/or nutrient content. If changes *will* alter the yield, crediting, or nutrient content, or if different procedures or equipment are used, test and re-standardize the recipe.
2. Food safety job aids that designate if recipe is categorized as Process 1 (no cook), Process 2 (heated and served the same day) or Process 3 (includes a cooling stage).
3. Special diet information (allergens, gluten-free, etc.).

Helpful Hints

1. When portion size is not known, measure the volume in gallons, convert gallons to cups and divide by number of expected servings.
   Remember: 1 gallon = 16 cups
   Example: 4 gallons × 16 cups/gallon = 64 cups ÷125 servings = 0.51 cups per serving = **½ cup per serving**
2. Consider adjustments to the recipe if the original recipe no longer fits the operation. For example, a recipe developed when participation was at 300 is not appropriate if you now serve an average of 150 customers. Re-size the recipe if there are significant leftovers after meal service.

RECIPE NAME: Pork Tacos descriptive, creative name for recipe
File No: Entrée #0123 name and/or number based on the facility's filing system

Grade Group: K-8 grades based on student population served (e.g., K-12, 6-8, K-5)	Grade Group: 9-12 and adults	**HACCP Process:** ☐ #1 No Cook ☒ #2 Cook & Serve Same Day ☐ #3 Includes Cooling Step
Number of Portions: 50 based on how many students in this grade group you typically prepare for	Number of Portions: 50 This recipe makes fifty portions for K-8 and fifty portions for 9-12 students	
Portion Size: 1 taco each (1 shell, 1.5 oz meat) based on how much is planned for each student	Portion Size: 2 tacos each (2 shells, 3 oz meat)	
Serving Utensil: tongs, #20 scoop based on what you will serve this with (e.g., gloved hands, 8 fl oz ladle, etc.)	Serving Utensil: tongs, #10 scoop	
Servings per Pan: 25 based on the number of servings each pan provides	Servings per Pan: 12.5	

Ingredients:	**Weight:**	**Measure:**	**Procedure:**
ABC low-sodium pork taco meat #64390 HealthyBrand WG 6" soft shell #8690 Be as detailed as possible when describing ingredients. Include product number, when applicable	25# (5 bags) Fill in this column if the total amount of ingredient is weighed (e.g., 5# flour, one - 50# case, 12 oz bread crumbs)	150 ea (21 bags) Fill in this column if the total amount of ingredient is measured (e.g., 12 cups flour, 25 each, 6 tsp salt, 4 fl oz milk, 1 gallon water)	1. Steam meat at ___ degrees for ___minutes until it reaches ___ °F 2. Include all instructions, even those that are seemingly obvious

Total Yield 150 tacos		OR **Number of Pans:** 6	**Equipment** (if not specified in procedures above): The equipment utilized to make the recipe
Weight: OR how much the end product weighs (e.g., 25# pasta)	**Measure (volume):** OR how much the end product measures (e.g., 1 gallon sauce)	**Pan Size:** 4" full The size of the pan utilized. (e.g., 6" deep steam table pan, sheet pan)	

Meal Component Contribution/Nutrition Analysis Based on Portion Size Refer to the portion size indicated per grade group above. The meal component contribution refers to the crediting per portion size (e.g., 1 taco provides 1 oz eq grain and 1 oz eq M/MA). Use the FBG and/or crediting information from the manufacturer to determine the creditable amount of component(s) in the recipe.

Specify the grade group in the columns:	**Grade Group: K-8**					**Grade Group: 9-12**				
Meat/Meat Alternate	1 oz eq					2 oz eq				
Vegetable Subgroups	DG	B/P	R/O	S	O	DG	B/P	R/O	S	O
								1/8 c		
Fruits	*not enough R/O to credit in this example									

USDA
United States Department of Agriculture
What's Cooking? USDA Mixing Bowl

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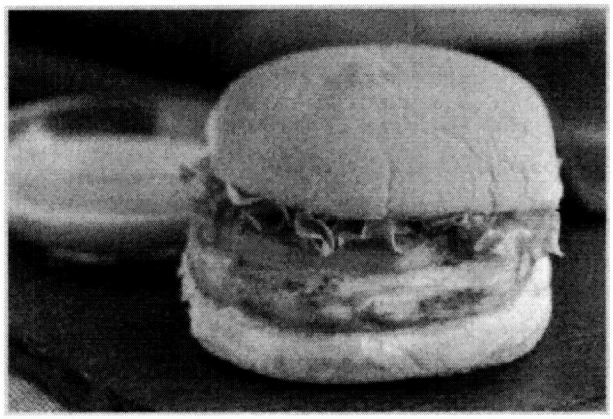
Chicken Slider with Honey Mustard Aioli - USDA Recipe for CACFP



Makes: 25 or 50 Servings

A lean and juicy chicken breast and a whole grain bun come together beautifully with addition of a honey-mustard aioli, lettuce and tomato.

	25 Servings		50 Servings	
Ingredients	**Weight**	**Measure**	**Weight**	**Measure**
Dijon mustard		2 Tbsp		1/4 cup
Honey		3 Tbsp 1/8 tsp		1/4 cup 2 Tbsp 1/4 tsp
Orange juice		2 Tbsp		1/4 cup
Frozen, cooked chicken breasts, thawed (2 oz portions)	3 lb 2 oz	25 each	6 lb 4 oz	50 each
Whole-grain slider buns	1 lb 9 oz	25 each	3 lb 2 oz	50 each
*Fresh tomatoes, sliced 1/2"	1 lb 9 oz	25 each	3 lb 2 oz	50 each
*Fresh romaine lettuce, leaves, rinsed, dry	12 1/2 oz	25 each	1 lb 9 oz	50 each

Directions

1. Combine mustard, honey, and orange juice in a large bowl. Stir well. Set aside for step 7.

2. Place 25 chicken portions on a sheet pan (18" x 26" x 1") lined with parchment paper and lightly coated with pan release spray. For 25 servings, use 1 pan. For 50 servings, use 2 pans.

3. Bake: Conventional oven: 375 °F for 18-20 minutes. Convection oven: 350 °F for 15-17 minutes.

4. Critical Control Point: Heat to 165 °F or higher for at least 15 seconds.

5. While chicken is baking, place the bottom half of 25 bottom buns (sliders) on a steam table pan (12" x 20" x 2 1/2"). For 25 servings, use 1 pan. For 50 servings, use 2 pans.

6. Place 1 chicken portion on top of each bottom bun.

7. Spread 1 tsp (about .2 oz) honey mustard aioli on top of each chicken portion.

8. Place (about 1 oz) tomato slice on top of sauce.

9. Place (about 1/2 oz) lettuce on top of each tomato.

10. Place top half of bun on each sandwich.

11. Critical Control Point: Hold for hot service at 140 °F or higher.

12. Serve 1 sandwich.

Notes

*See Marketing Guide for purchasing information on foods that will change during preparation or when a variation of the ingredients is available.

Cooking Process #2: Same Day Service

Serving

NSLP/SBP Crediting Information: One sandwich provides .75 oz equivalent meat/meat alternate, 1/8 cup dark green vegetable, 1/8 cup red/orange vegetable, and 1 oz equivalent grains.

CACFP Crediting Information: One sandwich provides .75 oz meat/meat alternate, 1/4 cup vegetable, and 1 serving grains/bread.

My Notes

Nutrition Information

Nutrients	Amount
Calories	172
Total Fat	3 g
Saturated Fat	1 g
Cholesterol	43 mg
Sodium	392 mg
Total Carbohydrate	19 g
Dietary Fiber	3 g
Total Sugars	5 g
Added Sugars included	N/A
Protein	18 g
Vitamin D	3 IU
Calcium	45 mg
Iron	1 mg
Potassium	310 mg

N/A - data is not available

Marketing Guide

Foods as Purchased for	25 Servings	50 Servings
Tomatoes	1 lb 14 oz	3 lb 12 oz
Romaine lettuce	1 lb 4 oz	2 lb 8 oz

Meal Components

Vegetables	
Dark Green	1/8 cup
Red & Orange	1/8 cup
Grains	1 ounce
Meat / Meat Alternate	2 ounces

For more information on meal components and crediting, please visit the Food Buying Guide for Child Nutrition Programs.

Production Record

Food Based Menu Planning--Lunch

Date: _____

School: _____

Offer Versus Serve? Yes____ No____

Grades: _____

Per Student Daily and Weekly Total

Grade	Veg svgs		Fruit svgs		Grain svgs		Meat svgs	
	Today	*so far/wk*	*Today*	*so far/wk*	*Today*	*so far/wk*	*Today*	*so far/wk*

Meal Counts

Grade Group	Planned	Actual
Adults		
Total		

Menu	Serving Temperature	Recipe No. or Brand & Product Code	Quantity Prep # of item, pounds, cans)	Grades: Serving Size	Grades: Planned Servings	Grades: Actual Servings	Grades: Component Contribution	Grades: Serving Size	Grades: Planned Servings	Grades: Actual Servings	Grades: Component Contribution	Adults/ a la carte: Serving Size	Adults/ a la carte: Planned Servings	Adults/ a la carte: Actual Servings	Leftover/ Comments
Meat/Meat Alternate															
Vegetables: DG (Dark Green), RO (Red, Orange), BP (Beans, Peas, Legumes), S (Starchy), O (Other) -- Identify in Component Column															
Fruits															
Grain/Bread: √ if Whole Grain rich in Component Column															
Other Foods (Condiments, etc)															
Milk															

DIRECTIONS FOR MENU PRODUCTION RECORD - LUNCH

HEADING

- **DATE**

  Write the calendar date this menu was served.

- **SCHOOL**

  Fill in school name.

- **OFFER VS. SERVE**

  Check yes or no.

- **GRADES**

  Record the grades that are being served.

- **PER STUDENT DAILY AND WEEKLY TOTAL**

  Record the amount of fruits and vegetables, oz equivalent of grains, and oz equivalent of meat/meat alternates served that day and keep a running total of how much has been served so far for the week in the box labeled so far/week.

- **MEAL COUNTS**

  Record the total number of planned and actual reimbursable student meals by grade group and adult meals.

MENU

List all food items used in the menu. Food items for Food Based Menu Planning are meat/meat alternate, vegetables, fruits, grains/breads, and milk. Include brand names and identification numbers of purchased and prepared food items. Condiments and other foods served with the meal should also be included.

SERVING TEMPS

Record the temperature(s) of food at the end of the cooking period prior to placing it on the serving line. Continue cooking if needed until it reaches the required internal temperature. If applicable, document any corrective action taken on this form or on another appropriate form.

RECIPE NO. OR BRAND & PRODUCT CODE

Record the recipe number or brand and product code.

COMPONENT CONTRIBUTION

Indicate which component(s) this product will be counted as for the meal pattern. Record the oz equivalent for grains and meat/meat alternate and cups for fruit and vegetables.

QUANTITY PREP (# OF SERVINGS, POUNDS, CANS)

Indicate the amounts of food prepared in terms of pounds/ounces, #10 cans, or servings. Ex: 5 chicken nuggets, 1 hamburger

GRADE GROUP

Record planned number of portions, serving size, and actual student servings for each grade group used in your school(s).

ADULTS/A LA CARTE

Record serving size, planned servings and actual servings

LEFTOVERS/COMMENTS

Record the total amount of leftovers. For comments record any changes or substitution made in the menu. Include student comments about menu items and any special circumstances or situations.

Production Records

Production Records are daily records that demonstrate that meal pattern requirements are being met for the number of students served and support the claiming of reimbursable meals. Production records are required for all school nutrition programs including the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and At-Risk Afterschool Meals Program.

Requirements:

- ✓ Production records must be kept for all reimbursable meals produced
- ✓ Production Records must include all information necessary to support the claim for reimbursement:
  - Date
  - Site
  - Age/Grade group
  - Offer vs. Serve status
  - Planned numbers of meals to be served (students and adults)
  - All menu items (including ala carte, milk, and milk substitutes)
  - Recipe or Product number as applicable
  - Planned portion size
  - Planned number of servings
  - Meal pattern contribution for each menu item (recommended, but optional)
  - Total planned quantity
  - Actual number of meals served (students and adults)
  - Actual number of servings

Details:

- Use for proper planning to ensure meal pattern compliance prior to meal service
- Documents that the quantity of food prepared is sufficient to support the total number of planned portions, including adult meals and a la carte sales from the reimbursable meal line
- Documents planned portion size of each menu item
- Documents required daily and weekly meal pattern contribution for all meal pattern components: grains, meat/meat alternates, vegetables, vegetable sub-groups, fruit and milk
- Aligns with published menu, standardized recipes and product documents
- Use for forecasting, food purchasing and overall planning
- Retain production records for 3 years after the end of the federal fiscal year
- Document meals/ milk served to students with special dietary needs

Production Records should be completed in two steps:

Step 1 Prior to meal service:

- date
- site
- age/grade group
- offer vs serve status
- planned number of students and adults to be served
- menu items
- planned portion size
- planned number of servings
- meal pattern contribution

Step 2 During and after meal service:

- any changes or substitutions
- final amounts prepared
- total amounts served
- total amounts leftover
- temperatures (if desired)

Reference:

- ✓ 7CFR 210
- ✓ 7CFR 220
- ✓ Records Retention Schedule - Food Services

Resources:

- ✓ Sample Production Records

Acronym Reference	
-CFR	Code of Federal Regulations
-CNS	Child Nutrition Services
-NSLP	National School Lunch Program
-OSPI	Office of Superintendent of Public Instruction
-SBP	School Breakfast Program
-USDA	United States Department of Agriculture

Production Record

Food Based Menu Planning--Lunch

Date: 5/1/2018

School: Ernest Hemingway School

Offer Versus Serve? Yes____ No__ xx

Grades: K-5

Per Student Daily and Weekly Total

Grade	Veg svgs		Fruit svgs		Grain svgs		Meat svgs	
	Today	*so far/wk*	*Today*	*so far/wk*	*Today*	*so far/wk*	*Today*	*so far/wk*
K-5	1 3/8 cup		1/2 cup		2 3/4 oz		2 oz	

Meal Counts

Grade	Planned	Actual
K-5	300	275
Adults	30	25
Total	330	300

Menu	Serving Temperature	Recipe No. or Brand & Product Code	Quantity Prep # of item, pounds, cans)	Grades: k-5				Grades:				Adults/ a la carte:			Leftover/ Comments
				Serving Size	Planned Servings	Actual Servings	Component Contribution	Serving Size	Planned Servings	Actual Servings	Component Contribution	Serving Size	Planned Servings	Actual Servings	
Meat/Meat Alternate															
Spaghetti w/Meat Sauce (2 oz m/ma)	165	D-350	330	1 cup	300	275	2 M/MA					1 cup	30	30	25
Vegetables: DG (Dark Green), RO (Red, Orange), BP (Beans, Peas, Legumes), S (Starchy), O (Other) -- Identify in Component Column															
Green Beans, Cut	160		6 #10 can	1/2 c	153	140	1/2 c O								13
Lettuce Romaine, Fresh	40		30#	1 c	235	235	1/2 c DG								0
Tomato Puree (D350, 3/8 cup R/O veg)			5 #10 can		330	275	3/8 c RO						30	30	25
Fruits															
Peaches, Sliced, (Lt. Syrup)	40		7 #10 can	1/2 c	124	110	1/ c F								14
Grain/Bread: √ if Whole Grain rich in Component Column															
Spaghetti, D350 (1 grain)		D350	20.625#		330	275	1 WG						30	30	25
Bread Stick	140	Baker Boy	320		320	275	1 WG					1 ea	30	30	15
Other Foods (Condiments, etc)															
Low Fat Ranch Dressing	40		2 T		245	245	N/A								0
Chocoleana Cake C31		C31	1 ea		300	300	3/4 G								0
Milk															
Chocolate Skim Milk	38		1/2 .pt		300	250	Milk								
White 1%	38		1/2 pt		50	30	Milk								

Vegetable Subgroups

Listed below are samples of commonly-eaten vegetables found in each of the required vegetable subgroups. The list in not all-inclusive.

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Dark Green Vegetables

- beet greens
- bok choy
- broccoli
- chicory
- collard greens
- dark green leafy lettuce
- endive or escarole
- grape leaves
- kale
- mesclun
- mustard greens
- parsley
- romaine lettuce
- spinach
- turnip greens
- watercress

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Beans and Peas*

- black beans
- black-eyed peas (mature, dry)
- garbanzo beans (chickpeas)
- great northern
- kidney beans
- lentils
- mung beans
- navy beans
- pink beans
- pinto beans
- red beans
- soy beans
- split peas
- white beans

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Starchy Vegetables

- cassava
- corn
- fresh cowpeas, field peas, or black-eyed peas (not dry)
- green bananas
- green peas
- green lima beans
- jicama
- malanga or yautia (tannia, tannier)
- parsnips
- plantains
- poi (undiluted)
- potatoes
- taro
- water chestnuts

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Red & Orange Vegetables

- acorn squash
- butternut squash
- carrots
- hubbard squash
- pimentos (cherry pepper)
- pumpkin
- red peppers
- sweet potatoes
- tomatoes
- tomato juice

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Other Vegetables

- artichokes
- asparagus
- avocado
- bamboo shoots
- bean sprouts
- beets
- breadfruit
- brussels sprouts
- cabbage
- cactus (nopales)
- cauliflower
- celery
- chayote (mirliton)
- cucumbers or pickles
- eggplant
- green beans
- green peppers
- iceberg (head) lettuce
- kohlrabi
- mushrooms
- okra
- olives
- onions
- pepperoncini
- radishes
- turnips
- wax beans
- zucchini

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*For more information on Beans and Peas, refer to:
http://www.choosemyplate.gov/food-groups/vegetables-beans-peas.html