

Sistema

Toronto



**SOCIAL CHANGE THROUGH MUSIC EDUCATION
ANNUAL REPORT 2019-2020**

A MESSAGE FROM THE EXECUTIVE DIRECTOR & BOARD PRESIDENT

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Dear Friends & Supporters,

Although the 2019-20 year began like any other, there is no doubt that the COVID-19 pandemic brought unique challenges for our program and students this year. The pandemic has disproportionately affected low income and racialized communities across Toronto, including Sistema Toronto's three communities in Parkdale, Jane-Finch, and East Scarborough. These families face barriers such as low-income and precarious jobs, systematic racism, and food insecurity, with the pandemic worsening these factors significantly.

During this time, we have switched to a virtual learning format and continued to provide the same schedule of accessible and intensive music and social programming to 300 children and youth. This means our students have been able to continue with their music lessons, socialize with their peers, and have a sense of normalcy during these unprecedented times. We have also been able to support families with grocery gift cards to fight food insecurity, and offer tablets, laptops, and internet upgrades to ensure access to online learning. Furthermore, we were able to provide all Sistema Toronto students with an 8-week digital summer camp experience thanks to support from Robert and Ellen Eisenberg, The Jordan Family Foundation, The Government of Canada's Emergency Community Support Fund, Toronto Foundation, and other generous donors.

Our students have shown an incredible amount of resiliency during this time, and we have been so impressed by their continued commitment to advancing their playing while struggling with isolation and other challenges brought on or exacerbated by the pandemic. Our talented staff members have also shown a great level of dedication to our students, adapting and learning how to teach in a brand new way with a variety of creative approaches to keep students engaged and on track. This has resulted in continued progress and success from students across all levels. They've worked on building social skills such as organization, responsibility, listening, teamwork, respect, and problem solving while learning strings, choir, theory, and percussion. Many of our students have also seen improvements in their academic abilities at school as a result of attending our program, and we're proud to watch our graduates continue on to high school in specialized streams such as arts programs, IB programs, and STEM programs.

Our work would not be possible without the individuals, foundations, and corporations that share our values and donate in support of the children and families we serve. We truly believe in our vision of using the global language of music to help children grow and realize their full potential as engaged and responsible citizens, and hope you do too. This annual report highlights vital information regarding our program as well as the impact of your support.

Thank you for investing in underserved communities and providing support that enables future generations to thrive and succeed. With your support, we can change lives.

Sincerely,

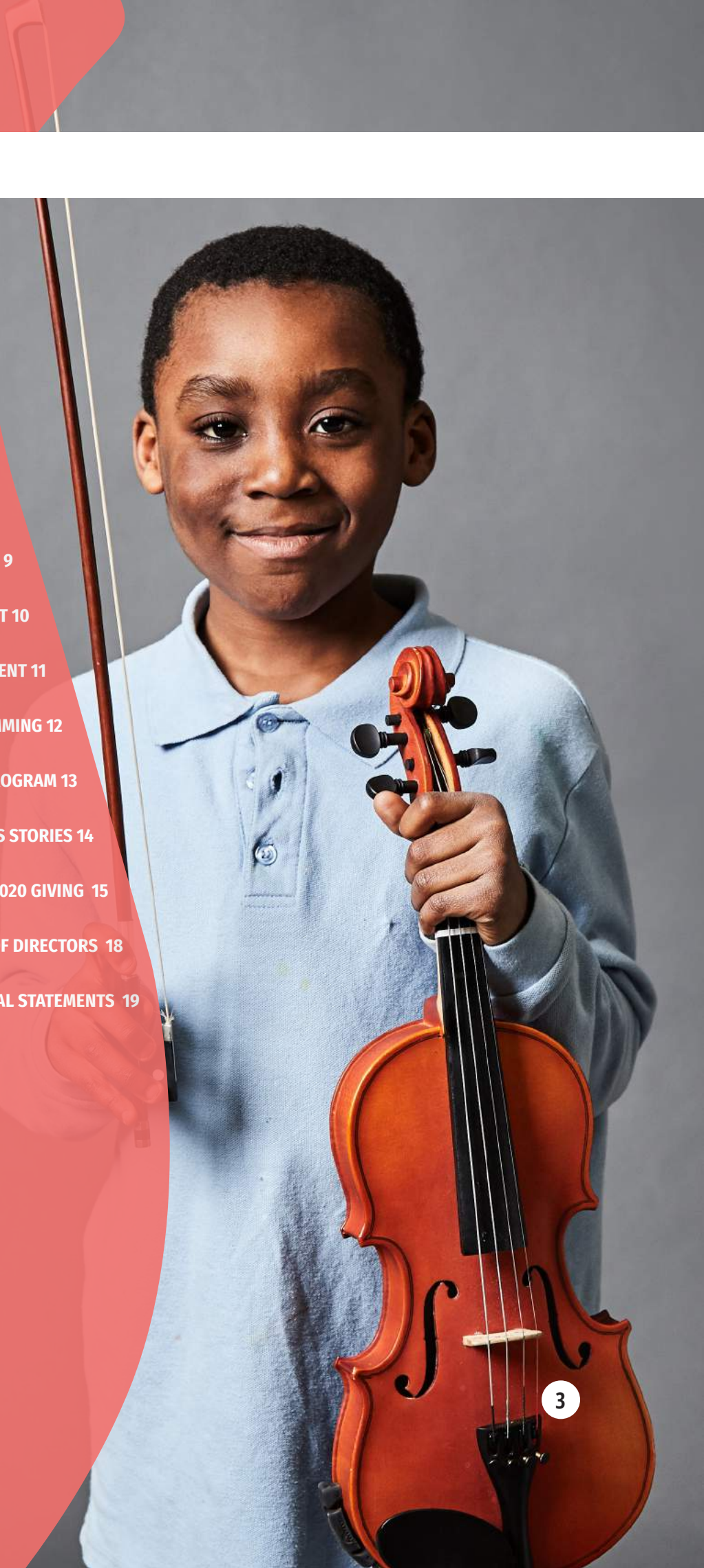


Marcia Lewis Brown
President & Board Chair
Sistema Toronto



Christie Gray
Executive Director
Sistema Toronto

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MISSION AND VISION

Sistema Toronto provides musical and intellectual opportunities to children in vulnerable communities, with the goal of transformative social change. We work with students ages 6-15 in neighbourhoods with some of Toronto's highest child poverty rates – Parkdale, Jane-Finch, and East Scarborough. Sistema Toronto students learn together in orchestras, percussion ensembles, and choirs while developing important life skills like problem solving, empathy, and communication. We provide students with instruction from professional musicians, instruments, performance opportunities, and a daily nutritious snack, all at no cost to participants' families. We build stronger communities by enabling at-risk children to overcome poverty, grow, and thrive as engaged citizens and future leaders.

MISSION

Sistema Toronto is an intensive social program transforming the lives of children through ensemble-based music.

VISION

Through the global language of music, children grow to realize their full potential as engaged and responsible citizens.

NO AUDITIONS

NO BARRIERS

NO COST



THE CHALLENGE

Despite being an incredibly wealthy city, Toronto has the highest child poverty rate amongst large cities in Canada, and children of colour, Indigenous children, immigrants, children with disabilities, and children from single-parent families are more likely to experience poverty.¹

One third of racialized children (33.3%) in Toronto live in low-income families, while in comparison 15.1% of non-racialized children live in poverty.²

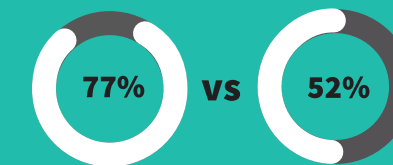


Children who grow up in marginalized and low-income households are less likely to achieve academic and social success and are more likely to depend on social services, experience physical and mental health problems, and live in poverty as adults. Humber River – Black Creek (Jane-Finch) and Scarborough – Guildwood (East Scarborough) are among the six neighbourhoods with the highest number of families waiting for subsidized housing in the city.³

The COVID-19 pandemic has exacerbated the systematic barriers faced by low-income and racialized groups in Toronto, including Sistema Toronto's three communities, and brings the additional issue of being in the populations most at risk of infection by COVID-19.

Racialized groups suffered disproportionately from COVID-19. The majority (77%) of reported COVID-19 cases in the City of Toronto with valid race data up until December 31st 2020 identified with a racialized group⁴. This is higher than the proportion of Toronto's population who identify as belonging to a racialized group, based on the 2016 Census (52%).

NUMBER OF COVID CASES FROM RACIALIZED COMMUNITIES VS TORONTO'S OVERALL POPULATION OF RACIALIZED COMMUNITIES:



People earning less than \$30,000 annually were 5.3 times more likely to be affected by COVID-19 than those with annual incomes above \$150,000.⁵



1 Toronto Foundation. (2018) Toronto's Vital Signs. Retrieved from <https://torontofoundation.ca/wp-content/uploads/2018/01/TF-VS-web-FINAL-4MB.pdf>
2 Social Planning Toronto, Wilson, B., Maddox, R., Polanyi, M., Kerr, M., Ekra, M., & Khanna, A. (2018). 2018 Toronto Child & Family Poverty Report: Municipal Election Edition. Retrieved from https://d3n8a8pro7vnm.cloudfront.net/socialplanningtoronto/pages/2079/attachments/original/1538147211/2018_Child_Family_Poverty_Report_Municipal_Election_Edition.pdf?1538147211
3 Social Planning Toronto, Wilson, B., Maddox, R., Polanyi, M., Kerr, M., Ekra, M., & Khanna, A. (2018). 2018 Toronto Child & Family Poverty Report: Municipal Election Edition. Retrieved from https://d3n8a8pro7vnm.cloudfront.net/socialplanningtoronto/pages/2079/attachments/original/1538147211/2018_Child_Family_Poverty_Report_Municipal_Election_Edition.pdf?1538147211
4 City of Toronto (2020) COVID-19 reported infection in Toronto: Ethno-racial identity and income. Retrieved from <https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-status-of-cases-in-toronto/>
5 Toronto Foundation (2020) Fallout Report: Health and Wellness. Retrieved from <https://torontofoundation.ca/fallout-report-health-and-wellness/>

OUR COMMUNITIES

Sistema Toronto communities are in diverse neighbourhoods with wide wealth divides and high rates of child poverty. The students and families we serve face economic challenges and social disadvantages that result in difficulty accessing the limited opportunities available to them.

JANE-FINCH



HOUSEHOLDS THAT EARN LESS THAN \$50K /YEAR	CHILDREN LIVING IN POVERTY IN THE WARD'S POOREST AREAS	BLACK, INDIGENOUS, AND PEOPLE OF COLOUR (BIPOC)
47%	55.2%	74%
CHILDREN LIVING IN POVERTY IN THE ENTIRE WARD	SINGLE PARENTS	ADULTS WITH POST-SECONDARY EDUCATION
37.8%	35%	38%

EAST-SCARBOROUGH



HOUSEHOLDS THAT EARN LESS THAN \$50K /YEAR	CHILDREN LIVING IN POVERTY IN THE WARD'S POOREST AREAS	BLACK, INDIGENOUS, AND PEOPLE OF COLOUR (BIPOC)
43%	59.2%	71%
CHILDREN LIVING IN POVERTY IN THE ENTIRE WARD	SINGLE PARENTS	ADULTS WITH POST-SECONDARY EDUCATION
47.4%	26%	50%

PARKDALE



HOUSEHOLDS THAT EARN LESS THAN \$50K /YEAR	CHILDREN LIVING IN POVERTY IN THE WARD'S POOREST AREAS	BLACK, INDIGENOUS, AND PEOPLE OF COLOUR (BIPOC)
40%	43.5%	26%
CHILDREN LIVING IN POVERTY IN THE ENTIRE WARD	SINGLE PARENTS	ADULTS WITH POST-SECONDARY EDUCATION
16.8%	17%	69%

*67

CORE PROGRAM DELIVERY

Sistema Toronto students learn together for ten hours each week developing important life skills while making music together in orchestras, choirs, and percussion ensembles. They receive a daily nutritious snack, musical instruments, and instruction all at no cost to participants' families.

Sistema Toronto's curricula keeps social learning as top priority, building well-rounded musicians, strong collaborators, and community leaders. When students graduate from Sistema Toronto's core program in eighth grade, they are equipped with the communication skills, confidence, and grit they need to excel in high school, access opportunities, and escape generational poverty.

In 2019-20 Sistema Toronto impacted 300 students and their families in 3 priority neighbourhoods in Toronto.

Each of our students received over 350 hours of free music education and social development programming.



HONOURS ORCHESTRA

Beginning in September 2019, our new Honours Orchestra was formed with senior students and Sistema Toronto graduates. Honours Orchestra students met weekly at their centres to practice advanced repertoire with a mentor, and once each month at a central location where they had the opportunity to practice together. The purpose of this new initiative is to provide our advanced students with the opportunity to showcase their talents and be challenged alongside their peers from other centres

SISTEMA IN THE TIME OF COVID-19

When Ontario schools closed in March 2020 as a result of the COVID-19 pandemic, Sistema Toronto staff and teachers quickly pivoted the program to interactive group and individual online classes. The Sistema Online Sessions (SOS) initiative provides students with a lifeline to social interaction, access to their community, and regular contact with the outside world during the pandemic.

When beginning online lessons, we found that some students did not have access to the devices or internet connection required to take part effectively. To address these inequities, Sistema Toronto formed a new partnership with Beanfield Metroconnect to purchase devices and provide upgraded internet or data access to those students in need.

While online music learning has come with challenges, like internet time lags that make orchestral playing and choral harmonies impossible, Sistema Toronto teachers quickly adapted their teaching methods to find the best ways to continue supporting students in developing their musical skills.



6 City of Toronto. (2016). Ward Profiles. Retrieved from <https://www.toronto.ca/city-government/data-research-maps/neighbourhoods-communities/ward-profiles/>
 7 Social Planning Toronto, Wilson, B., Maddox, R., Polanyi, M., Kerr, M., Ekra, M., & Khanna, A. (2018). 2018 Toronto Child & Family Poverty Report: Municipal Election Edition. Retrieved from https://d3n8a8pro7vhm.cloudfront.net/socialplanningtoronto/pages/2079/attachments/original/1538147211/2018_Child_Family_Poverty_Report_Municipal_Election_Edition.pdf?1538147211

EVALUATING PROGRAM IMPACT

Sistema Toronto students start in our program as 6 and 7 year-olds and become their schools' top performers. They are more likely to score higher on standardized testing compared to their non-Sistema peers.

SISTEMA TORONTO STUDENTS THAT SCORE LEVELS 3 OR 4 ON EQAO TESTS



NON-SISTEMA TORONTO STUDENTS THAT SCORE LEVELS 3 OR 4 ON EQAO TESTS



Sistema Toronto works with the Students Commission of Canada to evaluate the impact of the program in students' social skills and development. Students were asked questions about themselves and the program, and asked to rate their feelings on a scale of 1-5 indicating strongly disagree, disagree, neutral, agree, and strongly agree.

SOME OF THE 2020 REPORT RESULTS INCLUDE:

FRIENDSHIPS AND BELONGING –

The majority of students **agree** with the following

- I feel like I belong in this program.
- I feel like I belong in my community.
- I feel like I belong in the world.
- I have made friends in this program.



COMMUNICATION –

The majority of students **agree** with the following

- I am able to find my voice and express myself in different ways (artistic, writing, talking, etc.)
- I am comfortable expressing my feelings, thoughts, and opinions openly even when someone might disagree.



SELF-ESTEEM AND SELF-CONFIDENCE –

The majority of students **agree** with the following

- I know what my strengths and skills are.
- I feel good about who I am and the things I do.



FUTURE PLANS –

When asked if students feel they will graduate from high school and go to college/university or learn a trade, students felt that the chances were **high**.



PERFORMANCE OPPORTUNITIES

As part of Sistema Toronto's core program or Honours Orchestra, students receive opportunities to share what they are learning with their community as part of an orchestra, choir, chamber group, or percussion ensemble. These opportunities allow students to share the work they do in music classes while practicing their leadership, presentation skills, and confidence as ambassadors for Sistema Toronto. Our community partners help us provide life-changing opportunities for students by allowing them to share and experience music together.

Here are the community events that Sistema Toronto students took part in for the 2019-20 year:

In September 2019, students from Sistema Toronto Parkdale performed at **the Citizenship Ceremony at Chorus Quay**. Students had a great time welcoming new Canadians!

In October, Music and Movement students from Sistema Toronto Parkdale sang at the annual **TVO Gala**.

In November, Sistema Toronto Scarborough students participated in a **steel pan workshop** with artist and educator **Joy Lapps Lewis** held at **Evergreen Brick Works**.

Also in November, Sistema Toronto Scarborough choir students performed at the **Scarborough Philharmonic Orchestra's** annual holiday concert. Students look forward to this event each year where they get to perform alongside professional musicians.

In December, the Sistema Toronto Parkdale intermediate orchestra performed for their local community at the **Parkdale Winter Fair**. The event allowed the community to learn more about Sistema's after-school program while students demonstrated what they learned in the first part of the 2019-20 school year.

Sistema Toronto Yorkwoods Honours Orchestra students had the opportunity to give back to their community in December by performing at **235 Gosford's Holiday Party**, presented by **Councillor Anthony Perruzza in partnership with Christian Centre Church**. This was a community event that raised funds for residents of 235 Gosford who had been recently displaced due to a fire.

On January 5th, Sistema Toronto students sang at the **annual Mitzie Hunter New Years Levee**.

On January 27th, Sistema Toronto Yorkwoods students performed at **The Reading Partnership 360 Stories Book Launch** as part of Family Literacy Day.

On March 5th, the Sistema Toronto **Honours Orchestra** performed at the **Toronto Foundation's Deacon Legacy Grant event**.

On March 7th, Sistema Toronto Scarborough students sang at **the Liberal Party Convention**.

Unfortunately, due to the COVID-19 pandemic, live performances after early March 2020 were canceled. In order to keep this community spirit alive, Sistema Toronto switched to creating collage performance videos. The Scarborough students created a virtual video performance of **"Fearless"** alongside singer-songwriter Roveena, the Parkdale choir sang **"Fly Away Home"** by Pinkzebra in a collage video, and the senior students from all three centres came together during **Online Summer Camp** to create a video performance of **"See the Light"** by Sarah Quartel.



See The Light By Sistema Summer Camp 2020

CURRICULA DEVELOPMENT

Sistema Toronto is continually evaluating and improving its program to ensure students are receiving the support they need to thrive. Sistema Toronto developed a core curriculum in strings, percussion, choir, music and movement, and social development, which has transformed our teaching approach and greatly increased student engagement. Our student evaluations measure achievement and progress in musical and social development, ensuring that our students graduate with strong musical as well as social and academic skills. This balanced approach proved vitally important in our shift to online learning in March 2020.

ONLINE LEARNING

When schools closed in March 2020, Sistema Toronto immediately began operating our classes online. Online choir, percussion, and strings classes began immediately after the scheduled March Break holiday, and even continued through the summer with our Online Summer Camp. For many of our students and their families, these classes provided vital emotional and social support during a stressful and difficult time.

PEDAGOGICAL APPROACH

Sistema Toronto emphasizes experiential and inquiry-based learning in our music teaching. Experiential learning challenges students to learn by answering questions and solving problems, and de-emphasizes rote learning and repetition. This approach fosters student engagement, as students take greater control of their own learning process, and helps students develop strong critical thinking, observational, and analytical skills. Staff expertise with inquiry-based activities and assessment tools proved to be one of the keys to our success in transitioning to online learning.

MUSIC CURRICULUM

Sistema Toronto offers our students a broad array of musical skills. Students begin with Music and Movement, an introductory course including singing, dance, pitched and non-pitched percussion instruments, musicianship, and theory, designed to prepare them for the full program. Beginning in their second year, students study orchestral stringed instruments, choir, and percussion, and continue learning musicianship and theory. The curriculum puts a strong emphasis on fundamental musicianship, listening, and performance skills.

SOCIAL CURRICULUM

To help our students develop key social and academic skills, Sistema Toronto developed a social development curriculum that explores ten principal themes.

IDENTITY
LISTENING
RESPONSIBILITY
COMMUNICATION
ORGANIZATION
RESPECT
LEADERSHIP
PROBLEM SOLVING
TEAMWORK
COMMUNITY

Each month our students take part in structured learning activities that reflect the monthly theme, helping them develop key social and emotional learning skills. Each activity includes defined learning goals and outcomes, a list of discussion questions, and is provided to the teachers with all necessary equipment and information. These activities proved to be a vital emotional support to our students and teachers during quarantine, and an important driver of our successful transition to online learning.

TEACHER PROFESSIONAL DEVELOPMENT

In addition to providing support for children and families, Sistema Toronto is committed to employment and professional development opportunities for artists and arts educators. Sistema Toronto's teaching team met 6 times for Professional Development sessions. These sessions created space for teachers to discuss issues that arise in classrooms, share ideas, and improve curricula so that our program evolves to meet the needs of the community. This was especially important later in the year after the COVID-19 pandemic forced us to move our program online as it gave us a chance to prepare and enhance the teachers' toolkit for online learning.

DISCUSSION TOPICS INCLUDED:

- Engaging with students in an online environment
- Effective online teaching strategies
- Maintaining an organized teaching space online
- Monitoring mental health of students during the pandemic
- Experiential learning
- Classroom management
- Behaviour management
- Discipline policy
- Social curriculum practicum
- Strings pedagogy and curriculum
- Choir pedagogy and curriculum
- Percussion pedagogy and curriculum
- Music and Movement pedagogy, curriculum activities, and techniques
- Integrating social and music curricula
- Review and revision of content and goals of all curricula
- Student evaluation
- Teacher evaluation and personal teaching goals



MULTICULTURAL PROGRAMMING

COMMITMENT TO DIVERSE PROGRAMMING AND REPERTOIRE

Sistema Toronto is committed to providing programming that reflects the diversity of the communities we serve. Based on a 2020 study conducted by the Students Commission of Canada only 13% of our students identify as white, while 87% of students identify as Black, Indigenous, and People of Colour (BIPOC).

In 2019-20, at least 50% of our repertoire was by women or BIPOC composers, and Sistema Toronto students took part in workshops focused on celebrating cultural diversity.

For Black History Month in February 2020, our students learned about Black Composers including Ignatius Sancho, Oscar Peterson, Godwin Sadoh, and José Silvestre White Lafitte. They also took part in steel pan workshops with Joy Lapps Lewis and learned about African music traditions with Ruth Mathiang while learning songs in Kiswahili.

Students also worked with Sri Lankan born singer-songwriter Roveena throughout the year. She hosted workshops with 100 students aged 8-13 to learn her songs "Fearless" and "Fly", and the project culminated in a virtual video performance in June.

DURING THIS YEAR, SISTEMA TORONTO STUDENTS LEARNED MUSIC IN NON-ENGLISH LANGUAGES AND LEARNED ABOUT THE MUSIC OF DIFFERENT CULTURES, INCLUDING:

RUSSIAN
HINDI
TE REO (MAORI)
FRENCH
SWAHILI
SPANISH
TAMIL
WOLASTOOIYIK

NUTRITION PROGRAM

One in five households in Toronto experience food insecurity. Low wages and inadequate social assistance, combined with the high costs of housing, child care and other necessities, are substantial obstacles to accessing healthy food.⁸

The Sistema Toronto Nutrition Program follows the Toronto District School Board's Healthy Food Guidelines. Each snack includes a serving of fruit or vegetables and one serving of either grain, protein or dairy.

As with other social issues, the COVID-19 pandemic has worsened food insecurity in Toronto. From April 1 to April 8, 2020, there were 2726 referrals to food banks in Toronto, about six times higher than the 461 referrals in the same period in 2019.⁹

Black households are 3.56 times more likely to be food insecure than white households.¹⁰

⁸ City of Toronto (2019). Food insecurity in Toronto. Retrieved from <https://www.toronto.ca/legdocs/mmis/2019/hl/bgrd/backgroundfile-138987.pdf> (accessed 27 February 2020).
⁹ Toronto Foundation Better Toronto Coalition (April 2020) Brief 2: Food Security during the COVID-19 Pandemic: Toronto's food crisis is imminent. Retrieved from <https://torontofoundation.ca/wp-content/uploads/2020/04/TF-Better-Toronto-Coalition-Brief2-v01.pdf>
¹⁰ FoodShare and Proof Food Insecurity Policy Research (2019) Fact Sheet Race and Food Insecurity. Retrieved from https://foodshare.net/custom/uploads/2019/11/PROOF_factsheet_press_FINAL.6.pdf

DUE TO COVID-19 AND THE SWITCH TO ONLINE LEARNING, SISTEMA TORONTO WAS UNABLE TO PROVIDE A DAILY SNACK TO CHILDREN IN-PERSON. INSTEAD, THE DECISION WAS MADE TO SEND GROCERY GIFT CARDS TO FAMILIES IN NEED. THIS ENSURED THAT SISTEMA'S NUTRITION SUPPORT PROGRAM WAS ABLE TO CONTINUE THROUGHOUT THE PANDEMIC.



SUCCESS STORIES

SHAUNCIA

Shauncia is a graduate of our Yorkwoods program in the Jane-Finch neighbourhood. Throughout her years at Sistema, she has become known for her thoughtful and caring attitude towards her teachers and peers. She's also a talented violinist, and her hard work earned her a place at the Etobicoke School for the Arts. However, after a lot of deliberation, Shauncia decided to follow her passion for math and science, and instead decided to accept a place in the prestigious ESTeeM program at CW Jefferys Collegiate Institute. Shauncia continues to be part of the Sistema Toronto community by participating in our Honours Orchestra for advanced students. We are so proud of Shauncia's many accomplishments, and know that she will continue to excel through high school and beyond.



SARAH

Sarah is a graduate of our Parkdale program in the west end of Toronto. Over the years, it became clear that Sarah was extremely passionate about music and proved her ability to be a great violinist. Sarah started attending the Etobicoke School for the Arts in 2019 and has continued to be part of the Sistema Toronto community. Over the past year we've seen her harness her focus, dedication and insatiable curiosity to produce incredible results on her instrument and successfully tackle some very ambitious goals in the process. There are very few kids Sarah's age who have both the talent and a willingness to put in the work required to excel and Sarah shows day in and day out that she is one of those rare examples. We can't wait to see what she will accomplish next!



2019-2020 GIVING

Thank you to all our supporters, without whom we would not be able to provide free music education and social development programming for 300 children. By donating to Sistema Toronto in 2019-20, these generous individuals, foundations, corporations, and government grants helped children develop a life-long appreciation of music and the skills they need to find success in any area of life:

\$100,000 +

**Robert and Ellen Eisenberg
Azrieli Foundation**

\$50,000 - \$99,000

**Government of Canada
Peter Gilgan Foundation**

\$25,000 - \$49,999

**Aubrey & Marla Dan Foundation
Catherine and Maxwell Meighen Foundation
Ontario Arts Council
Ontario Trillium Foundation
Toronto Foundation**

\$10,000 - \$24,999

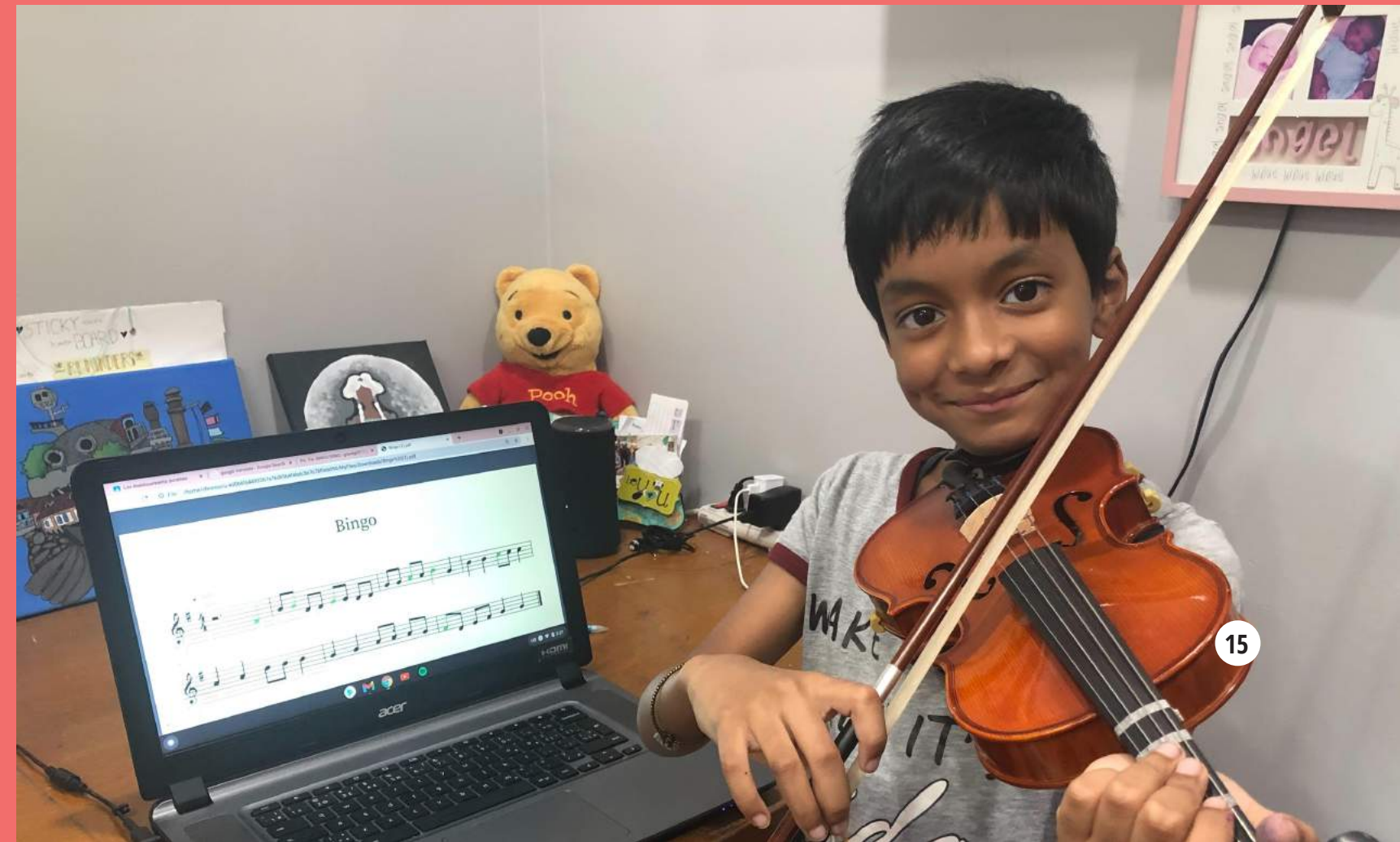
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\$5,000 - \$9,999

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2019-2020 GIVING

\$1,000 - \$4,999

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Merle Kriss
 Middlefield Charitable Foundation
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 Scott Mackenzie
 SOCAN Foundation
 Townsend Family Foundation
 TVO

\$500 - \$999

Angela Wu
 Bonnie & Peter Levy
 Dandelion
 Eun A Jo
 Freny Mistry
 Gil Hardy

2019-2020 GIVING

Joan Ridout
 Joel & Lucy Lamanna
 Joy Levine
 Joyce Toye
 Louise Adele Peckford
 Marla Weingarten
 Miriam Kagan
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 Norma & Gary Manzanilla
 Susan Kaufman

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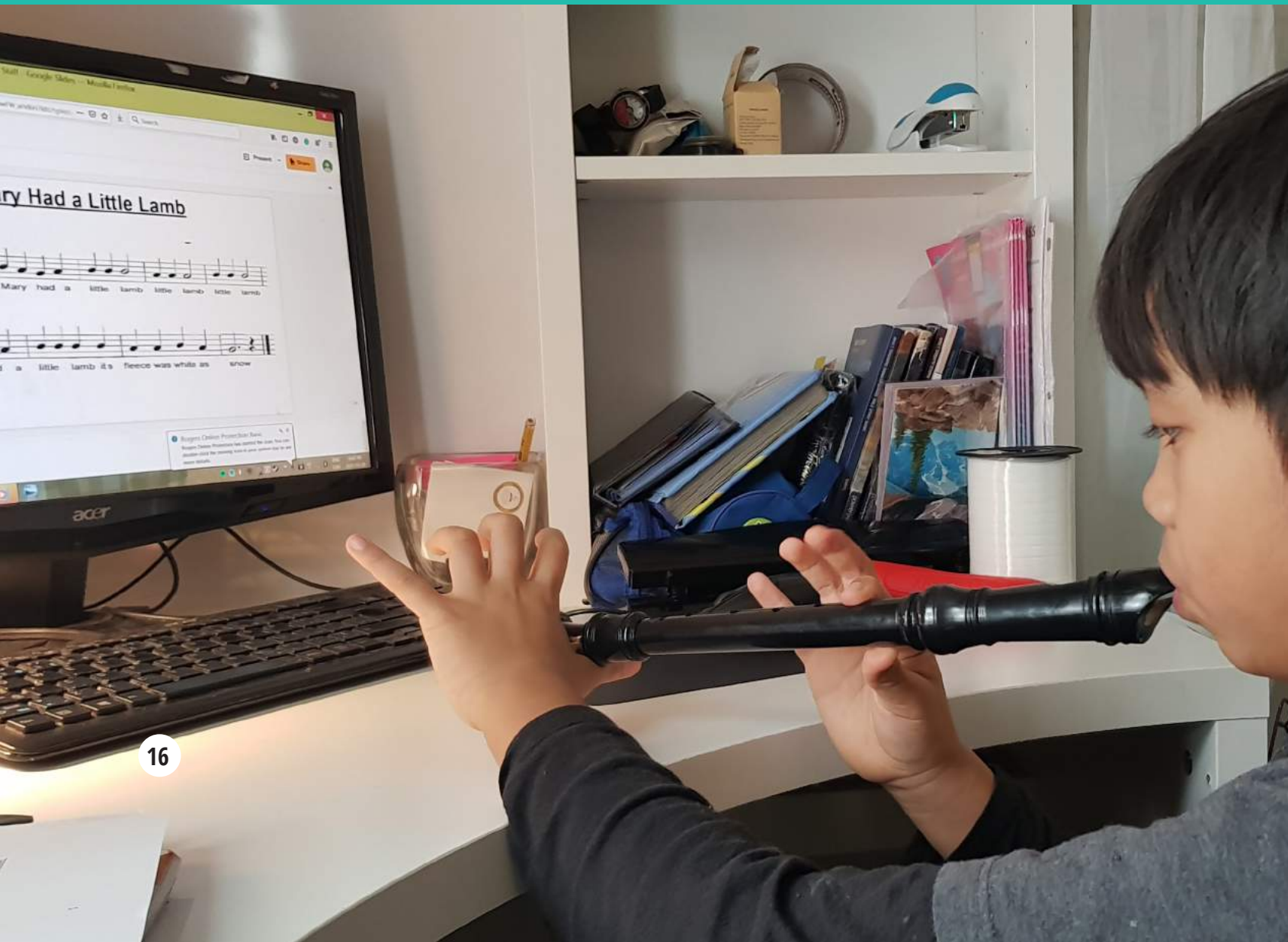
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 Trio Arkel
 Toronto District School Board
 Toronto Catholic District School Board
 Parkdale Junior & Senior Public School
 Yorkwoods Public School
 Military Trail Public School
 St. Martin de Porres Catholic School



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Michael Williams
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AUDITED FINANCIAL STATEMENTS

Sistema Toronto Academy Statement of Operations and Changes in Fund Balance For the year end August 31, 2020

	2020	2019
Revenue		
Corporate donations	\$150,239	\$132,865
Donations in kind	\$4,182	\$12,043
Emergency Community Support Fund	\$50,975	
Events	\$9,054	\$23,915
Federal COVID Emergency Wage Subsidy	\$195,205	
Foundations and trust grants	\$478,870	\$521,407
Gain on sale of marketable securities	\$627	
Government grants	\$29,882	\$76,600
Individual donations including stock	\$156,343	\$268,693
Interest income	\$5	
Ontario Arts Council Operating Grant	\$48,760	\$50,000
Other revenue	\$10,390	\$7,901
	<hr/>	<hr/>
Total Revenue	\$1,134,532	\$1,093,424
	<hr/>	<hr/>
Expenses		
Amortization	\$47,753	\$48,767
Audit	\$10,394	\$10,295
Conferences & meetings	\$4,878	\$4,596
Cost of disposal of securities	\$510	\$170
Events & fundraising	\$3,746	\$18,804
Human resources – admin	\$353,147	\$276,605
Human resources – program delivery	\$483,699	\$446,871
Insurance	\$5,907	\$6,207
Marketing & promotion	\$18,017	\$15,721
Nutrition program	\$16,022	\$19,759
Office & general	\$29,410	\$25,004
Other program delivery costs	\$31,089	\$10,281
Program evaluation	\$13,000	\$6,500
Rent	\$21,120	\$18,745
Summer camp program	\$199	\$21,932
Supplemental teaching	\$4,820	--
Transportation	\$16,129	\$24,637
	<hr/>	<hr/>
Total expenses	\$1,059,840	\$954,894
	<hr/>	<hr/>
Excess of revenues over expenses	\$74,692	\$138,530
Net assets – beginning of year	\$190,405	\$51,875
	<hr/>	<hr/>
Net assets – end of year	\$265,097	\$190,405

A full set of Audited Financial Statements are available upon request.



Sistema

Toronto

Sistema Toronto
5-96 Vine Avenue
Toronto, ON M6P 1V7
416-545-0200
info@sistema-toronto.ca

Charity No. 8 1925 6603 RR0001